

Oatlands Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Oatlands Public School as an account of the school's operations and achievements throughout the year. The report is an overview of the impact key initiatives from the school plan have had on learning outcomes and student welfare. The plan outlines how expenditure, including equity funding, has been beneficial to all students.

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Message from the Principal

2017, the year of our diamond jubilee, was a year of many achievements. The community came together to celebrate our history and our future.

Impact on student outcomes remained our focus and our highly dedicated staff worked together to personalise learning and prepare our students for the future. Our students took on more leadership opportunities than ever before and were challenged to think more creatively and to collaboratively problem solve with their peers.

Oatlands Public School enjoys tremendous support from our parents and the local community, which was evidenced in 2017, through the outstanding organisation of the Diamond Jubilee celebrations.

This year was the final year of Oatlands Public School's three year planning cycle. Our 2015–17 School Plan was framed by the words "inspiring students to develop the necessary skills to become empowered as confident, active, informed citizens and creative lifelong learners". Our shared vision was realised through consultation with executive, staff, students and the community, leading opportunities for all of us to work together in a spirit of transparency.

At Oatlands Public School, our students now consistently outperform other schools in Literacy and Numeracy in NAPLAN and impress the educational community with their communication skills, self-confidence and technological capabilities. In 2017 we were particularly pleased to see that our hard work transforming the teaching of reading, resulted in 63% of Year 5 students achieving proficiency in reading (including 41% in Band 8), 23% greater than the state average.

Please enjoy reliving the highlights of Oatlands Public School in 2017.

Tony D'Amore and Kim Gould

Principal Relieving Principal

Message from the school community

It has been a privilege and my pleasure to have held the position of P&C President here at Oatlands Public School this year. This year was memorable in many ways, my favourite of course being the birth of my third child Gabriella. We started our year with a clear objective in mind 'To make a positive difference in our school community through fundraising, service and connection with our local community.' I think we can safely say we achieved what we set out for and there is much for which to be proud. 2017 has well and truly surpassed all the expectations we as the Executive could have envisaged when we sat down together earlier this year for our strategic planning meeting. With a fundraising target of \$20,000 and a significant milestone in our schools history to celebrate, this year was always going to be a challenge! The P&C did not only reach its fundraising target, it also strengthened community ties and raised the profile of our school in the most unforgettable way. So many parents, carers and students have boasted of the enjoyment they experienced at the Diamond Jubilee Fair held on Saturday the 9th of September to celebrate the 60th Anniversary of Oatlands Public School. This year our calendar consisted of the traditional Easter, Mothers and Fathers Day Stall and Raffle and the upcoming Christmas Raffle. We also held a Bunnings BBQ, Mufti day and Diamond Jubilee Fair. As always a supportive group of members, along with active volunteers from our school community helped to make these events possible. Thank you to everyone who helped in the planning stages by coming along to fortnightly meetings on top of our monthly general meetings. Thank you to those who pledged to help on the day of events from the get go, often arranging for babysitters or changes to shifts at work to be there. You are very much appreciated and we are grateful to have you with us on this journey. Thank you to the big thinkers and strategists and those of you who connected us with all sorts of sponsors and networks. Your enthusiasm and confidence set us on a trajectory that was both exciting and humbling. My favourite highlights for 2017 were the sponsorship of the LED sign that was driven by the P&C, the process of burying the Time Capsule on 4th September 2017 and its coverage by the Parramatta Sun newspaper in the following days and Geoff Lee's creative and thoughtful way of contributing to our Time Capsule contents by speaking of Oatlands Public School in an address to Parliament on the 18th of August 2017. May 2018 bring us a slower paced year, allowing the P&C to focus on refining our processes and operations and enjoying a much deserved break. Let us work smarter not harder by exploring the various fundraising platforms available to schools and tapping into the value that new and innovative ideas and concepts can offer our little group. I wish to extend my thanks to the executive team and coordinators, the staff and school community for all the ways you have supported the P&C this year. I wish you all a fantastic and safe holiday season and again thank you for supporting our school.

P&C President 2017

Chantelle Jans

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

SELF ASSESSMENT – LEARNING

Learning: Learning Culture

Oatlands Public School achieved 'Sustaining and Growing'.

- There is demonstrated commitment within the school community that all students make learning progress.
- Partnerships with parents and students support clear improvement aims and planning for learning.
- The school collects and analyses information to inform and support students' successful transitions.
- The school seeks to collaborate with parents of students whose continuity of learning is at risk.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Learning: Wellbeing

Oatlands Public School achieved 'Sustaining and Growing'.

- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.
- The school's wellbeing approach focuses on creating an effective environment for learning.

Learning: Curriculum

Oatlands Public School achieved 'Sustaining and Growing'.

