

Oatley West Public School

Annual Report



2017



3797

Introduction

The Annual Report for 2017 is provided to the community of Oatley West Public School as an account of the school's operations and achievements throughout the year.

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

Mr Paul Nash

Principal

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School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our staff continues to refer to the School Excellence Framework and its implications for informing, monitoring and validating our plans. Strategic Direction teams thoroughly evaluated the school plan determining the elements of the School Excellence Framework and evidence to demonstrate which elements the school addresses. In the domain of learning, our efforts have focused on teaching and supporting students in reading. The results in teachers' involvement in the Focus on Reading Phase 2 have produced an action research from each staff member and improved value adding in the area of comprehension over the last three years in our NAPLAN results. Parents as tutors in the BEAR Program continue to improve individual student results and meet their individual learning needs. Attention to ensuring students have access to technology to assist with learning has been another component of our progress throughout the year. Students now have access to a variety of technology to enhance learning to meet the needs of the curriculum, teaching and learning programs and for differentiation.

Our major focus in the domain of Teaching has been to enhance classroom practices through coaching, mentoring and professional development. Using the Professional Development Framework, teachers and stage teams worked to develop targeted individual and school goals to enhance classroom practices throughout the year. Student assessment data was analysed and teachers identified and targeted individual students learning needs. Rich tasks were implemented in English as a result of the Focus on Reading training. Tracking of student growth in Numeracy was used to facilitate explicit and differentiated instruction.

In the domain of leading, our focus has been wellbeing across the wider school community. This has been achieved through research based best practice and constant self-reflection on practice. The wellbeing team has worked collaboratively to use the resources available to build a strong foundation for our school community to feel valued and students to feel supported. The collection and evaluation of data has been a key and integral part of this domain and the leadership team is constantly reflective on this data to ensure resources and team focus is valued.

The school plan over the last 3 years, and the new funding model, has provided specific focus on our areas of need within our school in the 3 areas of Learning, Teaching and Leading. The introduction of the School Excellence Framework has improved our self-assessment processes and assisted us in refining strategic priorities within our school plan to further improvements in the delivery of education to our students.. The achievements and identification of our next steps are outlined in the following pages.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Develop and enrich successful life-long learners.

Purpose

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

Overall summary of progress

Oatley West Public worked towards all 2017 milestones of Strategic Direction 1, targeting student learning in multiple areas. Student literary learning was addressed through the completion of professional learning in the Focus on Reading Phase 2 program for teachers, which focused on the explicit teaching of reading texts and vocabulary development. Teachers completed Focus on Reading professional development in Term Four culminating with the presentation of an Action Research developed on fluency, vocabulary or volume of reading and the completion and submission of workshop material.

The Being Excited About Reading parent tutor program enabled students to receive additional one-to-one support in Years 1 and 2. The BEAR program has proven to be a highly successful means to improve not only individual student's literacy levels, and self-esteem and has reflected in improvements in other areas. The program was run again in 2017. Parent volunteers were trained as tutors. Students were assessed pre- and post- program to ensure improvement was measurable. Two rotations of the program were implemented, with the second running longer than the allotted 10 weeks due to the students not having as many sessions as required due to limited number of volunteers with 6 students participating in total. Targeted students made gains of between three and eight reading levels and pre and post assessment demonstrated improvement across a range of literacy aspects.

The Technology Pedagogy project focused on the increased usage of technology across the curriculum. The BYOD program was continued in all Year 5 and 6 classrooms with additional support from the Apple Store – Miranda. iPads were available for all other classes (5 in each room) and supported through QTSS with teacher modelling of lessons. Students were able to develop their ICT skills through Coding using Bee Bot, Ozobot, Sphero and Airblock programming. Staff engaged in professional learning using coding in the classroom and green screen training to implement in the classroom with students. Extra-curricular technology experiences were provided through Coding Club and Movie Making groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Opportunities for equity groups within school are comparable to the opportunities for all students in the school.	<ul style="list-style-type: none">• \$2200	<ul style="list-style-type: none">• The BEAR program provided additional one to one support for the targeted students who are not meeting grade benchmark expectations.• TPL was provided for new volunteer parents to be trained. Finding volunteers is proving to be difficult. According to SCOUT data, most of our families have both parents working and the increase in LBOTE means parents do not feel confident to tutor students in reading.• Positive feedback was gained from students, parents and teachers regarding the success of the program.• Targeted students made gains of between three and eight reading levels.• Pre and post assessment demonstrated improvement across a range of literacy aspects.
<ul style="list-style-type: none">• Change in teacher pedagogy using effective work samples to show evidence.	<ul style="list-style-type: none">• \$4010• QTTS	<ul style="list-style-type: none">• Completion of professional learning in Focus on Reading Phase 2 program.• All staff gained a common language about teaching reading strategies including the use of the super six strategies, vocabulary development, reading fluency and phrasing and reading volume.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Change in teacher pedagogy using effective work samples to show evidence.		<ul style="list-style-type: none">Through QTSS funding, demonstration lessons, team teaching opportunities and PDP observations of staff were carried out to further enhance teaching and learning programs.All staff utilising PLAN data to track student progress in all aspects of literacy.Action Research was used to investigate research and impact on teaching and students learning in an area of choice (vocabulary, fluency or reading volume).

