

Oatley Public School

Annual Report



2018



2796

Introduction

The Annual Report for **2018** 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

School contact details

Oatley Public School
51-63 Letitia Street
OATLEY, 2223
www.oatley-p.schools.nsw.edu.au
oatley-p.school@det.nsw.edu.au
9580 5519

Message from the Principal

The school has exciting new opportunities in the world we now live in. Therefore education is changing. Teachers roles, who in the past, were the deliverers of content knowledge has changed to teachers being the facilitators of developing the skills and competencies of our children being able to access this content knowledge and to be able to transfer these skills and competencies into other areas. The complexities along with challengers require change. Competencies that OATLEY PUBLIC SCHOOL strives to develop in our young children to enable them to be productive and quality citizens who contribute to the world in which they live.

Thinking and learning to learn– Students need be more intentional about their thinking and learning.

Participation and influence building the sustainable future– Institutional (school) and individual roles and responsibilities have to change, so that new patterns of behaviour will foster sustainable development .

Competence for the world of work and entrepreneurship– Personal competencies: creativity, determination, integrity, tenacity, emotional balance and self-criticism. Interpersonal competencies: communication, engagement/charisma, delegation, respect. Business competencies: business vision, resource management, networking, negotiating skills.

ICT competence– In the 21st century, learners are expected to utilise information and communication technology (ICT) tools to access up-to-date resources and perform essential computing tasks. This course is tailored to equip learners with the current ICT knowledge and skills in further enhancing their competency. ICT-based Education is about using computers and technology as tools to enrich learning in various subjects such as English, Science and Mathematics. Key Benefits of ICT-based Education: Promotes Learning by doing approach. Enables self-paced learning.

Multiliteracies is an approach to literacy theory and pedagogy. This approach highlights two key aspects of literacy: linguistic diversity, and multi-modal forms of linguistic expression and representation. The term was coined in response to two significant changes in globalized environments: the proliferation of diverse modes of communication through new communications technologies such as the internet, multimedia, and digital media, and the existence of growing linguistic and cultural diversity due to increased transnational migration.

Cultural competence interaction and expression– Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses: being aware of one's own world view, developing positive attitudes towards cultural differences, gaining knowledge of different cultural practices and world views.

Taking care of oneself and others managing daily activities safely– Live Healthy, eat healthy foods, get enough sleep and exercise regularly. Learn to look after our own wellbeing both mentally and physically.

Message from the school community

Oatley Public School Advisory Group (OPSAG) & Parents and Citizens Association (P&C)

The combined parent partnerships are very significant in the support they provide for Oatley Public School. The P&C maintain ongoing fundraising events, management of uniform shop and Canteen and are integral in many grants that are actioned throughout the year for significant upgrades to the school and areas of curriculum. The ongoing support through the building fund allow ongoing improvements in the assets of the school.

The Oatley Public School Advisory Group has enabled community consultation on the school strategic directions. Survey results, strategic planning especially in the Direction 3 along with school evidence from school initiatives are analysed through this group. This group understands the Schools Excellence Framework and at our final meeting produced future directions for 2019 planning. Future direction items were presented in the areas of high performance culture, performance management and development, continuous improvement, school plan, annual report, financial management and the administrative systems and processes.

Message from the students

SRC Report 2018

The K–6 students in the Oatley Public School Student Representative Council (SRC) meet fortnightly to discuss relevant school issues. 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 directly back via face to face meetings with the Principal, Ms Hunter. Some of the ideas that were implemented from the SRC this year were organising a better way of returning lost property, creating a soccer field roster so everyone could have a fair go on our new soccer field on the flats, monitoring of our new swales area when it was first allowed to be used and bringing out the skipping ropes to be used regularly at break times.

During 2018, we have worked with students, parents and the wider community to again fundraise for different causes that are important to Oatley Public School. Our main fundraiser for 2018 was raising money for The Heart Foundation through the Jump Rope for Heart Initiative. We raised over \$8000 for this event which was a fantastic effort. The SRC also coordinated a "Happy Day" at the end of Term 3, where students were encouraged to wear their pyjamas, donate a gold coin towards an internal fundraising initiative for the school, and provide fellow students with a positive message about them. The students reflected saying that it definitely was a 'happy' day and they want it back next year.