- The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.
- The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Learning: Assessment

Oatlands Public School achieved 'Sustaining and Growing'.

- Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.
- Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.
- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
- The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

Learning: Reporting

Oatlands Public School achieved 'Sustaining and Growing'.

- The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.
- Student reports contain personalised information about individual student learning progress and achievement.
- Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

Learning: Student Performance Measures

Oatlands Public School achieved 'Excelling'.

- The school achieves excellent value-added results, significantly above the value added by the average school.
- Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.
- Most students show expected growth on internal school progress and achievement data.
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

SELF ASSESSMENT – TEACHING

Teaching: Student Effective Classroom Practice

Oatlands Public School achieved 'Sustaining and Growing'.

- Teachers regularly review and revise teaching and learning programs.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Teaching: Data Skills and Use

Oatlands Public School achieved 'Delivering'.

- Teachers analyse and use student assessment data to understand the learning needs of students.
- The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- The school leadership team engages the school community in reflecting on student performance data.

- The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

Teaching: Collaborative Practice

Oatlands Public School achieved 'Sustaining and Growing'.

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

Teaching: Learning and Development

Oatlands Public School achieved 'Sustaining and Growing'.

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

Teaching: Professional Standards

Oatlands Public School achieved 'Sustaining and Growing'.

- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.
- Teachers work beyond their classrooms to contribute to broader school programs.

SELF ASSESSMENT – LEADING

Leading: Leadership

Oatlands Public School achieved 'Excelling'.

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

Leading: School Planning, implementation and Reporting

Oatlands Public School achieved 'Excelling'.

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

Leading: School Resources

Oatlands Public School achieved 'Excelling'.

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

Leading: Management Practices and Processes

Oatlands Public School achieved 'Excelling'.

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

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality learning experiences for every student

Purpose

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

Overall summary of progress

Over the past three years, there has been a marked improvement in the way teachers plan quality learning experiences for every student.

Staff have undergone extensive professional development on the new NSW syllabus documents for the Australian curriculum and now confidently use these documents to plan and deliver lessons for their students. Additionally, teachers have learnt how to develop the capabilities (from the Australian Curriculum) in their students.

In 2017 staff were supported to implement some future focussed pedagogy including SOLE and design thinking to promote creative and critical thinking and collaboration and communication in their students.

Improving the accuracy of data in literacy and numeracy was a big focus of the 2015–2017 school plan and triangulation practices revealed a significant improvement in the accuracy of PLAN data entry. A transformation of differentiation in reading occurred with consistent reading group and super six comprehension practices being developed across the school. This change in practice led to an improvement in 2017 NAPLAN reading results.

Teachers were introduced to learning intentions and success criteria which are now embedded into literacy and numeracy lessons. By the end of 2017, teachers were setting personalised learning goals for students in writing across K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN literacy and numeracy data continues to trend upwards and is less volatile year-on-year. In 2015, 50% of students are achieving Proficiency levels in all areas in NAPLAN. This will increase to 55% in 2016 and 60% in 2017.</p> <p>0% of students are achieving below minimum standards.</p>	<p>QTSS allocation \$14, 119</p> <p>LaST allocation \$60,944</p>	<p>Improvement Measure One:</p> <p>In Year 3, in 2017, 62% of students achieved proficiency in Spelling. Over 50% of students scored in the proficient bands for all other areas, except for reading in which 46% of students achieved proficiency.</p> <p>In Year 5, in 2017, 63% of students achieved proficiency in reading. 59% achieved proficiency in numeracy.</p> <p>Improvement Measure Two:</p> <p>In 2017, in Year 3, 0% of students scored below minimum standards in grammar and punctuation, 15% were below for spelling and 4% were below for reading, writing and numeracy.</p> <p>In Year 5, 0% of students were placed below minimum standards for reading, numeracy and grammar and punctuation. In spelling, 7% of students were below and 4% were below in writing.</p>
PLAN data and school based	QTSS allocation \$14, 119	In 2017 80% or more students in each grade

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
data indicates consistent progression along the Literacy & Numeracy Continuums. In 2015, 80% of students are reaching the expected cluster for their year group by the end of each year. This will increase to 82.5% in 2016 and 85% in 2017.	LaST allocation \$60,944	reached their expected cluster for their year group in literacy and numeracy.

Next Steps

In response to 2017 data, we have outlined new school goals in our 2018 – 2020 school plan. We aim to improve proficiency levels in Year 3 NAPLAN by 15% and by 12% for Year 5 NAPLAN by 2020. We plan for a minimum of 85% of our students to reach at or above expected grade level in PLAN/ Progressions across K–6 by 2020.

We also aim to ensure our students are self-aware and have positive relationships at school.

