

# Oatley Public School Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Oatley 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.

Ms Debbie Hunter

Principal

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### Message from the Principal

Oatley Public School has experienced an incredible journey since its humble beginnings in 1917. Some of the awards presented to our students throughout our Celebrating Success ceremonies are from former students and Principals from Oatley Public School so what a wonderful year to celebrate this Centenary Year.

For me this school has nurtured diversity, embraced technology as a global focus and this younger generation who are digital citizens. We are moving into a world where our future jobs are unknown and our work environments can be anywhere in the world. Knowledge is more accessible through media and digital forums and social media has hit us with a vengeance or some may say with so many possibilities. Our capacity to keep up with this changing world can often be very tumultuous and unpredictable.

These future changes come with many challenges to our education system and to our teachers and in turn for our children. We are compared now on the world platform in our education system which drives competition but also opens up many windows of opportunity.

However, we could not exist without the teachers. Teaching is one of the oldest professions in the world and it has stood the test of time, constantly evolving to meet the needs of students today. Along with the International platform we must adapt, learn and change. The vast sweep of the work of teachers is often untold . . . the hours of lesson preparation, research and marking; the extra-curricular activities; the collaboration with colleagues; professional development and study throughout their careers all for the benefit of their students.

The innovation, creativity, care and compassion and the extraordinary lateral reach to find solutions to complex issues resides deep in teachers' educational psyche. Great teachers maximise life choices, opportunities and outcomes for all students. They do change lives. We know this from our own experience as students, teachers, parents and colleagues. Education is the best investment we can make in our children and young people. As teachers and educational leaders we influence the lives of our students . . . it's our job to make a positive difference.

We are working towards developing competencies in our children that develop them as a human being and as a citizen. We provide knowledge, skills, values, attitude and will to drive thinking and learning to learn; looking after oneself; managing daily activities and safety; understanding of cultural competence; interaction and expression; multiliteracy; ICT competence; competence for the world of work and participating and influencing building the sustainable future.

Through the diversity of program implementation our children are engaged in project based learning, computational thinking, science technology engineering and mathematics projects & learnings that involve the design process cycle.

Our children have become peer assessors and self assessors in their learning. They have clear criteria to understand where they are achieving as learners and how to improve by knowing what is the next expectation.

In 2018 we continue this learning journey into student self regulation strategies inclusive of effective feedback in curriculum and in their emotional resilience. We continue to understand the strategies of collaboration and to develop their capacity in knowledge construction by exposure to higher order thinking skills and connections to the real world.

It is an exciting journey that we are on and throughout this journey nurturing of student wellbeing is at the forefront. Our children need to be acknowledged, be resilient and develop life skills in social accomplishments. Our children need to have empathy and understanding for one another's similarities and differences. Most importantly children need to have a high expectation.

We may have had 100 years of history but the qualities of being a citizen who contributes positively to their community is still integral to what we teach in our schools especially at Oatley PS. Our community still love to feel that Oatley Public School is a community school where the school culture is caring, nurturing, progressive and safe. That it is a calm and very happy place. For me it has been an honour to lead Oatley Public School into this journey of learning.

The children have a strong sense of creativity and independence and particularly having a voice to contribute to society. I take great pride in working with the teachers, children and parents in this school community. I welcome new ideas & new innovations & value the future contributions that history has in forming our children. To all the parents who are leaving our school community as their children move on to high school or to other schools I hope you will always take memories of Oatley with you. Thank you all for another brilliant year and for your ongoing support for Public Education.

## Message from the school community

### OPSAG REPORT

The objective of the Oatley Public School Advisory Group (OPSAG) is to provide strategic and policy advice to the Oatley Public School (OPS) Principal. It is not a decision making body, but provides advice and support to the Principal. The group consists of the School Principal, the President of the P&C, representatives from staff, parents and local community bodies. The OPSAG meets once every term, and throughout 2017 has discussed and provided advice in the following areas.

#### Strategic direction and focus areas for OPS

In our first meeting for 2017, the OPSAG discussed and supported the 2017 School Plan. In subsequent meetings, a number of additional inputs to school planning were discussed, including feedback from parents and learnings from Finland's education system.

#### Feedback and communications with parents and caregivers

The key channels and methods for communicating with parents were discussed, with a focus on how to improve the effectiveness of communication. This included:

- Weekly newsletter (including effectiveness of the newsletter in reaching the audience), Hard copy homework notes
- Website communication, including the virtual tour established in 2017
- Edmodo communications with students (and potential parent communications in the future)

In addition, key items of feedback from parent and student Surveys (including Tell them from Me survey and focus group feedback) were discussed, including:

- BYOD management (including use of Apps)
- Streaming of classes and gifted and talented activities
- Frequency and volume of homework (including specific feedback about speeches)
- Use of infants playground for all students in lunch time
- Timing of parent-teacher interviews

#### Governance of OPS Centenary activities

Governance (and funding) for centenary activities was discussed, with advice and support on how to allocate responsibility between the P&C and the staff at OPS.

## **Asset and building plan and program**

The OPSAG provided support and advice on the operation of the Building Fund, which is established as a not-for profit entity that attracts tax-deductible donations. Allocation of expenditure in 2017 focussed on upgrades for the School Hall, and planning for upgrades to the playground.

## **IT strategy**

A number of IT related items were discussed with the OPSAG in 2017. The OPSAG supported the proposal to move to a single platform (Google classroom / Google docs) and maintaining limited use of devices (Apple, Chromebooks and PCs) in order to reduce the complexity in management of IT hardware, software and training for teachers.

## **P&C and Environment updates**

Every meeting also consists of a P&C and environment update. This included discussion about available Grants, fundraising, building fund management and coordination of centenary celebration events.

## **P & C REPORT**

Throughout 2017 the P & C support initiatives for fund raising in the school. These support programs include Got Game, Mathematics, ground hire for Athletics Carnival, Science incursions, Stage based wish list items as part of the Centenary fair, both Yr 6 farewell and school 100th birthday cake and kinder Welcome Party for new parents into our school. Being our Centenary year the P & C focused on connecting the wider community by having a 100 Blood Donation event, Oatley Fun Run, Centenary Open Day and Dinner function and completing the year with the successful Centenary Fair. The extension of the P & C are all the sub-committees that contribute in supporting the projects in the school, the hard work from the Canteen, Uniform Shop, Grants and Centenary Fair Committee are very appreciated.

The students had many other special days and opportunities throughout the year, Easter Egg Raffle and hampers, Mother's Day stall, Dad's Big Breakfast, Fun –Run–A–Thon, Senior Christmas Luncheon and the Centenary Historical Book publication. This year we saw the start of the Butterfly garden with completion early 2018, an upgrade of the Cricket Nets, Fly Screens installed in the canteen and the installation of air vent and skylight in the school hall. We look forward to the Urban Landscape playground construction on both sites in 2018. The rich learning environment we are working together creates a partnership of trust that will continue to directly benefit the students attending Oatley Public School.

## Message from the students

To my colleagues and my inspirational teachers.