Next Steps

- Data investigation
- TPL on Quality Teaching in the area of literacy programs
- BEAR– new round of parent and teacher training to meet targeted students and investigate how to maintain with limited support
- Further TPL to improve integration of technology across the curriculum looking at STE(A)M, ICT, Digital Technology Syllabus

Strategic Direction 2

Develop quality teachers through a performance development culture.

Purpose

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

Overall summary of progress

In 2017 Oatley West Public School continued to consolidate and refine a performance development culture. This has been achieved through coaching and mentoring and professional development in stage teams to enhance classroom practices. Beginning teachers were provided with extensive training and support to help them in their teaching careers. This funding is used to allow an expert teaching colleague to provide practice-based mentoring support to our beginning teachers. All staff support the professional development of beginning teachers and to assist permanent beginning teachers on developing their skills focusing on classroom and behaviour management, strategies to build student engagement, as well as developing collaborative professional practices within the school and productive relationships with parents and care givers. Through the Professional Development Framework, teachers and teams worked to develop targeted individual and school goals to enhance classroom practice and teacher development.

The Quality Teacher Successful Students funding facilitated a teaching and observation cycle in which teams were able to work collaboratively to plan, observe and reflect upon teaching practices throughout the year. The Annual Review process evidenced positive outcomes across the school in both teacher development and improved classroom practice. PLAN data within literacy was utilised across the school for continual tracking of student growth. Through student assessment and data analysis teachers were able to identify and target student needs and apply this to their classroom practices. For example, Stage Three and Stage Two used PLAN data to target student growth in comprehension, using the super six strategies, through flexible student groupings. The inquiry process was used in all classrooms and through the Library program, with a focus on student engagement through rich tasks. Additionally, rich tasks as assessment strategies were implemented in English through the introduction of Literacy Circles following Focus on Reading training. This data was then updated throughout the teaching and learning cycle and reflected upon to further inform teaching practices across the year. Similarly, in Early Stage One tracking of student growth in Numeracy was used to facilitate differentiated instruction of in-class and whole-grade explicit instruction. As a result, teachers had a consistent judgment of student progress through highly useful diagnostic tools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">100% of teachers using PLAN and Best Start to track growth in student outcomes in literacy and numeracy.	<ul style="list-style-type: none">QTSS	<ul style="list-style-type: none">Teachers are using Literacy PLAN data across the school.Teachers are becoming more familiar on effectively analysing Literacy data to increase student achievement..K to 4 SENA testing completed term 4.
<ul style="list-style-type: none">100% of staff using an increased number of rich tasks to enhance student learning, as evidenced in classroom programs.	<ul style="list-style-type: none">\$7 800	<ul style="list-style-type: none">Rich tasks used to complement classroom programs in implementation of new History and Geography syllabi.Focus on Reading training used to improve explicit instruction regarding the teaching of the Super Six strategies through rich tasks e.g. Literacy Circles
<ul style="list-style-type: none">Increased professional dialogue through coaching and mentoring practices, as evidenced through 100% participation of staff in professional development.	<ul style="list-style-type: none">Beginning Teacher Support Funding: \$40,350QTSS	<ul style="list-style-type: none">All staff participated in classroom observations.Beginning teacher funding used to support beginning teachers through mentoring.QTSS funding used to provide teachers time to complete SENA testing and time to complete their Focus on Reading action research projects.All staff participated in on-site professional learning throughout the year.

Next Steps

- Future focus must be on familiarising staff with the Numeracy continuum and how to effectively enter and use numeracy PLAN data.
- Additional time and professional learning is needed to enhance teachers' understanding and confidence in using PLAN for Numeracy.
- Further development of the PDP process is required with a focus on connecting teacher's goals with what is observed and reflecting the Australian Professional Standards for Teachers.
- Additional professional learning for AP's on the authentic implementation process of the PDP's.
- Continued support for beginning teachers.

Strategic Direction 3

Improve student wellbeing through positive partnerships with all community stakeholders.