We will achieve this by: embedding emotional and social learning in classroom practice and improving systems so that at risk students have an advocate, implementing interest-based learning and student decision making and monitoring student progress to ensure all students are making a minimum of a year's growth.



Strategic Direction 2

Innovative leadership and quality systems

Purpose

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

Overall summary of progress

In 2017 the school leadership policy was reviewed, so that leadership opportunities extended into the classroom for all students. All staff presented improved Personal Development Plans with clear evidence of impact. 2017 Tell Them From Me data indicated that 88% of staff recognise that the Assistant Principals provide them with useful feedback and help them to improve their teaching and monitor student progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Regular review of Professional Development Plans and professional goals will support teachers and improve practices. All teachers will have engaged in lesson observation and structured feedback that links their teaching to the goals of their Professional Development Plan.	Professional learning allocation \$16 700	All teachers successfully presented evidence to show their achievement of their PDP goals and the impact they made.

Next Steps

In order to improve teaching at Oatlands we will be: conducting professional learning about effective feedback and growth mindset, embedding learning intentions and success criteria into all lessons, introducing flexible learning environments and implementing future focused pedagogy and quality needs based interventions.



Strategic Direction 3

To strengthen student and community engagement

Purpose

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

Overall summary of progress

In 2017 Oatlands Public School improved processes for monitoring student progress. All staff created adjustments for students with additional needs, seeking input from parents, carers and the LaST. An increased number of students were referred to the Learning Support Team through the use of the newly introduced electronic caseload, monitored by the executive and the Learning Support Team.

The Learning Support Team ensured the needs of all students were met through the use of online tracking, strategic funding and intervention programs for students who needed additional support. MiniLit was introduced for stage one students and Early Stage One students had access to a single sounds intervention program.

All classroom teachers used Class Dojo to communicate student learning to parents and carers. The school story function was also used to communicate important information about learning events. 96% of community member surveyed indicated that the leadership team share school programs and progress with the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School-based data on attendance, suspension, behaviour referrals, surveys and welfare reports indicate high levels of student engagement.	Low Level Adjustment for Disability (flexiblefunding) \$10 825 Integration Funding Support \$38 860	91% of students in 4–6 indicated that they try hard to succeed in their learning, 88% believe that the teachers at their school hold high expectations for all students and 82% of students were interested and motivated in their learning. All of these scores were higher than the state norm.
Positive annual student and community satisfaction survey data in relation to the connection between home and school learning.		80% of parents/caregivers indicated that Class Dojo allowed them to gain a better understanding of what their child was learning and 90% agreed that assisted them with knowing what was happening within the school.

Next Steps

In order to increase the number of parents and community members who are engaging with the learning programs occurring in the school, Oatlands Public School will focus on improving electronic communication systems, as 2017 survey data indicated that 80% of parents/caregivers preferred to connect with the school using Class Dojo. Focus groups conducted at the end of 2017, revealed that there was an inconsistency with 'posting' about student learning across the school. 2018 will see the introduction of an *Electronic Communication Policy*, outlining consistent expectations about communicating with parents.

To further improve high expectations and student engagement across the school community Oatlands Public School will focus on improving instructional leadership, so that there are several identified instructional leaders in the school who work with teachers to improve outcomes for students. There will also be an increased focus on collaborative practice, to improve collective efficacy, shared dialogue and strategies as well as ensure there is a collective responsibility for all students in the school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		There were no Aboriginal students enrolled at Oatlands Public School in 2017.
English language proficiency	Equity Language: \$39,893 Human Resources: SLSO, Kim Gould (AP), Melanie Shields (AP)	Assistant Principals conducted an action learning program as instructional leaders. Expert tuition on literacy was provided aimed at improving student learning outcomes for our EAL/D students. The key focus of the Action Learning program was to address SD1.2 (differentiation) and SD1.3 (visible learning) from the school management plan to improve student outcomes by using personalised learning goals to differentiate teaching and learning. Staff collected and analysed data for a year's growth and reflected on their practice. As well as using funds to allow Miss Gould and Miss Shields time off class so they could plan with teachers and conduct demonstration lessons and team teach for this project, funds were expended on additional SLSO time to support EAL/D students within the classroom. 2015 school data showed only 36% of EAL/D students made a years growth in literacy as opposed to 70% in 2016. In 2017 this increased to 80%.
Low level adjustment for disability	Human Resources: SLSOs Equity disability: \$71,769	The employment of Learning Support Officers to implement high quality intervention programs such as Multi Lit and Mini Lit in conjunction with the classroom teacher increased the level of students' participation and engagement in learning and significantly improved students' learning outcomes as indicated in NAPLAN and PLAN data.
Quality Teaching, Successful Students (QTSS)	Human Resources: Miss Gould (AP), Miss Shields (AP)	QTSS Funding allocation was combined with EAL/D funds to allow Miss Gould and Miss Shields time off class to implement the Action Learning project. 2015 school data showed only 36% of EAL/D students made a years growth in this area as opposed to 70% in 2016 and 80% in 2018. By term 4 in 2017 all staff were implementing personalised literacy programs, with individualised writing goals.
Socio-economic background	Equity socio economic: \$8,415	All teachers implemented Individual Education Plans for students requiring extensive additional support. Funds were also expended on additional Executive Release time to allow Assistant Principals to mentor teachers in adapting and personalising programs to target at risk students. At the end of the year all students who were not making a year's growth were engaged in quality intervention with SLSOs or teachers. A qualified speech therapist was employed to meet the needs of targeted students.
Support for beginning teachers	Beginning Teacher Funds: \$13,000	As part of a NSW Department of Education initiative for new permanent teachers, Mr Kim received \$13,000 beginning teaching funding that allowed him to work with his teacher mentor Mrs Perrott, one day a week. During this time, he observed Mrs Perrott