The SRC also hosted the third 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 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 hopefully, it will 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. Choir students from Oatley Public School provided a variety of entertainment with the choirs performing traditional songs and Christmas carols. We served food, drinks, ushered visitors in and out of the hall 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.

School background

School vision statement

Our vision agreed upon from the community consultation for our students was that all students' "development as a human being and as a citizen" was vital to our understandings of developing competencies as leaders teaching our students to be future focussed learners. Six areas of rethinking competencies will be embedded into our teaching pedagogy.

They are Thinking and learning to learn; Looking after oneself, managing daily activities, safety; Cultural competence, interaction and expression; Multi-literacy & Numeracy; ICT competence; Competence for the world of work, entrepreneurship; Participation and influencing, building the sustainable future.

School context

Oatley Public School is situated near the Georges River drawing students from a wide range of socio-economic backgrounds, including those living on waterfront, 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 on school days.

The school has spacious, well maintained grounds. Whole school enrolment has continued to increase. Demographics have changed slowly over the past few years, still predominantly Anglo Celtic. The 2018 enrolment is 551 students of which 47% will be from non-English-speaking backgrounds representing 32 language backgrounds other than English. The school celebrated their 100 years in 2017.

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. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will 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 and the school community collaboratively 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.

In the domain of **Learning**, within the elements of learning culture and reporting, the evidence showed excelling against the descriptor continuum. In the themes of Wellbeing, Curriculum, Assessment and Student performance measures, as these elements are within our 2018–2020 school strategic direction and we have just completed our first year of implementation, the evidence gathered and analysed against the descriptors fall within the sustaining and growing. Future directions are clearly outlined in the schools strategic plan and Annual Report.

In the domain of **Teaching**, our Learning and Development element with the evidence show excelling against the descriptor continuum. In the themes of Effective classroom practice, data skills and use and professional standards these elements are within our 2018–2020 school strategic direction and we have just completed evaluation and recommendations of future learning, therefore, the evidence gathered and analysed against the descriptors fall within the sustaining and growing. Future directions are clearly outlined in the schools strategic plan and Annual Report.

In the domain of **Leading**, our Educational Leadership, School resources, Management practices and processes elements with the evidence show excelling against the descriptor continuum. In the themes of School Planning, implementation and reporting, the evidence gathered and analysed against the descriptors fall within the sustaining and growing. Future directions are clearly outlined in the schools strategic plan and Annual Report.

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

Students be successful competent and creative future focused 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. Through effective feedback, knowledge construction and collaboration students will become effective future focused learners. Students will be productive and ethical users of technology through meaningful programs supporting critical and creative thinking, teamwork, problem solving, independent and resilient learners.

Overall summary of progress

Overall summary of progress In 2018 NAPLAN show improvements in Reading, Grammar and Punctuation for Year 3 & 5. Our internal data of students meeting staged based outcomes from end of 2018 Semester reports averaged 95% for students achieving at sound, high and outstanding. The school's Instructional Leader was instrumental in creating engaging classrooms where students learnt the skills of writing so they could become lifelong communicators.

The NAPLAN Marking Guide was used to accurately assess students' writing in all key criteria of audience, text structure, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling. This provided data to identify strengths, weaknesses and to assess growth in the writing of individual students, class cohorts and across stages. As a result, teachers could then work with individual students to identify, plan and monitor their writing goals and provide them with individualised feedback regarding 'where to next.' Total value-added growth, based on internal data from Semester 1 (2017) to the end of Semester 2 (2018), was 28.9% in the overall criteria.

In 2018, the Initialit program (phonemic awareness to early reading) was continued in Kindergarten and the continuation of initialit 1 was delivered to Year 1. The end of Semester 2 result showed Kindergarten growth of 98% from initial benchmarking data in Term 1. Year 1 Initialit showed an overall 80% growth in student achievements in reading from Term 1 benchmarking. The results are showing that the research partnership of this Initialit program is successful in achieving value added to student learning.