I can't believe it! We have ploughed through 7 years at primary school in what feels like the blink of an eye. I remember that first day of kindly lining up in front of the kindly classrooms excited and nervous about this new adventure called "big school" We all had on our shiny black shoes, our stark white socks and stiff pristine uniforms that looked 2 sizes too big. Our teachers took all of us cuties and started our journey through Oatley Public School. One of my strongest memories is that feeling of tense excitement waiting for my teacher to reveal who was the lucky student who got to take "Snowy", the leopard home for the week... fast forward 7 years and we still get the same tense excitement but it's more like when we are waiting to jumping off a 14 feet telegraph pole at the great Aussie bush camp !! We have really come so far! I would really like to sincerely thank our phenomenal and dedicated teachers for getting us this far. For supporting us, disciplining us, encouraging us, guiding us and most of all inspiring us to be the best we can be.

We are growing up in times where friends are made a lost with the click of a button. Where popularity and how we look seems more important than who we are. As we leave Oatley Public – a beautiful safe haven where friendships have been forged, memories made and foundations laid, I would like to encourage you to ask yourself this one question.

**Just who will I be?** Will you be the person who worries about having the best clothes and the best shoes or will you be the person who has good values? Will you be the person who cares about others or will you be the person who just doesn't bother? This is your choice and it is never too late to be who you want to be. Ask yourself now and decide early. Our journey will be made much smoother and the difficult decisions we will face, made much easier if we know who we want to be.

The last seven years have been an awesome experience that I will treasure forever but what I have liked most of all are the people that I have gone through this with. To our amazing teachers I can confidently speak about every teacher in our school because I have had more than nine of you as my teachers over the past 7 years and through extra-curricular activities I have been lucky enough to have had contact with most others. You have all made an enormous impact on not only me but all of the class of 2017 and we can't thank you enough for going above and beyond in all that you do. And a special thanks to Mrs Hunter and Mrs Markovski, they have worked with the leadership team a lot this year, and have been incredibly supportive throughout the year. They are also both extremely enthusiastic and were always willing to hear our suggestions and ideas. Now I just want to leave you all with that question..... ***Just who will you be? It's your decision and yours alone.***

School Captain 2017

## Our Centenary Year

2017 has been an extraordinary year as Oatley Public School celebrated its 100 years of quality Public Education. The school organised several memorable events bringing the entire community together to enjoy this major achievement. The teachers collaboratively planned exciting integrated units of work based on different eras which captivated the students to learn about history over time, in relation to dance, movies, songs, major events and general information. The students enthusiastically engaged in their learning with a culminating performing arts showcase at the Centenary Open Day. The school was opened for a day where; past students, teachers, principals, parents and grandparents could reminisce about olden days and engage with current students and their learning.

The school also hosted a "Centenary Talks" day where many past parents and grandparents came along to talk to the students about their experiences at Oatley Public School. A great connection was made with the guest speakers and the students. Many topics were being discussed from uniforms, school discipline, old school buildings, the tuck shop and even the makeshift hospital. The students were amazed and the different school life the students experienced in the olden days compared to their current school life. With the support of the school leadership team, a Filmpod was created detailing this events which can be viewed through the school website.

Oatley Public school couldn't go past without having a birthday cake and sing-a-long to celebrate and acknowledge the opening of the school 2nd October, 1917. We had the privilege of the oldest and youngest students cut the cake and mark this major event. Further celebrations took place at a Centenary fair, where local members held stalls and students were engaged in games that were played in the olden days and modern STEM related activities. The fair was a success bringing together students, teachers, parents and the wider community. This year's remarkable events have only happened because there has been a lot of enthusiasm, collaboration, encouragement and guidance from across the school community. I hope this teamwork and level of engagement continues forward into the next 100 years ensuring "Every Child a Success".

## School background

### School vision statement

We asked our school community to tell us what their vision of expectation would be while students start and finish in a primary school setting in this world of 21 Century learning. This provides a mutual understanding of our vision as many of the skills and qualities are evident from this school community.

#### Students

Confident, responsible, independent worker, an achiever, make the right choices, be more intelligent, creative, collaborative, open to new things, cooperative, team player, caring, follow school values, respectful, caring, engaged learner, a goal setter, be fair, unique, successful, flexible, reliable, researcher, organised, competent, leader, happy and knowledgeable.

#### Teachers

Enthusiastic, initiative, literate, numerate, safe, self-respect, know their strengths and challenges, sense of belonging, effective technology skills, critical thinker, problem solver, cooperative, social competencies, leadership qualities, happy, resilient, innovative, effective communicator, ongoing success, motivation, resourcefulness, manners, empathy, pride in their achievement and risk taker.

#### Parents

Collaborative learner, resilient, adaptable, creative, love of learning, internet smart, caring, ethical, social, thoughtful, compassionate, secure, self-confident, capable, literate and numerate, positive self-esteem, self-disciplined, tolerant, happy, manners, make good judgements, independent, critical thinkers, reasoning skills, fair, positive attitude, enjoy learning, internationally aware, honest, integrity, leadership, understanding commitment, tolerant of all cultures and a solid grasp of core fundamentals.

### School context

Oatley Public School has established a school brand of ENVIRONMENT COMMUNITY OPPORTUNITY...every child a success. To ensure we capture these qualities we provide a safe and caring learning environment, fostering mutual respect and prepare our students to achieve success. We support students in their development of social maturity and enthusiasm for life-long learners who become contributing members of society. Oatley Public School is situated near the Georges River drawing students from a wide range of socio-economic backgrounds, including those living on waterfront land, large suburban blocks and rental properties. The school is on a split site separated by Neville Street. Both sites are easily accessed. To improve student safety a boom gate has been installed, effectively closing Neville Street between 8:00am and 4:00pm on school days. The school has spacious, well maintained grounds.

The school has provided quality education to K-6 students since 1917. It is a supportive and nurturing environment for students in which learning is valued. Student welfare is a priority and students are encouraged to achieve success. Student welfare underpins all the quality teaching and learning programs for students. Student learning is enriched by a variety of extra curricula activities offered through the school. Parent expectations of student achievement and opportunities are extremely high and the community actively support the school through participation in numerous programs. Data gathered from a wide range of sources across the school continually indicates that literacy and numeracy results for our students are consistently above the state average. This has been an ongoing trend. Oatley Public School staff are embracing quality teaching strategies and the skills development of higher order thinking skills especially with our talented students and in supporting the value added for students from Year 3 to Year 5. Whole school enrolment has continued to increase. Demographics have changed slowly over the past few years, still predominantly Anglo Celtic. The 2015 enrolment is 506 students of which 42% will be from non-English-speaking backgrounds representing 32 language backgrounds other than English.

# 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. This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self–assessment using the elements of the School Excellence Framework. Our self–assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students. This year, our School Leadership team at Oatley Public School collaboratively evaluated the School Excellence Framework with the school community for informing, monitoring and validating our journey towards excellence. Time was dedicated throughout Term 4 to thoroughly evaluate, with evidence, the school plan to determine the elements of the School Excellence Framework. Staff reflected on the evidence being presented and aligned this to the framework continuum. This provides an important overview to ensure we are working towards the excellence statements. Our improvement efforts align with these high level expectations. School evaluation evidence shown from within the community in the domain of Learning, have primarily focused on the themes of learning culture, curriculum, assessment, and student performance measures. The evaluation showed the school working within the excelling stage.