<p>Support for beginning teachers</p>	<p>Beginning Teacher Funds: \$13,000</p>	<p>teaching literacy and numeracy, engaged in team teaching and received meaningful feedback which he used to adapt and refine his teaching practice. As a result of this support he was able to support the majority of his students to achieve at or above expected outcomes in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	98	106	106	112
Girls	74	82	76	92

Student enrolment is steadily increasing at Oatlands Public School, especially in K–2. In 2017 there were nine classes across K–6, including two Kindergarten classes and a K/1 class.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	94.4	92.8	95.3
1	96.8	93.4	95.2	94.5
2	95.6	95.3	93.9	96.1
3	95.9	94.8	92	94.4
4	92.5	95.1	91.5	94.1
5	95.9	94.1	91.4	89.5
6	96.2	96	95	92.6
All Years	95.7	94.8	93	93.9
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 Oatlands Public School excellent attendance is encouraged in order to optimise students' learning outcomes. Rolls and attendance reports are produced electronically. Students who arrive late or parents who wish to collect their children early must report to the office for a late note or early leave pass. On the third day of a student's absence, the school office contacts parents if no explanation has been provided.

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	7.92
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	1.4
School Administration & Support Staff	3.22
Other Positions	0

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is recognised as the major factor for building teacher capacity and improving learning outcomes for students. At Oatlands Public School, every teacher is regarded as a leader in learning and is engaged in professional learning which encourages the application of innovative and effective learning

pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing.

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

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

In addition to the action learning mentoring program, staff have engaged with various other professional development opportunities, including attending conferences and courses provided by DoE and external providers and participating in professional networks.

The continuation of the Parramatta and Cumberland Learning Communities allowed teachers to share and collaborate in abroad community network. In 2017, Oatlands participated in a hubs school project with Macquarie University to develop their skills in promoting critical and creative thinking and collaborative and communicative learning.

This year, all teachers completed their Professional Development Plans, demonstrating clear evidence of impact. One new scheme teacher was seeking to gain accreditation, while four teachers maintained accreditation at Proficient.

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	193,199
Revenue	2,469,936
Appropriation	2,266,199
Sale of Goods and Services	59,614
Grants and Contributions	141,114
Gain and Loss	0
Other Revenue	0
Investment Income	3,010
Expenses	-2,451,875
Recurrent Expenses	-2,451,875
Employee Related	-2,128,208
Operating Expenses	-323,667
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	18,061
Balance Carried Forward	211,260

Financial processes around managing funds using SAP finance, continue to be refined and embedded into administrative systems.

Funds are allocated in line with Department of Education policies and procedures for the wellbeing of all students.

Financial planning strategically address priorities for school improvement and the School Plan informs financial decision making.

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	1,621,607
Base Per Capita	27,814
Base Location	0
Other Base	1,593,793
Equity Total	120,078
Equity Aboriginal	0
Equity Socio economic	8,415
Equity Language	39,893
Equity Disability	71,769
Targeted Total	45,900
Other Total	449,440
Grand Total	2,237,024