The school has referenced evidence-based models that explain the underlying principles of feedback: Hattie and Timperley (Hattie & Timperley, 2007) and Black and Wiliam (Black and Wiliam, 1998, 2010 and 2009 and Wiliam, 2010). Students developed strategies to goal set and assess their own learning through explicit success criteria for varied curriculum. Students reported these goals and their achievements in their Semester 1 and 2 Reports to parents.

The trial of iPads and Chromebooks in the Stage 2 classroom with teachers allowed the students to be engaged in more ICT competencies and led to assessment tasks to be open ended for students to be more creative in their delivery.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of Stage 2 students using Effective Feedback strategies to add value to their personal growth and learning.	Consultancy Support-Literacy/Numeracy Funds \$16,128	Students have been guided in using feedback strategies to identify future directions for learning. 100% of the student are setting curriculum goals to drive their growth in learning. This was evident by the student reflections in a component of the semester 1 and 2 school reports.
Increased value added results in the five key components of reading for K-2 students.	Teacher Professional Learning Funds \$30,136	Kindergarten Initialit data 2018 T1 compared to T4 showed a large growth in the following areas-Letter Sound Knowledge 11%-98% Reading Words-11%-98% Writing over 80% students achieved 91% growth Overall Literacy Term 1- 7% compared to Term 4-98% Yr 1 data from the Screener test compared to the Cumulative Review 3 Initialit has shown growth in these areas-Phonics 66%-79% with 13% growth Reading 72%-85% with 13% growth Writing 68%-70% with marginal 2% growth

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase proportion of students to apply knowledge they construct into new and different context to connect information and ideas through collaboration and independent learning of which ICT is a tool.	Instructional Leader– QTSS \$94,118	All K–6 students engaged in innovation curriculum units i.e STEM, PBL to develop creative thinking and problem solving skills. Increased proportion of students in Stages 2 and 3 engaged in developing their ICT skills through the use of iPads and Chromebooks. and working collaboratively through Google Classroom.
Increased value added results in writing for Years 2–6 students using the writing criteria reference marking scale.	Instructional Leader– QTSS \$94,118	Data from the Action Research Project has shown an overall growth in student writing. Using the NAPLAN writing criteria scales, students from Years 2–6 demonstrated an average growth of 28.9% in Persuasive and Narrative writing.
Increased improvement in numeracy and literacy in school based and external data.	Instructional Leader– QTSS \$94,118	School based data shows a growth in literacy and numeracy. Data is collated from Semester 1 reports. This is provided to all parents to review their child's performance according to their cohort.

Next Steps

Our future direction In the Learning Domain will focus on the elements of Wellbeing, Curriculum, Assessment and Student performances measure. To make further improvements in these areas our next steps comprise of these programs;

- The Instructional Leader will be instrumental in sustaining the writing program with the emphasis on consolidating student skills in feedback and students being more independent in understanding the success criteria.
- Results from student assessment and teacher feedback showed a need to focus on Spelling and to understand more on supporting students to understand the four knowledges of Spelling. 2019 will begin the trial of the Spell–It program from Macquarie University. Spell–It is a flexible program that provides teachers with a framework and suggested activities to plan and implement spelling instruction based on assessment of students' current knowledge. The program teaches the rules, conventions, structure and logic of the English language and enables teachers to plan differentiated spelling lessons based on the needs of their students.. Further areas requiring specific focus in writing include the elements of Audience, Sentence Structure, Punctuation.
- Curriculum planning to promote the development of student knowledge construction and creative thinking skills through collaborative learning practice and explicit teaching of student providing feedback and using feedback to monitor their learning using ICT as a learning tool.
- 2019 will continue the Early intervention programs of Initialit, Initialit 1 & Initialit 2 from Kindergarten–Year 2 to develop literacy competencies in reading & writing. The school has had the opportunity to be a pilot school for these Initialit programs so the researchers will work closely again with the stage teams.