The strong performance of the school in creating a positive and productive learning culture among staff and students and community has been a feature of our progress. The evidence showed the school working within the excelling stage in the Leading domain. The fundamental importance of students taking responsibility for their learning is providing an outstanding way to build a culture of trust, respect and valuing and understanding of the learning & teaching taking place. The results have been evident in the way that students are understanding high expectation of their learning and increasing their engagement in the assessment of their learning. Identification of individual learning needs and differentiation has been critical to our progress throughout the year. Students with varying learning needs are being identified for either early intervention strategies, engaging in higher order thinking in consultation with their parents. We have also successfully provided an authentic connection to our Aboriginal community in learning at the school. The school changed teaching practices in Literacy and Numeracy through a strong emphasis on assessment using the literacy and numeracy continuum. The data wall consistently shows evidence of value added in student progress and the impact of classroom programs. Our major focus in the domain of Teaching has been on effective classroom practice, collaborative practice, learning and development and the use of professional standards to guide staff development for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages.

The use of technology for learning, the importance of data analysis to inform decision–making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, our staff are developing our own evidence based practice through their reflections and evaluations through the Quality Teaching Domains and elements. All staff developed professional learning goals based on the standards and completed their Performance and Development plans based on self–identified professional learning. Through a strong culture of collaboration and learning and development, the new Bring your Own Device program continues in Years 5 and 6. The school's implementation into classroom practices have been identified by several other schools as exemplar and the teaching staff have presented at other schools evidencing system leadership. In the domain of Leading, leadership in strategic professional learning and management practices using collaborative processes have been prioritised.

The school focussed on the leadership dimensions of establishing goals and expectations, strategic resourcing, planning, coordinating and evaluating Teaching and the Curriculum, promoting and participating in Teacher Learning and Development and ensuring a supportive and orderly environment. The consistency and effectiveness of implementation of these dimensions in this strategic direction throughout the year has built a strong foundation of leadership capacity across the school with exemplar management in place. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture and creating positive pathways for community consultation processes. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. 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. Evidence showed the school is within the excelling stage in the Teaching domain. Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education.

## Strategic Direction 1

Students be successful competent and creative 21st Century learners.

### Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learners.

### Overall summary of progress

In 2017 we achieved our improvement measures in NAPLAN in Reading, Writing and Grammar and Punctuation for Year 3. During 2017 our goal is to maintain our results in Reading, Writing and Grammar and Punctuation whilst targeting improvements in Spelling and Numeracy Year 5. There will be an increased focus on spelling rules and the introduction of Spellodrome. In Numeracy, the focus will be on the language of mathematics and the development of problem solving skills. We will also maintain our focus on the development of 21st Century competencies through open ended tasks that promote higher order thinking. In 2017, we will be using the Literacy Continuum to continue to track student progress in Reading Texts and Comprehension and continue to strive for 80% expected growth at exit Cluster marker for each grade. The focus will be on working with specific grades that achieved well below the 80% expected growth and develop teacher professional knowledge by implementing accommodations for individual students.. We will also begin to track student growth in the Critical Aspect of Writing and will also be working towards 80% expected growth of students achieving exit cluster marker for their grade. Our focus will be to create a stronger student voice and integrate goal setting focus in student learning, assessment and reporting. We will continue to promote the use of iPads in the classroom with teachers engaging with ongoing Professional Learning to improve their knowledge and skills in order to provide our students with increasing opportunities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data Wall tracking (Outcomes based assessment) & PLAN (Literacy and Numeracy Continuum) data showing expected growth for 80% of all students.	Teacher professional learning funds \$11,185 and Literacy/Numeracy funds \$17 042 combine \$28108	Report data shows 80% of students achieving their stage based outcomes in Literacy and Numeracy. Evidence is collated in graphs from Semester 1 Report data. This is also provided to all parents so parents can gain specific information on their child against the cohort of students in their grade level.
<b>NAPLAN targets:</b> <b>Numeracy:</b> 65% of Year 3 students and 65% of Year 5 students in the top 2 bands. 65% of students in Year 5 achieve expected growth.	Teacher professional learning funds \$11,185 and Literacy/Numeracy funds \$17 042 combine \$28108	Year 3 2014 = 50%, 2015 =54.1%.2016 = 61.5% 2017= 65.1%  Year 5 2014 = 50%, 2015 = 48.6%( expected growth 73.4%, 2016 = 40.4% (expected growth 64%) 2017= 51.8%
<b>Reading:</b> 65% of Year 3 students and 40% of Year 5 students in the top 2 bands. 65% of students in Year 5 achieve expected growth.	Teacher professional learning funds \$11,185 and Literacy/Numeracy funds \$17 042 combine \$28108	Year 3 2014 = 53%, 2015 = 72.9%. 2016 = 72.3% 2017= 73.1%  Year 5 2014 = 38%, 2015 = 59.7% ( expected growth 74.6%, 2016 = 51.9% (expected growth 62%) 2017=62%
<b>Writing:</b> 70% of Year 3 students and 55% of Year 5 students in top two bands. 65% of students in Year 5 achieve expected growth.	Teacher professional learning funds \$11,185 and Literacy/Numeracy funds \$17 042 combine \$28108	Year 3 2014 = 62%, 2015 =75.3%.2016 = 67.5% 2017= 78.7%  Year 5 2014 = 21%, 2015 = 41.7%( expected growth 69.8%, 2016 = 28.8% (expected growth – no results available)2017= 47.7%
<b>Spelling:</b> 65% of Year 3 students and 60% of Year 5 students in top two bands. 65% of students	Teacher professional learning funds \$11,185 and Literacy/Numeracy funds	Year 3 2014 = 63%, 2015 = 61.2%. 2016 = 77.1% 2017= 74.2%



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in Year 5 achieve expected growth.	\$17 042 combine \$28108	Year 5 2014 = 60%, 2015 = 59.8% ( expected growth 60.3%, 2016 = 48.1% (expected growth 48.1%) 2017=55.6%
<b>Grammar and Punctuation:</b> 75% of Year 3 students and 65% of Year 5 students in top two bands. 65% of students in Year 5 achieve expected growth.	Teacher professional learning funds \$11,185 and Literacy/Numeracy funds \$17 042 combine \$28108	Year 3 2014 = 75%, 2015 = 70.6%. 2016 = 78.23% 2017= 74.2%  Year 5 2014 = 52%, 2015 = 61.1% ( expected growth 68.3%, 2016 = 55.8% (expected growth 48%) 2017= 51.8%
Students engage in a self or peer assessment of a writing sample using a rubric.	\$6000 TPL	Students retain writing journals over the year to show their creativity and mechanics of learning to write effectively. Evidence shows individual growth of students against the syllabus outcomes and this is communicated on students formal Semester reports to parents. Student learning goals are linked to this writing rubric and also evidenced on the formal Semester student report to parents twice per year..
TTFM survey showing 60% student engagement with links to OPS LST data on student wellbeing.		Students feel challenged in English/Maths 41% Students not challenged but confident 40% Challenging and not confident 17% LST data base showed 194 out of 530 students referred and accessing accommodations to their learning. Drivers for disengagement were anxiety, psychological problems, socio/economic factors, level of involvement in child's education
90% Collaborated Integrated units (PBL) showing higher student engagement in developing their deep understanding and significance.	Teacher professional learning funds \$11,185 and Literacy/Numeracy funds \$17 042 combine \$28108	100% teachers supported in Integrated units for differentiation. However 50% teachers implement Problem Based Learning strategies in their classes. High engagement of students is being seen by the teachers in these classes. Sharing of this knowledge collaboratively and teacher mentoring is in the developing stages to increase this engagement by students through teacher programs.