Purpose

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

Overall summary of progress

In 2017 Oatley West continued to focus on Wellbeing across all areas of the school. A number of school events ran throughout the year allowing families to connect with the school in meaningful and positive ways. The school Chaplaincy program continued to run for its fifth year, supporting student wellbeing through classroom support programs. It is an integral part of our Wellbeing program, providing Social and Emotional Learning Programs and Social Skills groups, as well as key information and support for staff to aid the development of our students. Key developments made by the Chaplaincy program include Year 2, 3 and Kindergarten Social Skills groups, in class literacy and numeracy support, Year 6 Values Seekers Training and in-class assistance in Literacy Circles in Years 3 and 4. The Chaplaincy program also engaged parents through Parent Information nights, the Green Gazette, Kindergarten Orientation and Pastoral Care. The effectiveness of the Chaplaincy program is reflected in the increase in Chaplain consultations and referrals, and improved student outcomes. Oatley West continued to use a range of communication tools to ensure all stakeholders were informed and included in school life. The school newsletter was reported in Tell Them From Me parent data as the useful or most useful means of communication by 78% of parents, which is an increase from previous years. Social media communication including the school web page continue not be a steady information source for the community. The SkoolBag Application continues as a means of communicating with parents, particularly with important information, bushfire emergency and/or any changes that needed to be made at short notice (eg. wet weather cancelling carnivals).

Community stakeholders participated in the Tell Them From Me surveys in order to collect feedback and data from staff, students and parents about their engagement with and views of the school. Students completed the survey in Semester 1 and Semester 2. Parents and staff were surveyed once throughout the school year. The results of these surveys revealed many positive aspects of school life. For example, in response to 'child feels safe at school' increased to 84% of students across 2017.

Parent and community partnerships were encouraged through community outreach programs and school communications such as weekly newsletters, weekly assemblies, notes sent home via the School website, Skoolbag application and School Facebook Page.

Some of the events that took place at the school include the Fancy Hat Parade (Term 1) Kindergarten Orientation (Term 4) Grandparent's Day (Term 3) Open Day (Education Week, Term 3) Musical Evening (Term 4) St George Performing Arts Festival (Term 3) K-2 Christmas Concert (Term 4) Academic Assembly (Term 4) Sports Assembly (Term 4) Day for Daniel (Term 4) R U OK Day? (Term 4) School disco (Term 4) LifeSkills (Term 4) Grandparents Day (Term 4) NAIDOC Week and Indigenous Incursion (Term 3)

Community outreach: Parent Information Evenings and Interviews (Term 1) gardening group, working bees, Tell Them From Me Surveys, Mental Health Month (Term 4) Community Festival (Term 3) Kinder Orientation Mentor Program (Term 4). Increased attendance of parents at community forums and events held by the school. Positive levels of attendance has been the focus for this year. High levels of parent attendance have been noted across all stages. Times for parent functions have been varied to enable many working parents to attend. With an increase in LBOTE students at OWPS the need for a community outreach was identified and achieved through parent sessions and a Chinese online WeChat group established. The school communicated messages to the Chinese parent community through parents acting as administrators of group and specific noticeboards for translated messages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance of parents at community forums and events held by the school.	\$0	Increased attendance has continued to be a focus for 2017. Increased level of parent attendance has been noted across all stages. Times for parent functions have been varied to encourage and allow parents to attend these opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased response rate to consultation and feedback surveys.	\$0	Despite all attempts to increase these numbers the participation rate in TTFM survey has in fact dropped by 2% in 2017.
Data collected by the parent Tell Them From Me survey indicates an increase in satisfaction of families with theirs and their children's experience at school.	\$0	This is the third year we have participated in the TTFM survey, and parent satisfaction has been maintained .LBOTE parents have been engaged through meetings and social media to ensure the awareness of school events and curriculum
Qualitative data reflecting effectiveness of wellbeing programs.		<ul style="list-style-type: none"> • Continued to rewriting the school wellbeing policy • Andrew Fuller survey taken place to reflect student wellbeing • Lifeskills program introduced K–6 (Students and teacher training) • Steve Francis leadership training focusing on executive–Growth Mindset training (focusing on students) • Chaplaincy program continues

Next Steps

- Re– training in Restorative Justice practise for staff, students and parents
- Complete and present new Wellbeing policy/guideline to parents
- Continue to compare TTFM, Andrew Fuller survey data.
- Participation in Excellence in School “Customer Service 360 Reflection Tool”
- Continue to engage parents In feedback and decision making
- Regenerate Kids Matter Program
- Re name Chaplaincy to Wellbeing Officer