Strategic Direction 2

Promoting Collective Teacher Efficacy

Purpose

To ensure whole school practices that equip student competencies, creating a stimulating and engaging learning environment underpinned by high expectations, effective feedback practices and innovative teaching. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities to inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically.

Overall summary of progress

In 2018, the staff at Oatley Public School were involved in developing collaborative practices and processes to promote Collective Teacher Efficacy to attain shared goals. We engaged in approaches of professional learning communities, where research and reading occurred; Quality Teaching Rounds where collaboration of quality practices occurred among teachers observing each others practice and providing feedback; peer observation was embedded to involve teachers observing each other and learning from each other in programming, planning, practice and evaluation; and Instructional Coaches supported professional learning for teachers in their pedagogy. Our focus was on effective feedback strategies where an external consultant provided research readings, a lighthouse group provided demonstration lessons and a leadership team involving teachers and executives created the action plan for success to occur and evidence to be collated.

Teachers engaged in James Anderson's Growth Mindset professional "As teachers interested in helping students become better learners, we must move beyond simply giving feedback to students to teaching them how to create and use it for themselves in the most effective ways". This professional learning opportunity provided teachers with theory on understanding fixed and growth mindset. The theory impacted on teachers in the way they delivered pedagogy and how their mindsets impacted on student outcomes.

Teachers had been involved in effective feedback strategies for all lessons across all curriculum areas. Understanding of Learning Intentions/Learning Goals and Success Criteria which are crucial to the development of successful feedback began to be embedded in teachers pedagogy. This then lead into discussions on Hattie's visible learning on feedback. A team of teachers explored this learning and discussions on expanding our knowledge base was introduced. This team visited schools and attended professional learning presentations to provide more direction for 2019. Presently teachers encouraged students to talk about their learning with the same metalanguage that teachers use in describing what is to be learnt. The result found that more explicit instruction was needed from teachers to students to understand and use this metalanguage.

The Instructional Leader was instrumental in ensuring that teachers effectively embedded the Seven Steps to Writing Success strategies within their classroom programs. The school also wanted to ensure that the gains made during the previous year were sustained. The instructional leader also assisted teachers in developing a deeper understanding of the NAPLAN Marking criteria so they were able to accurately assess student writing. Understanding the marking criteria meant that teachers were able collect accurate data and then use it to identify strengths, weaknesses and growth in the writing of individual students, class cohorts and across Stages. Teachers found it to be a valuable program for supporting our English as an Additional Language/Dialect and Learning Difficulties students. Collaborative practice of peer observation and learning communities occurred.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased deep knowledge of teachers Effective Feedback practices to add value to student growth in curriculum supported by the use of ICT as a learning tool.	Instructional Leader–QTSS funded	All teachers have been immersed in opportunities to gain knowledge and understanding in new ICT platforms for teaching and learning. An increased proportion of teachers are developing ICT competencies in using Google Suite (GSuite) as a collaborative tool for planning.
Through Quality Teaching Rounds evidence supports a high percentage of teachers are using Knowledge Construction, Effective Feedback and	External Consultant–\$8,000 TPL–\$20,000	100% of staff members have engaged in professional learning to develop their understanding of various feedback strategies. All staff members participated in quality teaching rounds, collaboratively planned paired lessons studies and

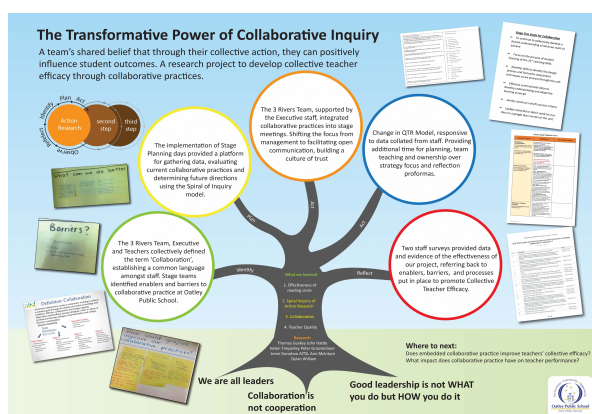
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
collaboration strategies to enhance teacher development.		observed teaching practices to inform own pedagogy.
Increased staff documentation of evidence from goal setting against the three domains with reference to Australian Teaching Standards.	TPL funded \$20,000	Increased documentation of Teaching Standards attached to school based professional learning and meetings. 100% of staff complete PDPs, including review, annual review and evidence aligned to their goals. Over 90% staff aligned majority of their learning goals to the School Directions.
Teacher mentoring develops deep knowledge and understanding in the potential growth for each criteria that students can achieve in writing using personal goals.	Beginning Teacher funds	100% of teachers across Years 2–6 consistently collate and use student writing data to collaboratively develop stage programs. Staff reflections on teacher mentoring have shown a positive effect on teacher professional development and teaching practice.