## Next Steps

Our future direction will comprise of developing a new Scope and Sequence for ICT skills K–6. ICT will continue to be a priority in stage planning and the checklists will be used to ensure all students have access to the full curriculum, including those outcomes that can only be achieved with access to various technologies. Future integrated units will focus on the development of Collaboration, Knowledge Construction and Effective feedback to ensure student development in curriculum areas.



## Strategic Direction 2

Teachers are high performing, collaborative and dynamic.

### Purpose

To ensure that whole school practices enable all students to be highly engaged in school and technologically competent. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically obtaining evidence in a monitored disciplined process.

### Overall summary of progress

There has been a steady increase in the percentage of teachers Coding 4 and 5 since 2015 from 67% of all staff in 2015 – 73% in Term 1, 2017. For Kindergarten the percentage of Codes 4 and 5 were less in Term 3, due to the nature of the lessons observed in the Initial Lit. The program is very restrictive for Student Direction, Substantive Communication, Cultural Knowledge, Problematic Knowledge and Higher Order Thinking. The program **SevenSteps To Writing Success** was observed in Years 1– 6. This program is part of the school Strategic Plan. Teachers had very similar lessons to be observed as per the school initiative. It was very interesting to see how elements could be coded despite the controlled program. This was reflected in more Codes being in 2 – 3 with Student Direction, Problematic Knowledge and Cultural Knowledge.

The teachers are consistently coding in 3, 4 and 5 in: Deep Knowledge, Deep Understanding, Metalanguage, Explicit Quality Criteria, Engagement, High Expectations, Student Self Regulation, Background Knowledge, Inclusivity, Social Support since observations started in 2015 compared to 2017 observations.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100%Teacher TTFM showing 8.5 results from 4 dimensions of classroom/school practices and drivers of student learning.		<p>Eight drivers of student learning</p> <p>2015 average 7.9, 2016 average 8.05, 2017 average 8.35</p> <p>Four dimensions of classroom/school practice</p> <p>2015 average 7.975, 2016 average 8.05; 2017 average 8.35</p>
School Reporting System inclusive of 21st Century Learner Capabilities and student reflection on their personal and learning goals added to individual student report.		All students setting personal and learning goals. Clear pathways of visible expectations developing in classrooms. Student goal setting discussed in our three way parent – student – teacher interviews in Term 1 where students reflect upon their achievements. Students continue to reflect with goals in formal written Semester Reports to parents. Capabilities are a component of the student's individual reports.
<b>Increased engagement with evidence based research in the area of quality teaching, informed by data and reflected in professional learning plans and Qualitative evidence through teacher surveys.</b>	<p>Quality Teaching funds \$22,370</p> <p>Tied TPL: Teachers provided with RFF to complete lesson observations QTSS.</p> <p>External QTR Consultant approx \$8000. Teacher Mentor: 1.0 FTE.</p> <p>QTSS :0.18 FTE.</p>	<p>QT summary Data. Staff Survey. Parent focus group data. PDP Annual review document links to school plan &amp; professional standards. Executive evaluation presentations. This is a main project throughout the school to ensure professional learning opportunities are a culture of the school .Mid term and end of year evaluation reports are reported inclusive of parent, student, teacher focus groups. Summation of pre/post data is collated and linked to research practices providing informative and summative assessment of past learning and future directions. A strong culture of professional learning is embedded in Oatley Public School.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement with evidence based research in the area of quality teaching, informed by data and reflected in professional learning plans and Qualitative evidence through teacher surveys.	Beginning Teacher Funds	QT summary Data. Staff Survey. Parent focus group data. PDP Annual review document links to school plan & professional standards. Executive evaluation presentations. This is a main project throughout the school to ensure professional learning opportunities are a culture of the school. Mid term and end of year evaluation reports are reported inclusive of parent, student, teacher focus groups. Summation of pre/post data is collated and linked to research practices providing informative and summative assessment of past learning and future directions. A strong culture of professional learning is embedded in Oatley Public School.
All teachers keep a learning journal at a proficient standard documenting their reflection of classroom practice via the QT framework, and includes the school focus on setting targets and goals within the theme of 'collaboration and improved knowledge and understanding'.	QTR consultant \$8000 Professional Learning Funds	Teachers keep a journal of the codes and conversations on their practice during their Quality Teaching Rounds. This enables reflection and growth against the framework of dimensions and the links to the teacher professional standards
30% of teachers achieve highly accomplished standard regarding the knowledge and understanding of the QT model, and provides evidence for their proficiency standard according to the National standards.	QTR consultant	In the developing phase as data is informing us that the teaching practices are of a high standard against the QT framework and the school needs to equip the professional support to enable these teachers to work towards the Highly Accomplished Teacher standard. The school is also recognising these teachers as future mentors to other teachers

## Next Steps

Future direction for QTR of this professional development program is to ask the question – “*how can we include more elements that coded 1 and 2 in our teaching practice*”. The elements that are consistently coded at 1 and 2 are: Problematic Knowledge, Higher Order Thinking, Student Direction, Cultural Knowledge and Narrative. More strategies to implement these elements to be planned in Stage meetings for programming, feedback strategies and assessment. Students, parents and teachers to be aware of the cultural backgrounds of students in their class. This can be in consultation with EAL teachers.. Furthermore professional development is planned for **Student Self Assessment and Peer Assessment** along with “**Growth Mindset**” to compliment the role of the student in their own learning. QTR to be continued, with an emphasis on: Effective Feedback and Learning Journal. Effective and manageable communication with parents ensuring that they are aware of QTR, student learning and and the role of Feedback in the classroom.



## Strategic Direction 3

A high performing school and a community that is inclusive, informed and engaged.

### Purpose

To build stronger relationships enhancing community engagement and participation in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning creating effective partnerships which contribute positively to the school community promoting student learning.

### Overall summary of progress

Key strategies for 2017 involved making connections and informing the community of the school direction and practices. The Centenary website was introduced with the P & C support to connect the wider community and promote the Centenary year.

Promoting the school through the Virtual Tour and various Filmponds was significant this year. These initiatives were accessible through the school website enable both the school and wider community access to information regarding school programs and initiative.

As part of the Student Leadership Initiative, two murals were created with the support of Oatley 101 Artist Society. The murals had a strong Aboriginal and White Ribbon day influence. This initiative strengthened family and community engagement to continue to build strong community partnerships.