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,076	<ul style="list-style-type: none"> • PLPs completed for Aboriginal students. • Extension of native garden per permaculture design. • Native plant out around the new resource centre. • Native plantout creation of Milo Dunphy garden permaculture design. • Two students and staff member attended Sydney Dance Company for an Aboriginal Dance Program. • Students and teachers have developed deeper understanding and appreciation for Aboriginal culture.
English language proficiency	\$120,255.26(\$101,574 – EALD, on salaries \$8524.26	<ul style="list-style-type: none"> • Funding utilised to pay salaries for EAL/D teacher to support students and teachers. • Noticeboard installed to display translated information in a central location • Professional Development provided to all staff on EAL/D progressions. • Completion of Annual Survey and phasing of EAL/D students.
Low level adjustment for disability	\$92, 614	<ul style="list-style-type: none"> • LaST employed to support Early Intervention programs and supporting students with additional needs. • SLISO employed to support students who require additional support that don't attract funding. • Minilit program introduced and implemented. Staff trained and resources purchased. • Parents trained as BEAR tutored and staff released to run the program. • Home readers purchased for supporting student reading. • Staff released for PLP meetings
Quality Teaching, Successful Students (QTSS)	\$41, 137 Semester 2	<ul style="list-style-type: none"> • Staff employed to support the use of technology in the classroom and for observations to support teaching learning goals. • Staff released to complete training in new assessment strategies (SENA 1–4) and to complete individual assessment as well as collate data to track student progress.
Socio–economic background	\$7,429.40	<ul style="list-style-type: none"> • Salaries to provided ongoing pastoral support and assistance to school staff and community, This benefits all personnel socially and emotionally.
Support for beginning teachers	\$47,075	<ul style="list-style-type: none"> • Additional RFF, mentor time and Teacher Professional Learning was provided to four beginning teachers. • Training and time to develop an understanding of SENA 1–4 was established for these teachers that was then shared with the rest of the staff.
Targeted student support for refugees and new arrivals	\$10,157 – NAPS	<ul style="list-style-type: none"> • Staff employed to provide additional language support for students who have newly arrived in Australia.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	269	268	282	299
Girls	243	239	265	278

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.8	94.9	96.7	96.2
1	95.2	95.7	95.1	95.9
2	96.2	93.9	97.1	95.4
3	95.9	95.5	96.4	97
4	94.9	95.1	97	95.6
5	96.8	94.8	96	95.7
6	94.8	94.2	96	94.6
All Years	95.8	94.8	96.4	95.8
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

Management of non-attendance

- At enrolment, including Kinder Orientation, parents are given the Compulsory School Attendance Information for parents' flyer and expectations are clearly explained. This information is on the school website including translated versions. Information is also in the Schools Prospectus and the use of the skoolbag app is advertised as a means of communicating reasons for absences.
- Class teachers are responsible for marking and maintaining rolls. They enter partial absences, contacting parents if students are absent and no reason given after a couple of days. Class teachers generate letters for unexplained absences, follow up and report issues to the

executive. SASS staff transfer the attendance data from Momentum ESR to LMBR on a weekly basis.

- The executive monitor rolls and students of concern and the Deputy Principal ensures rolls are up to date and addresses students of concern with classroom teachers and at Learning and Support Team Meetings held on a weekly basis.
- Any student who continues to be of concern, the Deputy calls the parent and explains legal obligations of attendance. The Deputy works with the HSLO (Home School Liason Officer) to monitor and support attendance.
- These monitoring processes have proven to be successful during 2017 with no student requiring support from the HSLO.

Class sizes

Class	Total
KA	21
KW	22
KM	21
KC	21
KB	21
1_2T	22
1VK	22
1J	22
1H	22
1B	22
2K	23
2F	23
2_GK	22
3F	28
3_4A	28
3M	27
4W	29
4S	28
4N	29
5R	32
5K	32
6HB	29
6C	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.46
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Oatley West Public School have two staff members who identify as coming from an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	59
Postgraduate degree	41

Professional learning and teacher accreditation

- All mandatory training was completed by staff during 2017 including CPR, Anaphylaxis, Child Protection, Code of Conduct, Preparing and Responding to Bush Fires, Fraud and Corruption.
- An extensive amount of professional learning emphasised the aspirations of the school plan with an widespread number of hours directed towards the Focus on Reading training.
- Staff development for 2017 included: The Learning and Support team and how they can support the various learners and staff, Musica Viva, Creative apps and further TPL on coding, English and History Multimodal Resources, Lifeskills, SENA testing, School Refusal,

Wellbeing policy and Anti-bullying plan. HSLO spoke about attendance and legal requirements. Staff worked on the Strategic Directions, School Excellence Framework and School Plan evaluations and preparation.

- Additionally: 2 members of staff achieved accreditation at the Proficient stage of the Australian Professional Standards for Teachers during 2017.
- 9 teachers are maintaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers.
- All teachers acquired Working With Children Checks.

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 Actual (\$)
Opening Balance	418,751
Revenue	4,635,187
Appropriation	4,303,231
Sale of Goods and Services	2,191
Grants and Contributions	322,114
Gain and Loss	0
Other Revenue	-206
Investment Income	7,857
Expenses	-4,705,294
Recurrent Expenses	-4,705,294
Employee Related	-4,166,399
Operating Expenses	-538,896
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-70,108
Balance Carried Forward	348,644

At Oatley West Public School, the finance committee meets regularly to discuss and oversee the financial position of the school. Budgeting occurs in accordance with the directions issued by the Department of Education.