Next Steps

In the Teaching Domain, the school is focussed on further improving in the elements of Effective classroom practice, Data skills and use and Professional Standards. Programs will comprise of the following:

- Through the practice of the External Consultant, Professional learning Circles in area of Visible Learning through feedback strategies and development of deeper understanding of Visible Learning/Intention Goals/Success criteria to guide teachers in the pedagogy.
- Instructional Leader to mentor staff in literacy skills with a focus on Maths, Writing and Spelling through an increase of collaborative practices. Leader to guide teachers in the explicit use of feedback to support students' growth in Numeracy and Literacy skills.
- Whole school approach to planning and monitoring curriculum units to ensure the implementation of new Science & Technology syllabus with an emphasis of ICT competencies across K–6 stages.
- Teachers to develop their Professional Development Plans and link teacher programming to both students and school needs.



Strategic Direction 3

Distributive leadership promotes a high performing school and community that is inclusive, informed and engaged

Purpose

To build stronger relationships enhancing community engagement and participation in a collaborative and sustainable culture of success. Through reflective practices and whole school planning we will create effective partnerships which contribute positively to school community promoting student learning and competencies.

Overall summary of progress

The leadership team is committed to developing systems that promote effective communication to inform and develop a learning community and strong links between home and school and to promote strong relationships that enhance community engagement and participation in a collaborative and sustainable manner that enrich learning opportunities for all stakeholders. Throughout 2018, we have continued to move towards achieving community excellence by developing a community that is inclusive, informed and engaged. There have been various key strategies involved in making connections and informing the community.

The school enhanced its image and updated the re-design and launch of the school website. This update supported the access of parents to communication from the school as their main device was a mobile phone. This also created three significant forums of communication to parents – website, school APP and email. Introducing various features from community surveys via the School Stream App led to online permission, easier notifications, updated daily events of what is happening in the school were significant improvements this year. These initiatives enabled the school and wider community access to and information regarding school programs and initiatives which provided quality service delivery and community satisfaction.

The Illumin' Art fundraising event was a new initiative successfully organised with collaboration between the school and P&C which promoted student artwork, community connectivity and engagement. The event also continued to promote strong links between the school and the local preschools. The outcomes proved very positive in promoting curriculum, creative talents, community support and high engagement from the school community.

The school leadership team, P&C and OPSAG have consulted with members of the community, parents, staff and students to review the progress on the current School Plan. A larger proportion of the community attended Meet the Teacher information night, parent –teacher interviews, various fundraisers, school events throughout the year and participate in school-based survey regarding school deliver, community satisfaction and community engagement.

The leadership team ensures the priority of educational delivery to all students particularly in the areas of school resourcing and management and processing practices..