LMBR implementation for 2017 occurred, especially in Training staff and SASS in the Attendance module. Streamlining online communication to the school community through website, online newsletter and school stream APP presence in all languages and also continuing with physical paper notes for communication.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
LST data base provides percentage of students that have parent consultation that supports individual accommodations in curriculum and wellbeing programs.	LaST and School Counsellor extra allocation FTE 0.2	Learning Support Team data base showed 194 out of 530 students referred and accessing accommodations to their learning. Drivers for disengagement were anxiety, psychological problems, socio/economic factors, level of involvement in child's education.
Website and school stream APP provides updated communication to parents inclusive of new policy implementation and school initiatives inclusive of student learning and teacher professional learning initiatives.	\$4000 Community Engagement Funds	<p>Ongoing initiatives to streamline communication with website and APP. Parent forums engaging psychologist, reading tutors, speech therapist and Occupational Therapist. Training parents in Oral Language programs, multilit and minilit programs and class reading programs. Increasing parents awareness of "how student learn and building student capacity.</p> <ul style="list-style-type: none"> <li>•Website is getting over 2000 visits a month. Home page, News page and calendar page most visited.</li> <li>•80% come to the website after Googling "Oatley Public School"</li> <li>•17% type the address in directly</li> <li>•50% use desktop, 40% mobile /10% tablet</li> <li>•Newsletter subscriber number is 441. Approx 50% open their newsletters, 68% of opens are on mobiles, 32% on desktops.</li> </ul>
Strategic Management Plan	0.904 QTSS utilised for	December School evaluation data presented to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
collaboratively evaluated, updated and revised to ensure consultation with the community and future direction supported by evidence presented.	executive.	school community. Evidence linked to Schools Excellence Framework & 2018 Future Directions for OPS. Report feedback from parents. School evaluation provides future directions for 2018 planning in leadership & management areas of the school plan. Explicit themes of what works –strategies
Increase the number of students that participate in three way interview process at the end of Term One from 20% to 90% to connect partnership of how students learn and what their child learns.	0;904 QTSS utilised for executive.	Increased attendance with students was 60% to 70% with grade variances.
Collation of data from parent Tell Them From Me survey to show 8.0. Increase respondents in the parent survey.	Community LSLD funds \$2000 QTSS 0.904	Parents support Learning at home 5.9 School supports Learning 7.3 School supports positive behaviour 7.7 Inclusive (differentiated curriculum) 6.2 Parents are informed 6.1 Parents feel welcome 6.6

## Next Steps

In the Leading Domain further development will take place in the elements of Educational Leadership, School Planning, Implementing and Reporting, School Resources and Management Practices and Process. The school is working towards providing administrative system, structures and processes that will underpin ongoing school improvement and ensure the community is continually informed.

Educational Leadership, Community Engagement and Community satisfaction are the key area for further direction.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3266 funding workshop–professional development	<p>Positive outcome form teacher network to distribute to all staff members High student engagement and parent participation in Twugia STEM camp</p> <p>Follow up awards presentation</p>
<b>English language proficiency</b>	<p>FTE 1.4 Staffing \$142,204</p> <p>Flexible funding \$28 468</p>	<p>Oatley Public School values the diverse cultural and linguistic backgrounds of the school community. Students who are learning English an Additional Language or Dialect (EAL/D) are provided with appropriate, needs–based support to develop their English language and literacy skills so that they are able to participate fully in school activities and achieve equitable educational outcomes. There has been consistent growth in the number of students and classes and as a result, the school has experienced a relative increase in the number of EAL students.</p> <p>Overall, 49% of students at Oatley Public School come from a language background other than English (LBOTE); of these, 40% speak a Chinese language. Our LBOTE population represents a total of 33 different language groups. Oatley Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. In 2017, funding was provided for three EAL/D teachers working a total of seven days (or 1.4 loading) to provide this program with the addition of new arrival allocation.</p> <p>Subsequently, class teachers were supported by EAL staff in meeting the learning needs of these students. Students whose English language skills are developing, receive the necessary support from EAL teachers though targeted programs which are delivered in a team–teaching arrangement within the classroom and/or in a withdrawal capacity. Due to the explicit nature of EAL teaching, the staff has found the team–teaching model a more effective option for the class as a whole. This year, over 50% of the 2017 Kindergarten enrolments speak another language other than English.</p> <p>Consequently support has been provided through specialised teaching and learning activities which focuses on oral language skills, new arrival programs and the InitialLit Literacy Program. 2017 has also seen the continuation of the Seven Steps to Writing Success which included a K–6 Staff development Day, Teacher Professional Learning and team teaching. The staff has embraced whole–class resourcing from the EAL teachers and this has proven a valuable support tool for all students in literacy as well as programs from other curriculum areas. Technology within the EAL setting continues</p>

<p><b>English language proficiency</b></p>	<p>FTE 1.4 Staffing \$142,204 Flexible funding \$28 468</p>	<p>to be a focus when utilising the schools' iPads during teaching activities. These iPads allow EAL students to access a variety of highly educational and interactive applications and tools to enhance their English proficiency. We continue to update the EAL Individual Student Record Folders which align and track the progress of EAL students using the ESL Scales and the English Syllabus.</p>
<p><b>Low level adjustment for disability</b></p>	<p>FTE 0.6 Staffing \$60,944 \$29 680 Flexible funding</p>	<p>Low level adjustment for DisabilityOur Learning Support Teacher supports the inclusion of students with disabilities in mainstream classrooms and is tailored to the specific needs of students. Their role is to provide individual diagnostic assessment of students that have been referred by classroom teachers. Standardised assessment is provided at point of entry for all new enrolments to assist with appropriate placement within the school, in liaison with the principal.</p> <p>The Learning Support Teacher is also available for consultation with Preschool teachers for any students that seem to be at risk of needing additional assessment and support prior to entering Kindergarten.Adjustments, as mandated in the Education Standards for Disability 2005, in consultation with classroom teachers and parents, make the curriculum and/or school environment more accessible for identified students with additional learning and social needs.</p> <p>Students with substantial needs require the preparation and distribution of Individual Education Plans to teachers and parents. These plans form, along with supplementary adjustments to the curriculum, are an integral part of the regular class teaching programs in line with the Education Standards under the Disability Discrimination Act 1992 and the new Australian Curriculum requirements.Reading as Tutor Program or Multilit instruction has continued to prove to be an effective literacy intervention at Oatley Public School. The Program is targeted at risk students from Years 3–6 who are below the minimum benchmarks in reading. The average growth in running record levels for students involved in the Multilit program was</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>FTE 0.392 FTE (Semester 1) + 0.5129 Semester 2) = FTE 0.904</p>	<p>In 2017, all teaching staff have been motivated to engage in professional learning through; internal school based (stage meeting, whole school meetings, committee based meetings), DoE registered courses, after school workshops and leadership courses to ensure innovative and quality teaching practice is been delivered in the classroom.Teachers at Oatley Public School participated in quality teaching rounds in grade pods, with lessons being planned collaboratively. Teachers were encouraged to reflect on their own practice and broader practices within the school, so that the</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>FTE 0.392 FTE (Semester 1) + 0.5129 Semester 2) = FTE 0.904</p>	<p>professional conversation moves beyond the observed lesson.</p> <p>Quality Teaching Rounds are designed to support teachers in negotiating diverse views about what matters in teaching and learning in a collaborative environment. Teacher professional learning in classrooms supports the use of the Quality Teaching Framework, professional learning goals and school targets. Teachers engage in cooperative planning in stage pods, creating an integrated unit of work incorporating learning experiences reflective of Quality Teaching Framework elements. Staff provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practices through the teaching rounds.</p> <p>All teachers were engaged in professional learning with 'Seven Steps to Writing Success' program. Furthermore, lesson observation feedback forms were collected and collated by the mentoring external consultant and were presented to staff for further refinement to their teaching practice. Analysis of the data has shown that there has been a steady increase in the percentage of teachers Coding 4 and 5 since 2015 from 67% of all staff in 2015 – 73% in Term 1, 2017.</p>
<p><b>Socio-economic background</b></p>	<p>\$6159</p>	<p>In 2017, a number of teachers were skilled to be heavily involved with establishing and maintaining effective literacy interventions including InitialLit, MiniLit and MultiLit.</p> <p>Reading Support continues to be provided by way of a 3-tiered model of intervention, including in-class support (InitialLIT) small group (MiniLit) for those students needing additional explicit instruction and practice in reading; as well as individually modified programs (Reading as Tutor Program) for those students requiring more intensive support and intervention in their reading.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$25,639</p>	<p>The beginning teachers at Oatley Public School have been provided with multiple opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices.</p> <p>The Department of Education and Communities have continued to provide extra professional learning funds under the Great Teaching, Inspired Learning initiative for permanent beginning teachers and temporary engagements, ensuring opportunities for teacher development are initiated by the school. These funds provide access to targeted external professional learning, in school support, mentoring and additional opportunities for reflection and peer feedback using the Australian Professional Standards for Teachers and the Quality Teaching</p>