All spending patterns were within regular range.

Funds available are targeted towards improving student outcomes.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,763,865
Base Per Capita	83,596
Base Location	0
Other Base	3,680,269
Equity Total	226,374
Equity Aboriginal	6,076
Equity Socio economic	7,429
Equity Language	120,255
Equity Disability	92,614
Targeted Total	53,526
Other Total	146,249
Grand Total	4,190,014

strength at 62.5% of our students performing in the top two bands. Whilst we performed well above state average in writing (year 3 83.1% year 5 was 42.2% in the top two bands) writing will be a focus for OWPS in 2018 and beyond.

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.

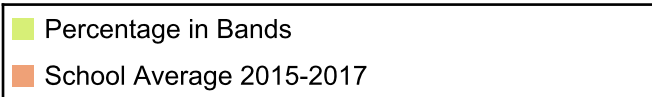
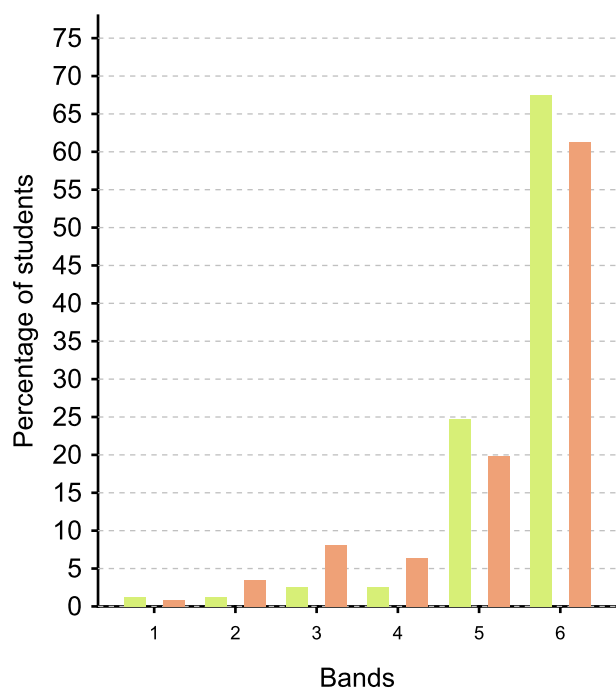
School performance

NAPLAN

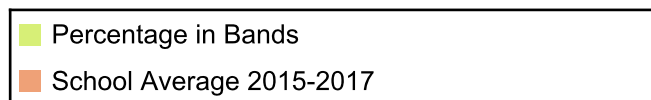
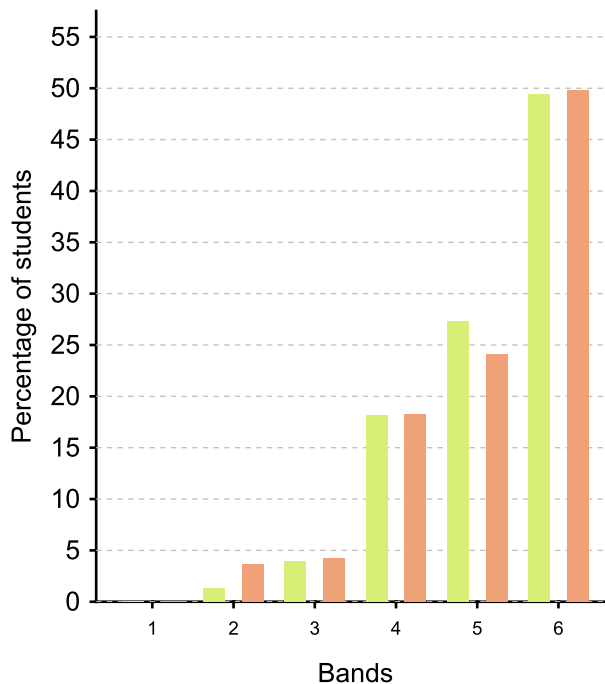
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

At OWPS, students continued to perform above all state averages with the majority of students in the top two bands in both years 3 and 5 across all areas. In year 3 reading, 80.5% of students, performed in the top two bands a growth of 13.1%. In spelling year 3, had 76.7% perform in the top two bands. In Year 5, the results were positive in reading, 57.9% of students performed in the top two bands. 34.4% of students in year 5 performed in band 7. In year 5 spelling 71.9% of students performed in top two bands. In year 5 grammar and punctuation continues to be an area of