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

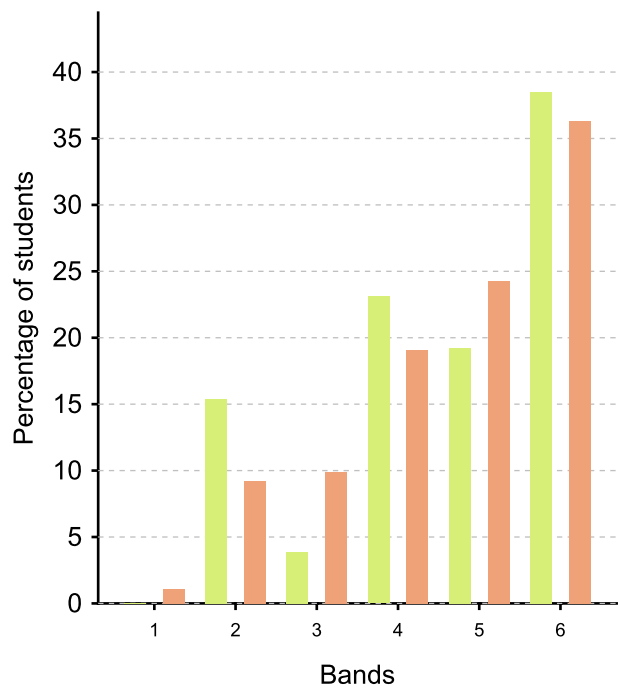
NAPLAN

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.

In 2017 we were particularly pleased to see that our hard work transforming the teaching of reading, resulted in 63% of Year 5 students achieving proficiency in reading (including 41% in Band 8), 23% greater than the state average. 56% of students achieved proficiency in spelling and 52% in grammar and punctuation. Whilst, only 31% achieved proficiency in writing, this was still 13% higher than the state average.

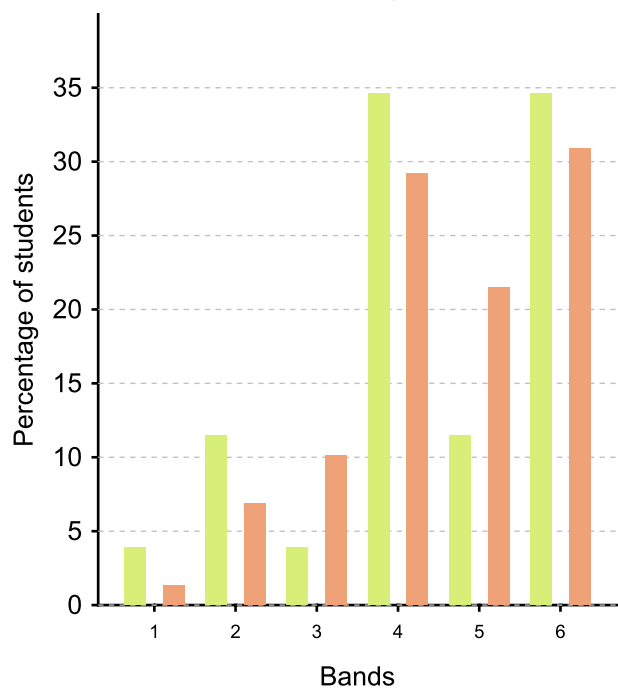
In Year 3, in 2017, 62% of students achieved proficiency in Spelling, 46% in reading, 54% writing and 58% grammar and punctuation.

Percentage in bands:
Year 3 Grammar & Punctuation



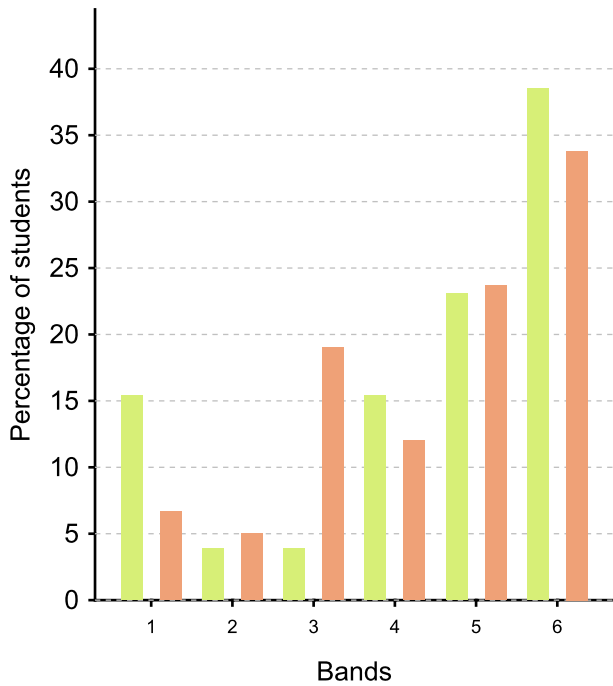
Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	3.9	23.1	19.2	38.5
School avg 2015-2017	1.1	9.2	9.9	19.1	24.3	36.3

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	3.9	11.5	3.9	34.6	11.5	34.6
School avg 2015-2017	1.3	6.9	10.1	29.2	21.5	30.9