**Support for beginning teachers**

\$25,639

Framework. In 2017 beginning teachers set goals through the development of their Professional Development Plans in consultation with stage leaders and Deputy Principal ensuring goals were directly linked to the teaching standards and school management plan. Executive staff support the accreditation process and link professional development with the support of a mentor and implement some identified strategies to meet teacher's goals.

Beginning teachers are further encouraged to engage in professional dialogue during stage meetings, quality teaching rounds to reflect upon personal growth in their teaching practice. Beginning teachers also had time build in QTSS timetable to support their teacher development in the areas of report writing, data gathering and programming through executive leadership mentoring program. External consultant teacher mentor was recruited to establish Action Research Project with beginning teachers regarding Effective Feedback in relation to student mindset. ATSIL website used as tool for guidance and professional learning.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	254	265	277	269
Girls	223	241	251	264

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.4	96.1	97.5	95.7
1	97.6	94	96.3	95.6
2	96.1	96.5	96	94.5
3	97.3	96.2	97.3	95.3
4	96.6	95.9	96.9	97
5	96.6	95.5	97.3	95.7
6	96.5	94.7	95	94.7
All Years	96.9	95.6	96.6	95.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	19.17
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	0.4
School Administration & Support Staff	4.16
Other Positions	0

\*Full Time Equivalent

Oatley has had an Aboriginal appointed teacher as a permanent staff member.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

In 2017 teachers engaged in Quality Teaching Rounds to observe their peers, debate and discuss teaching practices enabling them to establish high level of capacity for coding, diagnosing and refining classroom practice using Quality Teaching instruments. The Quality Teaching Rounds are designed to support teachers in developing diverse views about teaching and learning in a collaborative environment. At Oatley Public School we are committed to establishing a culture of community of professional learning to ensure the development of trust and respect in our profession. The Quality Teaching model provided a way of teachers to focus on the lessons rather than the individual teacher, it also provided a framework to commence professional dialogue about specific lesson in relation to "Seven Steps–Writing " strategies and teaching practices in general. The Quality Teaching

Classroom Practice Guide was a consistent point of reference used throughout the discussions providing teachers with the common language to discuss varied views and experiences.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	221,279
<b>Revenue</b>	4,504,975
Appropriation	4,025,982
Sale of Goods and Services	1,860
Grants and Contributions	471,762
Gain and Loss	0
Other Revenue	0
Investment Income	5,371
<b>Expenses</b>	-4,393,364
Recurrent Expenses	-4,393,364
Employee Related	-3,847,499
Operating Expenses	-545,866
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	111,610
<b>Balance Carried Forward</b>	332,889

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,516,444
Base Per Capita	80,692
Base Location	0
Other Base	3,435,751
<b>Equity Total</b>	270,722
Equity Aboriginal	3,266
Equity Socio economic	6,159
Equity Language	170,672
Equity Disability	90,625
<b>Targeted Total</b>	98,451
<b>Other Total</b>	95,778
<b>Grand Total</b>	3,981,394

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

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

## Parent/caregiver, student, teacher satisfaction

Our school is committed to seeking the opinions of parents, students and teachers about our school. This is the third year that our school has participated in completing the Tell Them From Me suite of surveys. In 2017, parents, teachers and students in Years 4–6 were surveyed.

The student survey responses were overwhelmingly positive with 213 respondents showing higher than average social, institutional and intellectual engagement. The teacher survey provided our school with insights from the perspectives of teachers and revealed our classrooms to be very effective centres of learning which positively impacted on student engagement.

Our parent survey was also very positive, although

there were only 32 respondents, and gave us insight into how parents feel about their engagement with the school and our school programs. Some particular highlights from the Parent survey were in the following areas: I feel welcome when I visit the school; Reports on my child's progress are written in terms I understand; The school supports learning and expects my child to work hard; My child is clear about the rules for school behaviour; Teachers expect my child to pay attention in class and they maintain control of their classes; My child feels safe going to and from school.

Our teacher survey had 20 respondents with lots of positive feedback. In particular, teachers identified collaboration, learning culture, teaching strategies and having an inclusive school as the most important of the eight drivers of student learning. All of the outcomes of the surveys were reported to the P & C and reflected upon to ensure new targets for improvement in 2017 were identified.

Our school uses three-way interviews to report to and share information with parents. This reporting procedure, in which the student is very actively involved in the learning and reporting process, is a fundamental shift away from the one-way transference of information from teacher to parents, and is consistent with the characteristics of effective assessment in the Australian Curriculum. Most schools involved in such conferences report a significant rise in parent satisfaction with and attendance at conference times. This approach gives students an opportunity to share with their parents their growth as a learner. Students accept accountability and responsibility for their progress and achievement, and demonstrate a growing understanding of their development as independent learners.

## Policy requirements

### Aboriginal education

In 2017 the school maintained Acknowledgement to Country in all formal assemblies and is presently developing a professional learning plan that implements Aboriginal Education into school programs from the new Australian syllabus. A staff member attended the 'Enhancing the Leadership of Aboriginal and Torres Strait Islander Education' program in June to further support professional development for all staff.

Celebrations acknowledging NAIDOC Week and recognition of other special days for our Indigenous culture are integrated into the school's teaching programs for all students in K-6; as are lessons on Indigenous art, beliefs and dance. The purchase of resources will continue.

One of our students attended the Twugia Enrichment Program for Indigenous students. The program is run by Ultimo Operational Directorate and students displayed their group projects at the Western Sydney University Widevision Showcase in November. Three students continued to participate in Ngara Wumera Research Study. This is a longitudinal research study run by the NSW Department of Education (DoE) in

collaboration with Institute for Positive Psychology and Education (IPPE) at the Australian Catholic University (ACU). The aim of the research is to address the educational and psychosocial needs of high-ability Aboriginal students which will ultimately benefit all students.

### Multicultural and anti-racism education

The school's cultural diversity provides many opportunities for students to engage in multicultural education within the classrooms. During our Centenary year, teaching and learning programs aimed to provides students with an understanding of historical Australian identity within a multicultural society. Once again in 2017, Oatley Public School participated in the Multicultural Public Speaking Competition raising awareness of multicultural perspectives. The school's Multicultural Policy embraces community harmony through teaching and learning activities that address issues such as racism, intolerance and respect. Furthermore, the community came together to celebrate our annual markets which were noted as the Centenary Fair. The fair was a successful day where families from diverse cultural backgrounds worked together and celebrated the festive season, by sharing amazing food, playing and learning games together.