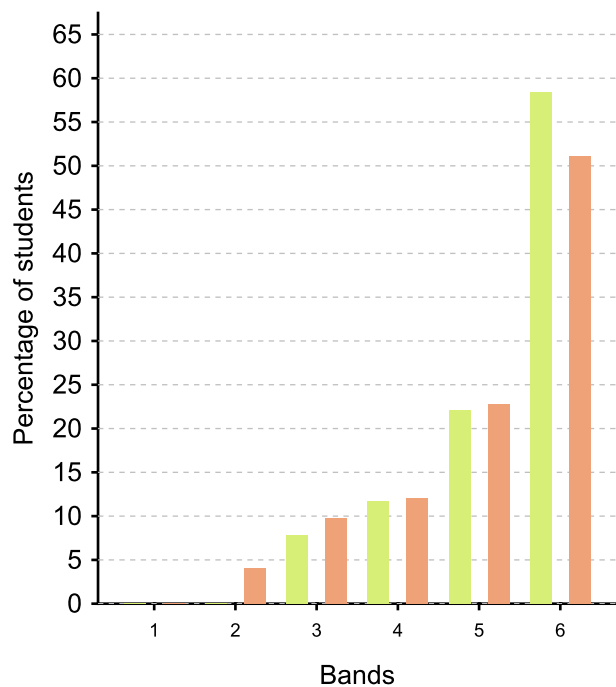
Percentage in bands:
Year 3 Grammar & Punctuation



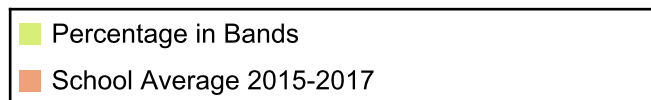
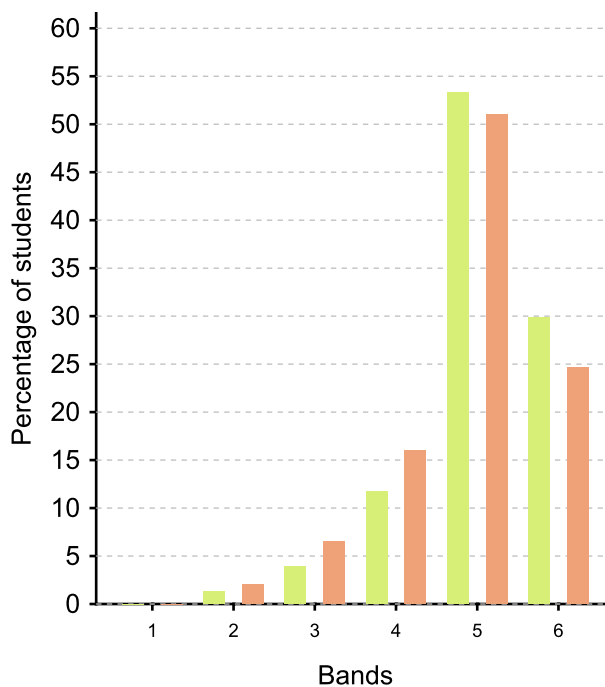
Percentage in bands:
Year 3 Spelling



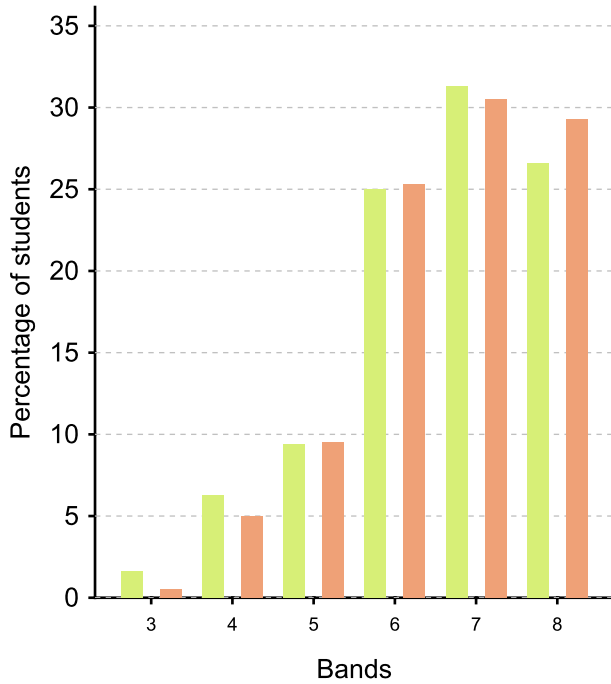
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