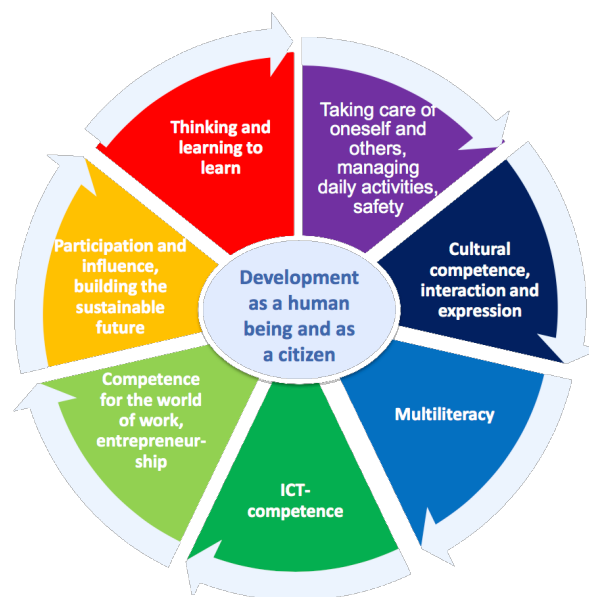
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parents understanding of how students learn and the importance of student development through school/parent relationship.	External Consultant– \$2000	Leadership team has placed various strategies to better inform parent of student learning. Parents have stated the immediacy of relating information about curriculum and student development has increased. Parent Surveys show– * 98% of KO parents attend all sessions * 65.96% prefer Informal meetings & 40.43% to discuss child progress as a way of communication
Increased effectiveness of community partnership and its effect on student engagement through qualitative and quantitative data.	\$10,000	Community satisfaction has grown in service delivery and the improvements in ways of communicating between school and home. • School Stream App–67.39% • School Stream permission online–54.35% • School Website 52.17%

Next Steps

In the Leading Domain Educational Leadership, School Planning, Implementing and Reporting, School Resources and Management Practices and Process will be a priority to ensure quality student outcomes are addressed. The school will continually survey the school community in administrative systems, structures and processes that will underpin ongoing school improvement and ensure the community is continually informed. School Planning, Implementing and Reporting, Community Engagement and Community satisfaction are the key area for further direction. In order to further strengthen our school in these areas our next steps are:

- Continue the communication systems to effectively inform and engage the community through the School Stream App, Website and Oatley Organiser platforms. This will allow us to streamline the process and improve communication using the website and push alerts and enable Immediacy in feedback from parents.
- Develop practices to promote parent and staff engagement through online platforms, formal, informal structures or workshops and parent focus group with an emphasis on feedback strategies and student learning.
- The leadership team will ensure that the school plan and evidence collated for 2019 show effective educational leadership and management practices. One strategy implemented for 2019 will be the addition of an extra class in K–2 as the Literacy focus for our students is a priority of the school. The Initialit programs K–2 have shown the value to student outcomes and the value to the teacher's professional pedagogy in Literacy. The school values the resource that can be implemented for our students learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,052	A team of four teachers and one parent attended the 'Making it the Best' Aboriginal education program hosted by our school. Whole school initiatives in Aboriginal education included an Aboriginal dance program for all students from K–6. Individualised education programs for Aboriginal students were implemented. The school supported equity for our Aboriginal students through a reduction in school fees.
English language proficiency	FTE–1.4 staffing \$145,758 \$47,039 flexible funding	<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 (EALD) are provided with explicit, needs–based support, to develop their English language and literacy skills. This enables them to participate fully in school activities and achieve equitable educational outcomes.</p> <p>In total, our LBOTE (Language Background Other Than English) population represents 33 different language groups. 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 EALD students. Overall, 50% of students at Oatley Public School come from a language background other than English; of these, 40% speak a Chinese language. This year, 63% of Kindergarten students speak another language and of these 70% speak a Chinese language. Also in an upward trend, almost 50% of students in years 1–4 have a Chinese language background.</p> <p>Oatley Public School provides specific teaching and learning programs to support the learning needs of targeted students from culturally and linguistically diverse backgrounds. In 2018, funding was provided for four EALD specialist teachers working a total of seven days (or 1.4 loading) to provide integral programs with the addition of new arrival allocation (1 day per week). Subsequently, class teachers were supported by EALD staff in meeting the learning needs of these students.</p> <p>Students whose English language skills are developing, receive the necessary support from EALD teachers through targeted programs which are delivered in a team–teaching arrangement within the classroom and/or in a withdrawal capacity. Support is provided through specialised teaching and learning activities which focus on oral language, reading and writing skills. 2018 has also seen the continuation of the Seven Steps to Writing Success resource to support all students, as well the MiniLit, MultiLit and MacqLit reading programs. EALD</p>