### Other school programs

#### Science

The teachers at Oatley Public School have continued to develop their students' interest in and positive attitudes towards Science. Many teachers have utilised and adapted resources such as Primary Connections (inquiry based program) to foster their pupils' sense of wonder and expand their natural curiosity of the world around them. STEM (Science, Technology, Engineering and Mathematics) projects as well as the use of PBL (Project Based Learning), have provided authentic opportunities to develop competencies in the processes of Working Scientifically and Working Technologically. As a result, students have further developed an understanding of the relationship between science and technology.

The school's Science Club is now in its tenth year. The program continues to be successful in providing students interested in science, the opportunity to interact with others in developing their knowledge and skills. Topics covered this year have included forensics, sound, motion, surface tension, chemical reactions, electricity, weather, bones, rocketry and more. Participants meet at fruit break and are encouraged to bring along items of interest. Our strong link with the CSIRO supports Science Club, which has been re-named as the CSIRO STEM Partnership. The scientists and/or engineers linked with Oatley, one of whom is Dr Peter Osman, are encouraged to visit throughout the year to share their knowledge and assist students and teachers in developing their skills. This year we welcomed Helena Lo, an engineer with Origin Energy, who supported the Science Week initiative,

with Stage 3 classes to promote critical and creative thinking from an environmental perspective. Ms Lo led students through a problem solving activity which involved designing a future home which was fun, creative and comfortable, but also sustainable.

Science Week, highlighting the theme, "Future Earth", was celebrated at OPS with the annual design and make competition. Approximately 35 students entered the competition which was showcased in the school foyer. The school's CREST group (a CSIRO's initiative–Creativity in Science and Technology) took an active role in teaching scientific concepts about our environment (packaging, plants, recycling) to their younger peers. A team of 18 students from Stage 3 led interactive lessons in 12 classrooms providing classes with a range of hands on experiences. Students enrolled in the school's CREST group who meet in their own time with a teacher to complete scientific investigations continued to be a successful endeavour this year. Thirteen boys and girls effectively completed their Green level and four pupils undertook practical research required to reach the Orange level.

Students in K–6 were involved in science incursions which supported studies in class. Stage 2 attended a Forces incursion, Stage One attended an insects and mini–beasts incursion and all stages were involved in many STEM related rich task investigations, such as Design a Theme Park PBL which was linked to the Stage 2 Science unit on forces. Again this year students in K–6 were involved in lessons to support their knowledge and understanding of safe practices around electricity during Electricity Safety Week. A program supplied by Ausgrid provided resources for each stage level.

### **Creative Arts**

The creative arts are always an integral part of our school programs. In 2017, our Oatley Public School Centenary year, the students once again had the opportunity to participate in a range of creative and performance experiences. The students of Oatley Public showcased their talents within our classrooms and beyond.

Our school "music groups" program continued; providing singing, dancing and percussion activities for those students who were not included in choir or the concert band. The K to 2 classes took part in combined music lessons where the children were introduced to various aspects of the music curriculum. In 2017, music lessons at Oatley Public School continued to be a fun–filled learning experiences.

Our Centenary concert was an important creative arts experience this year. Children danced, sang and even acted out various decade items for our parents and community guests. It provided the students with a special and unique performance opportunity that was well received by the community and thoroughly enjoyed by the pupils involved.

Within the visual arts our classrooms provided a gallery of colourful artworks throughout the year. As part of the centenary celebrations each grade explored an artistic

aspect or featured artist for their designated decade. Students used a range of media to design and create beautiful pieces for our displays. Beyond our school, the Oatley Public School students have also taken part in a variety of community and even international competitions and experiences. Our school, once again, displayed artworks at the 2017 SPAF concerts and received recognition for their ongoing excellence. Students participated in community run workshops and competitions to extend their art making skills and to nurture their talents within the visual arts. Once more, Oatley Public School entered artworks in to the Nagoya Art Exchange International Exhibition Competition held in Japan. Three of our students were successful in having their pieces exhibited in this prestigious event.

2017 was a busy and exciting year for the creative students of Oatley Public School.

### **Debating**

This year Oatley Public School entered one teams into the Premier's Debating Challenge and one team into the Sydney Schools Debating Competition. Both teams consisted of members from Year 5 and Year 6 and were very successful in the separate competitions. The students undertook weekly training sessions during lunch times focusing on the matter, manner and method of a formal debate as well as how to structure a persuasive argument and rebuttal. Both teams demonstrated impressive debating skills throughout the competition and showed great passion and enthusiasm as well as positive sportsmanship. We are looking forward to continuing to improve our debating skills and welcoming new members in 2018.

### **Green Sparks**

The Green Sparks Environmental Group has enjoyed meeting weekly with students from Years 1–6. Our focus for this year has been on developing and maintaining the school produce patch along with the fruit orchard. With the help of community members, we have planted new seedlings and harvested seasonal fruit and vegetables. We have been sharing our harvested produce amongst the children and the canteen, linking with our Personal Development and Health syllabus to teach students about healthy lifestyles and eating.

Students have learnt about compostable materials and ways in which they can make their gardens a sustainable environment for all community members of our school. We have successfully used our worm farm to minimise food waste by turning food into nutrient–rich fertiliser for our plants and soils. We use worm liquid to replace fertiliser and have enjoyed the benefits of using this when watering our plants. The upkeep of the garden has been another focus. Students, parents and other volunteers spend time weeding, watering and maintaining our garden beds during the year to ensure that our produce is of the highest standard. The Green Sparks have enjoyed learning about the various environmental factors that affect our environment and are looking forward to our new endeavours in the coming year.

## Ultimo Public Speaking

The students at Oatley Public School have many opportunities to engage in academic, sporting and creative curricula activities as they are continually supported by the dedicated staff, parents and other students.

The Ultimo Public Speaking competition allowed students competition aims to develop the speaking and listening skills of students K–6 and draws the best speakers from schools and network finals to a grand final, thereby providing talented speakers with an opportunity to compete at an elite level. There were almost 300 schools across the 15 networks participating in this competition. At Oatley Public School we produced extraordinary achievements where Lily represented the Georges River Network and won the overall competition for her stage. The Public Speaking competition is a great opportunity for students to develop their speech–writing and presentation skills and to communicate to audiences about topics students are interested or issues they feel passionate about. Public speaking gives students the chance to communicate ideas, knowledge or opinions to a larger group of people.

## Premier's Spelling Bee Competitions

The school also participated in the 2017 Premier's Spelling Bee competition. The Premier's Spelling Bee was introduced in 2004 as a fun and educational way for primary school students to engage in spelling. The program includes activities that encourage all students to engage with spelling and promotes improved literacy in combination with the English K–6 Syllabus.

From an open field of over 154,000 public primary students, 3,400 students made it to regional finals. This year 89 students contested the State Finals, with Lena from Year 3 winning the Junior competition.