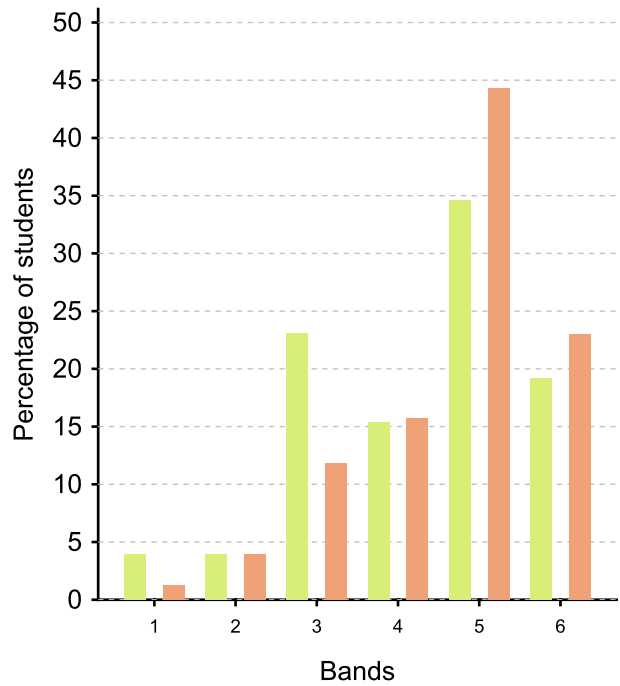
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	15.4	3.9	3.9	15.4	23.1	38.5
School avg 2015-2017	6.7	5.0	19.0	12.0	23.7	33.8

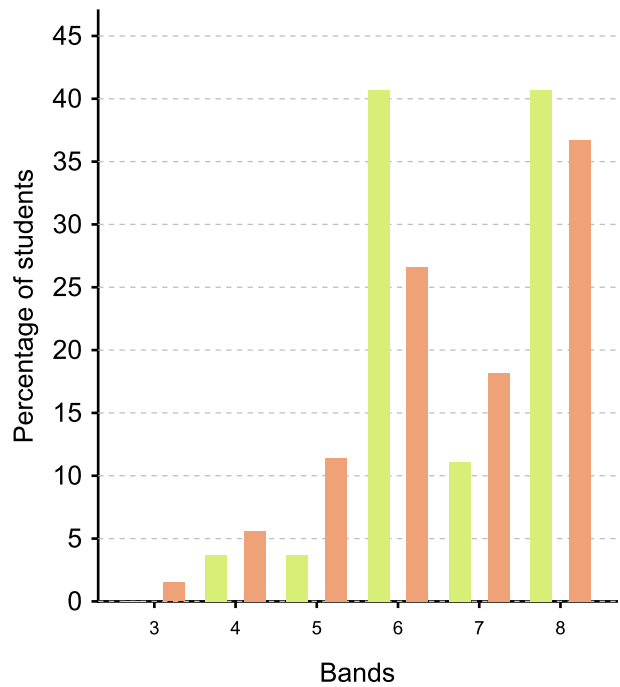
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.9	3.9	23.1	15.4	34.6	19.2
School avg 2015-2017	1.3	3.9	11.8	15.7	44.3	23.0

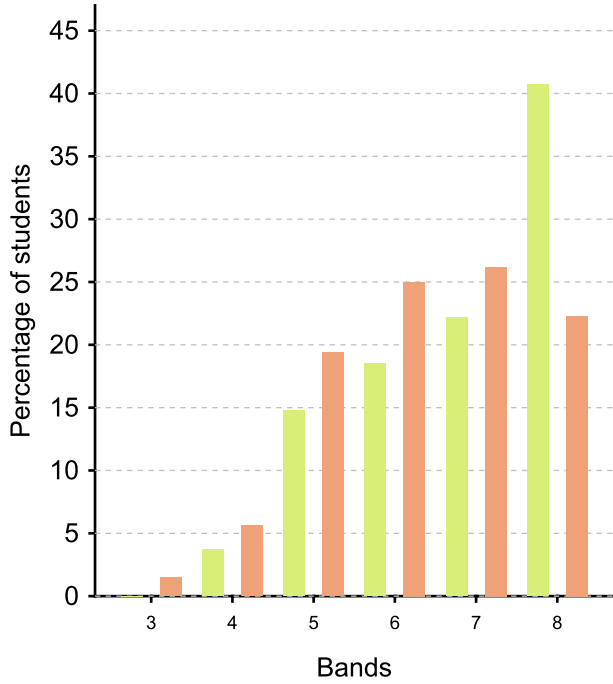
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