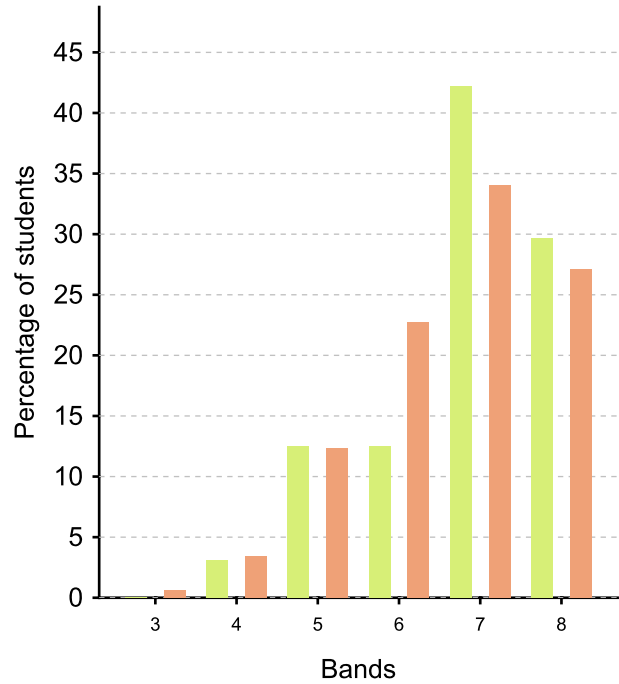


Percentage in bands:
Year 5 Reading



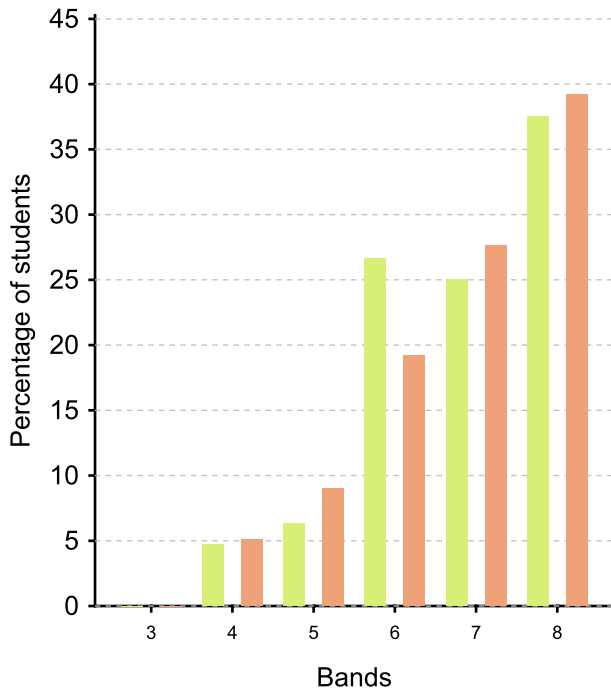
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



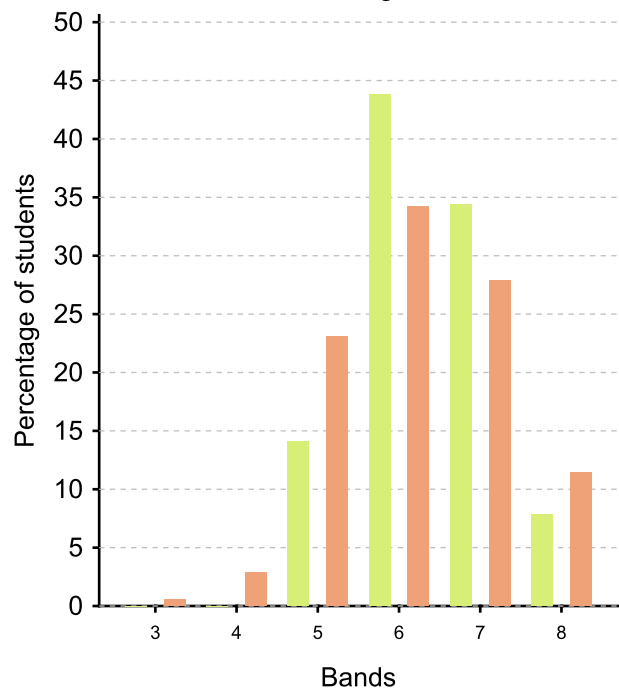
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Year 3 continued their achievement, with an outstanding 60% of students in the top band. In year 5 51.6% achieved within the top two bands.

Policy requirements

Aboriginal education

During 2017, all classes continued to have cross-curriculum priorities embedded into teaching and learning programs, especially in the Key Learning areas of Literacy and History. Aboriginal background funding was used to write Personalised Learning Plans for students of Aboriginal or Torres Strait Islander heritage. The plans were collaboratively written and featured input from teaching staff, parents and our Learning and Support Teacher.

Various whole school initiatives were undertaken. NAIDOC week celebrations were held prior to the mid-year school holidays on the theme 'Our Languages Matter'. Children extended their knowledge of traditional languages following on from the 'Datiwuy Dreaming' visit in 2016. Our bush tucker garden was extended with teacher, student and community involvement. A second area was planted out with native plants and bush tucker, the Milo Dunphy Memorial garden. Extensive watering and monitoring was required during the establishment period. During Term 3 one staff member and 2 students attended an 'Aboriginal Dance Program' held by Sydney Dance Company. During this experience Aboriginal Students had the opportunity to learn alongside students from other areas of Sydney and NSW. As a school we continue to acknowledge the traditional custodians of the land at each assembly with an 'Acknowledgement of Country'.