<p>English language proficiency</p>	<p>FTE–1.4 staffing</p> <p>\$145,758</p> <p>\$47,039 flexible funding</p>	<p>valuable support materials which benefited all students.</p> <p>Technology within the EALD setting continued to be a focus through utilising the schools' iPads and computer labs during teaching activities. This allowed EALD students to access a variety of highly educational and interactive applications and tools to enhance their English proficiency and to gain important computer skills. We continued to update the EALD Individual Student Assessment Folders which align and track the progress of EALD students using the ESL Scales and the English Syllabus.</p> <p>Effective Feedback, which is one of the schools strategic directions, has been an integral professional learning focus throughout 2018. EALD teachers participated in Quality Teaching Professional Development. This involved weekly meetings, collaborative planning, teacher observations and evaluations in order to improve the quality and efficacy of effective student and teacher feedback.</p> <p>This year's Kindergarten Orientation Days for 2019 students included the addition of our new translated enrolment forms for Chinese speaking parents, taking into consideration this predominant LBOTE group at Oatley. Enrolment forms for other languages are also available on request. Also available to our families are face-to-face translators for parent teacher interviews and other significant meetings as well as phone interpreters. In addition, parents can utilise the School Stream app in their own preferred language to access up-to-date school information and alerts.</p>
<p>Low level adjustment for disability</p>	<p>FTE 0.5– \$52,057</p> <p>Flexible funding– \$31,511</p>	<p>Our Learning Support Teacher supports the inclusion of students with disabilities in mainstream classrooms and her program is tailored to meet the specific needs of students by providing tailored adjustments. The 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. The Learning and Support Teacher (LaST) 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. The LaST also liaises with relevant external specialists such as Speech Therapists, Occupational Therapists etc. to assist in improving educational outcomes.</p> <p>Adjustments, as mandated in the Education Standards for</p>

Low level adjustment for disability	FTE 0.5– \$52,057 Flexible funding– \$31,511	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. 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 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.
Quality Teaching, Successful Students (QTSS)	FTE 0.904 \$94,118	The initiative has provided an additional staffing resource allocation to support teachers in implementing the Seven Steps writing program. This has involved using a member of the school executive to act as an instructional leader and teacher mentor across Years 2–6 during 2018. Student writing data has been collected and collaboratively analysed across the school to assess the value-added growth of students' skills in writing.
Socio-economic background	\$6,779	In 2018, a number of teachers were skilled to be heavily involved with establishing and maintaining effective literacy interventions including InitialLit, MiniLit MultiLit and MacqLit Reading Support continues to be provided by way of a 3-tiered model of intervention, including in-class support (InitialLIT) small group (MiniLit and MacqLit) 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.
Support for beginning teachers	\$13,786	<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 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 Framework. In 2018 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</p>

Support for beginning teachers	\$13,786	<p>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.</p> <p>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.</p>
Targeted student support for refugees and new arrivals		



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	265	277	269	287
Girls	241	251	264	260

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	97.5	95.7	94.7
1	94	96.3	95.6	92.7
2	96.5	96	94.5	95.8
3	96.2	97.3	95.3	94.7
4	95.9	96.9	97	95.6
5	95.5	97.3	95.7	95.7
6	94.7	95	94.7	94.3
All Years	95.6	96.6	95.6	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school has a high rate of attendance K–6, where processes and practices are in place to ensure attendance is tracked and monitored.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.81
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	0.4
School Administration and Support Staff	4.26

*Full Time Equivalent

Oatley has had an Aboriginal teacher appointed 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 2018 all primary teachers are accredited against the NSW Education Standards Authority. The accreditation requires teachers to maintain registered and non-registered hours of professional learning over a period of 5 years. In Oatley Public School Professional Development Plan are completed by individual staff members aligning to departmental reforms and expectation of curriculum implementation. Teachers need to set professional goals and outline how these goals will be met and monitored. Teachers need to understand that evidence is needed to support their learning when the implementation, review and annual review stages occur. Their evidence must align to the against the continuum of the Australian Teaching Standards.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	332,889
Revenue	4,875,753
Appropriation	4,388,287
Sale of Goods and Services	26,713
Grants and Contributions	451,703
Gain and Loss	0
Other Revenue	2,540
Investment Income	6,510
Expenses	-4,658,200
Recurrent Expenses	-4,658,200
Employee Related	-3,969,096
Operating Expenses	-689,104
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	217,553
Balance Carried Forward	550,443