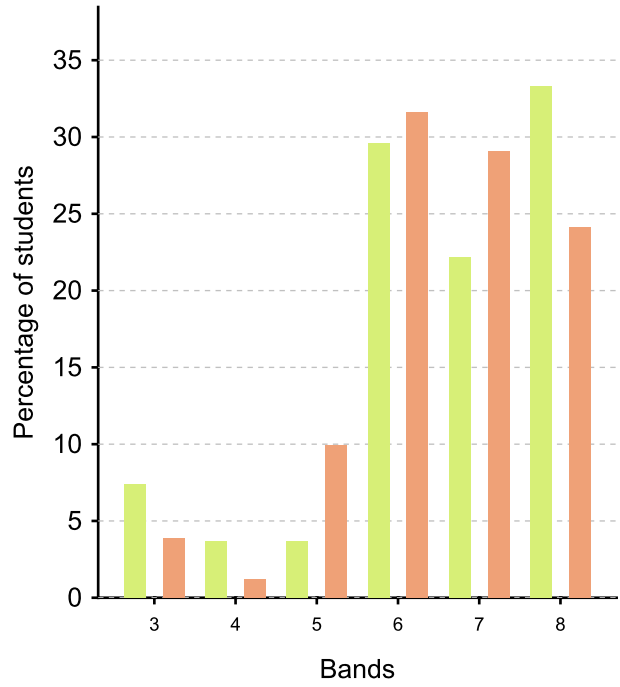
Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	3.7	40.7	11.1	40.7
School avg 2015-2017	1.5	5.6	11.4	26.6	18.2	36.7

Percentage in bands:
Year 5 Reading



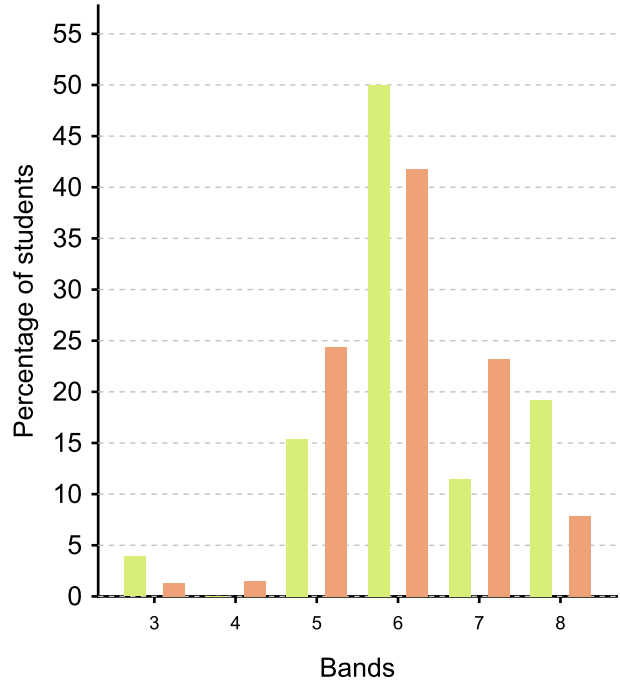
Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	14.8	18.5	22.2	40.7
School avg 2015-2017	1.5	5.6	19.4	25.0	26.2	22.3

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	7.4	3.7	3.7	29.6	22.2	33.3
School avg 2015-2017	3.9	1.2	9.9	31.6	29.1	24.1

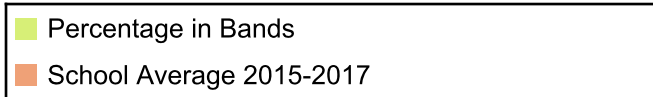
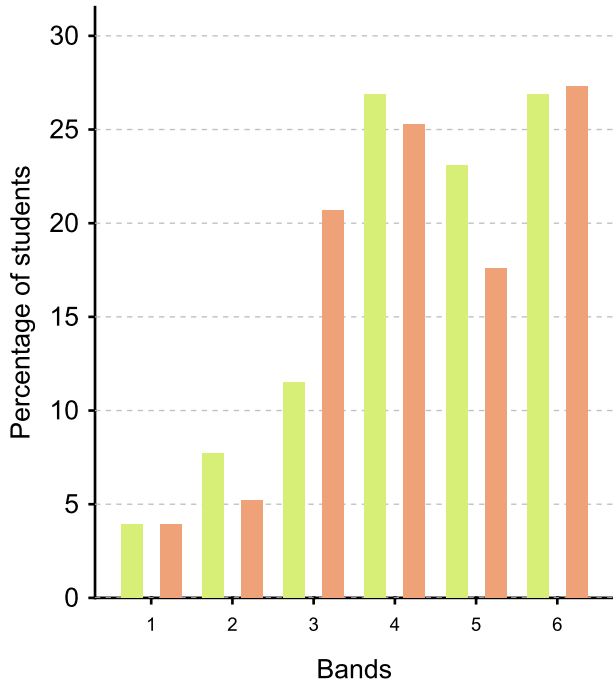
Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	3.9	0.0	15.4	50.0	11.5	19.2
School avg 2015-2017	1.3	1.5	24.4	41.8	23.2	7.9