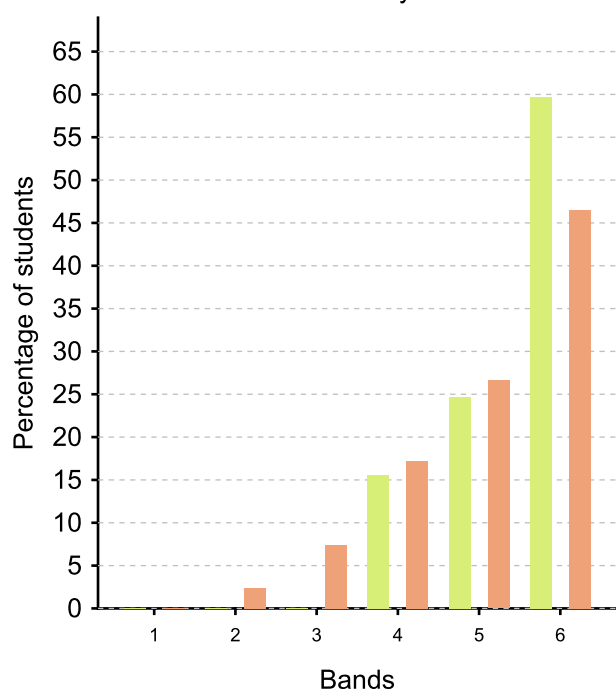
Over the course of 2017 students and teachers have developed a deeper understanding and appreciation for Aboriginal culture.

Multicultural and anti-racism education

Oatley West Public School is proud of its diverse multicultural community. 36 different cultures are identified within our school. 44% of our students have a language background other than English. Our school promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in the life of the school.

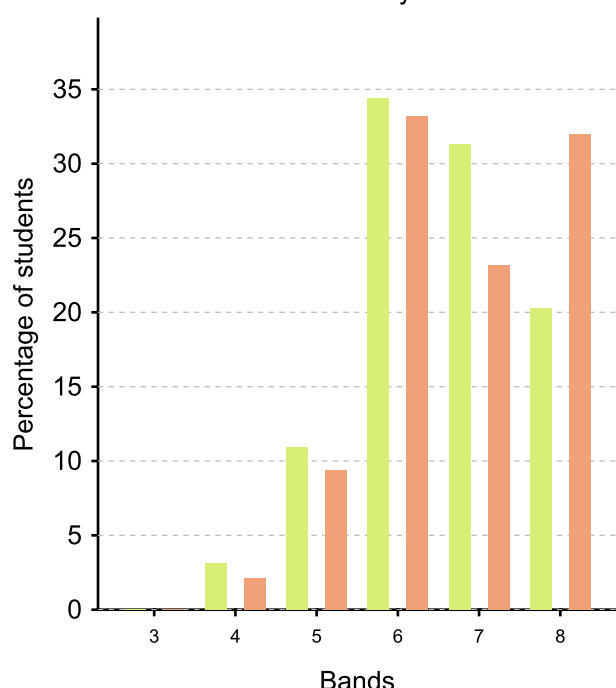
Besides English, the predominant language represented at Oatley West is Mandarin, followed by Cantonese. This year a team of parents and grandparents generously supported with translating and interpreting in Chinese. The translation of school newsletters and notes has made school information more accessible for our community. A noticeboard was installed to present translated information in a central location in the school. We use Department of Education translated documents for other language backgrounds, where available. A fortnightly meeting was established for parents and grandparents from all language

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.>

The majority of our indigenous students gained the top two bands in Reading and Numeracy, meeting

backgrounds and levels of English to access school information in simple English, with a Mandarin interpreter also available.

The English as an Additional Language or Dialect (EAL/D) Teacher programs using the ESL scales, the EAL/D Learning Progression and NSW syllabus documents to ensure students develop the language skills required to access the academic language demands of the curriculum. The EAL/D program in 2017 supported English language development through collaborative planning with classroom teachers, team teaching within classrooms and intensive English instruction in withdrawal settings. Classroom teachers participated in professional learning sessions and professional dialogue with the EAL/D teacher to develop their capacity to support the specific needs of EAL/D learners in their class.

Cross curriculum priorities such as Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, intercultural understanding, and difference and diversity continued to be embedded into teaching and learning programs across K–6.

Our school provides students with an inclusive education where cultural and linguistic diversity is recognised, valued and celebrated. Promotion of multicultural education was reinforced through our school values system and through multicultural celebrations including Harmony Day and Refugee Week.

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