## SRC Report

The students in the Oatley Student Representative Council (SRC) meet fortnightly in 6A with Miss Arvanitis and Mrs Kennedy. All students attending represent their classmates and provide ideas and feedback on school business at each meeting. The members of the SRC are aware of their roles and responsibilities within the school and take their duties seriously. School leaders relay any relevant concerns or information back to Mrs Hunter to action. This year we have worked with students, parents and the wider community to fundraise for several different causes that are important to Oatley Public School.

Our first fundraiser for 2017 was raising money for the Starlight Foundation, which grants wishes to sick children. We also assisted later in the year with selling cakes and other edible goods at the Local Government Election Day cake stall in September. Parents, friends and students from the school worked hard to make delicious food to be donated for this event. We participated in the Kmart Wishing Tree Appeal in December, where students bought a Christmas present for a boy/girl less fortunate than them and who often go

without presents during the festive season.

The SRC hosted the second year of the Oatley Public School Annual Soccer Tournament (OAST). This activity was again an extremely popular activity. This competition allowed students to form teams of 7, who would then verse other teams in the same stage in a knockout competition. A teacher's team was again formed who played the students during various rounds. Student Leaders, SRC members and House Captains officiated over the games and they handled all situations that arose with confidence, demonstrating their exceptional leadership skills during all games. The students had so much fun versing one another and those that did not play in a team were more than eager to cheer their friends on from the sidelines. It was an activity that brought all students and teachers together and it has been requested by many to return next year.

Finally, our SRC coordinated our annual Senior Citizens Luncheon. This is a fabulous celebration which brings together senior citizens from our local community for a day of food, fun and laughter. We liaised with Oatley IGA and their coordinator Linda Robinson to provide the seniors with a free Christmas lunch and hamper to take home. Students from Oatley Public School provided a variety of entertainment with the choirs performing traditional songs and Christmas carols. We served food, drinks, ushered and cleared tables with a generous spirit. The luncheon was a fantastic way to end the wonderful year we have had together as SRC members and enabled us to develop a strong sense of giving within our local community.

## Student Voice

The Student Leadership Team, which consists of the school captains, vice captains and school leaders had an exceptional year. They were extremely involved in various community events from the ANZAC ceremony at Oatley Park, Oatley RSL Remembrance Day, Senior Citizen Luncheon and not to forget hosting all the Centenary events through out the year.

Their most memorable event would have been attending the Leadership by the River Conference, where several local high schools and primary schools participating in developing initiatives that could be implemented at their school. The leadership team decided to create two murals to display in the school that represented the school's core values and our commitment to supporting White Ribbon Day in the development of Respectful Relationships.

These murals were based upon the ideas of two of our Oatley students and their inspirations were then reinterpreted and executed to become relevant and meaningful artworks. Every student was given the opportunity to participate in the painting process. The finished pieces have now become wonderful additions to our school playgrounds. We acknowledge and thank the Oatley Art Society for their support of this initiative.

The students also attended the local Aged Care facility to make lasting connections with the elderly people in the community. The leadership team were presented with many challenges that they had to overcome and

rejoiced in their triumphs. The students learnt many valuable skills by implementing these initiative; communication, collaboration, team work and respecting other's opinions were high on their list. A big thank you to our leaders for using their voice, committing and contributing to Oatley Public School this year.

## **Physical Education**

In 2017 Oatley Public School continued the implementation of the Physical Education program, Got Game. Got Game provided highly energetic, education teaching professionals to coordinate Personal Development, Health and Physical Education (PDHPE), programs for students in K–6 throughout the year. The program ensures that fundamental movement skills are achieved through games & sport, creating a PDHPE compliant program. In Term Two, Years K–6 students participated in student centred learning of fundamental skill development in Athletics. The unit was then followed by our school Athletics Carnival, which saw more students engaged, inspired and motivated to succeed on the sporting field. During Term Four, Years K–6 classes participated in a Balance Rhythm Movement program, which combines gymnastics, a twist of dance and fundamental movement skills. It is hoped that with improved skill development, students will be successful during class sporting activities such as, PSSA sporting competitions and community sporting programs. The program's aims for students to develop knowledge and understanding, skills and values and attitude that will enable them to adopt and lead healthy and fulfilling lives.

This year Oatley was once again successful in receiving the Sporting Schools Grant of \$3,400 for terms 1, 2 and 3 from the Australian Government and Australian Sports Commission. The students participated in a variety of sports including Hockey, Gymnastics, Cricket and NRL. The students in years 3 to 6 School Sport participated in the programs over a minimum of 4 weeks, gaining important physical development and sportsmanship skills. All Kindergarten to Year 2 students engaged in Gymnastics, building their core strength and gross motor skills. The students participating in these programs all went away with a sports pack, some new skills and a newfound love for physical activity. Oatley Public School has built up strong partnerships with leading sports providers and local clubs, through the delivery of the Sporting Schools Program.

## **Italian Program**

The Italian language program at Oatley Public School is delivered as a component of the Release from Face To Face allocation together with Library. Student sin Years 1 to 6 receive one hour of Italian as a community language program per week. The program is designed to deepen knowledge and understanding about language as a system and focuses on the metalanguage of literacy. Through exposure to foreign language learning, students are encouraged to make linguistic connections with Italian, English and other community languages which may be spoken at home. Kindergarten students participate in learning

experiences which provide a basic introduction to the Italian language through songs and simple role playing activities. The Italian language program is integrated with the History, Geography, Science & Technology and Creative Arts Syllabuses. The whole school curriculum forms the basis of programming and planning.

Throughout 2017, students have undertaken various language and cultural activities designed to maximise the 1hour time allocation of the Italian language program. The Centenary celebrations have provided learning opportunities whereby the historical, cultural and linguistic influence of Italian immigration on Australian Society has been explored. Stage 3 students participated in Chef Luca's Piatto Perfetto pasta making cooking incursion which provided an authentic, engaging and practical language and cultural experience.

The 2017 Italian language program has implemented technology in meaningful ways within the classroom context. Opportunities arising from the use of new technologies have provided 21st Century learners with learning experiences which have encouraged students to explore interests, develop skills, knowledge and understanding through the creation and innovation process. Integration of iPad technologies has enabled students to create innovative learning tools ideal for peer sharing and peer tutoring with consideration to differentiation within the classroom. Students have been encouraged to build on their knowledge about language and culture while expanding their linguistic repertoire for communication through speaking, reading comprehension and writing tasks. Quality Teaching, in association with the Professional Standards for accomplished teaching of languages and cultures, has continued to underpin the core values promoted through the Italian language program at Oatley Public School.

## **School Choir**

Throughout 2017, the Oatley Public School choirs proudly performed at formal and informal school and external events which included: School and stage assemblies; Local Aged Care Villages; Education Week; 100 Year Birthday Centenary Celebration, Senior Citizens Luncheon and the end of year Performing Arts Showcase. The Junior and Senior Choirs, coordinated by Mrs Rozmeta and Mrs Hills respectively, increased their choral based knowledge this year with a focus on: participation; scales; breathing techniques; Choir tuning; performance/concert etiquette; harmony; interval ear training; matching pitch; score; and exposure to a vast range of concert based repertoire. The Senior Choir worked very hard and took part in the St George Performing Arts Festival representing Oatley Public School alongside students from several other schools in the district. All choir performers showed great commitment and have achieved remarkable growth and success throughout the year.