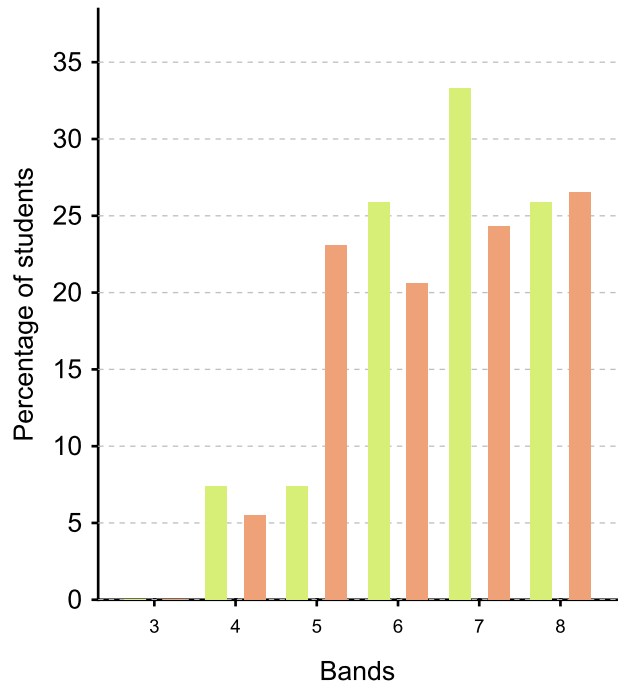
Year 3 and Year 5 both achieved a higher percentage of students achieving proficiency than state average in numeracy. 50% of Year 3 students achieved proficiency and 59% of Year 5 students achieved proficiency, which was 26% above state average.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.9	7.7	11.5	26.9	23.1	26.9
School avg 2015-2017	3.9	5.2	20.7	25.3	17.6	27.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	7.4	7.4	25.9	33.3	25.9
School avg 2015-2017	0.0	5.5	23.1	20.6	24.3	26.5

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 percentage of students in the top two bands for reading and numeracy has increased since 2016. A significant increase in students achieving proficiency in reading occurred with 63% of students achieving in the top two bands as opposed to 43% in 2016. In 2016 36% of Year 3 students and 45% of Year 5 students achieved proficiency. In 2017, 50% of Year 3 students achieved proficiency and 59% of Year 5 students scored in the top two bands for numeracy.



Parent/caregiver, student, teacher satisfaction

Parent/caregiver student and teacher satisfaction results have been collated from external 'Tell Them From Me' data and internal school surveys.

Parents:

- 96% of community member surveyed indicated that the leadership team share school programs and progress with the school community
- 85% of the school community recognise that the school is responsive to feedback and make appropriate changes.
- 85% of the community believe that the school treats all students and community members equitably and fairly.
- 80% of parents/caregivers indicated that ClassDojo allowed them to gain a better understanding of what their child was learning and 90% agreed that assisted them with knowing what was happening within the school.
- 78% of parents/caregivers believed that there were a wide variety of leadership opportunities available to students in 2017.

Students:

- 84% of students in Years 4–6 felt a positive sense of belonging, which was higher than the state norm.
- 88% of students believe that teachers at Oatlands Public School emphasise academic success and hold high expectations for all students.
- 91% of students indicated that they try hard to succeed in their learning, which was higher than the state norm.
- 87% of students value schooling outcomes, which was lower than the state norm
- 82% of students identified that they were interested and motivated in their learning, which was higher than the state norm.

Teachers:

- 75% of staff and 100% of classroom teachers implemented new future focussed learning tasks in 2017
- 100% of staff indicated that their knowledge of individualised writing goals improved
- 100% of staff believe that using Class Dojo has improved their communication with parents and carers
- 88% of staff agree that school leaders help them to improve their teaching and 91% indicated that the executive help them through stressful times



Policy requirements

Aboriginal education

In 2017, Aboriginal perspectives were integrated across the curriculum at Oatlands Public School. These acknowledge, respect and reflect the histories, values, languages and cultures of Aboriginal and Torres Strait Islander people. All students were provided with the opportunity to learn about the histories and cultures of Aboriginal and Torres Strait Islander people. Oatlands Public School follow department protocols and include Acknowledgement of Country or Welcome to Country in all formal events and assemblies to show respect for Aboriginal People as Australia's First Peoples.



Multicultural and anti-racism education

In 2017 the school employed an EAL/D teacher for two days per week. EAL/D stands for English as an Additional Language or Dialect. Our EAL/D teacher provided support to students who speak a second language or dialect at home and to new arrivals.

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

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