The leadership team effectively allocates operational funds and plans processes to address school strategic directions and meets identified improvement priorities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,773,860
Base Per Capita	103,066
Base Location	0
Other Base	3,670,794
Equity Total	287,195
Equity Aboriginal	4,052
Equity Socio economic	6,779
Equity Language	192,797
Equity Disability	83,567
Targeted Total	66,710
Other Total	151,402
Grand Total	4,279,167

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

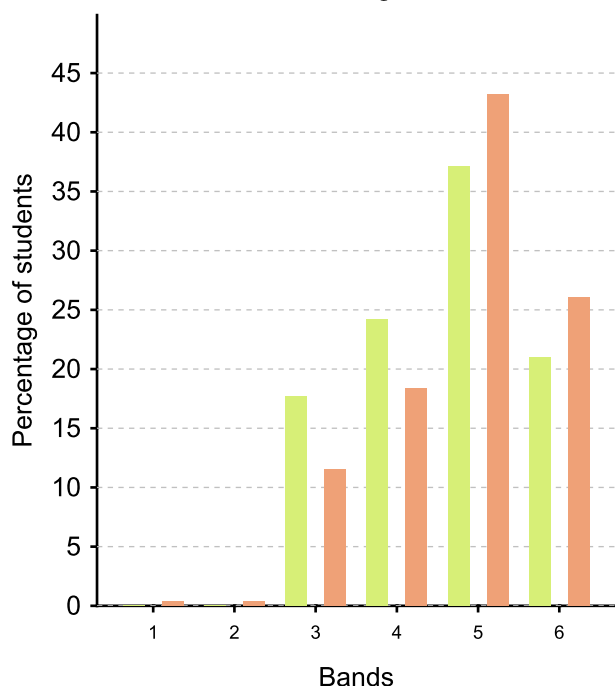
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The data reveals that growth is comparable to like schools in most areas. Significant differences can be noted in 2018 Year 3 writing (9.1% lower). Year 3 2018 reading is strong (7.8% higher) compared to like school. Student growth in reading and writing from Year 3 to Year 5 is consistent.

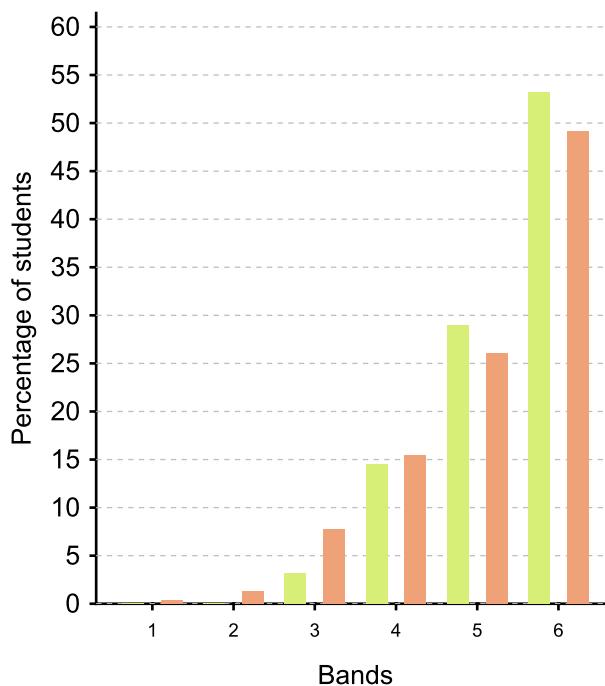
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	17.7	24.2	37.1	21.0
School avg 2016-2018	0.4	0.4	11.5	18.4	43.2	26.1

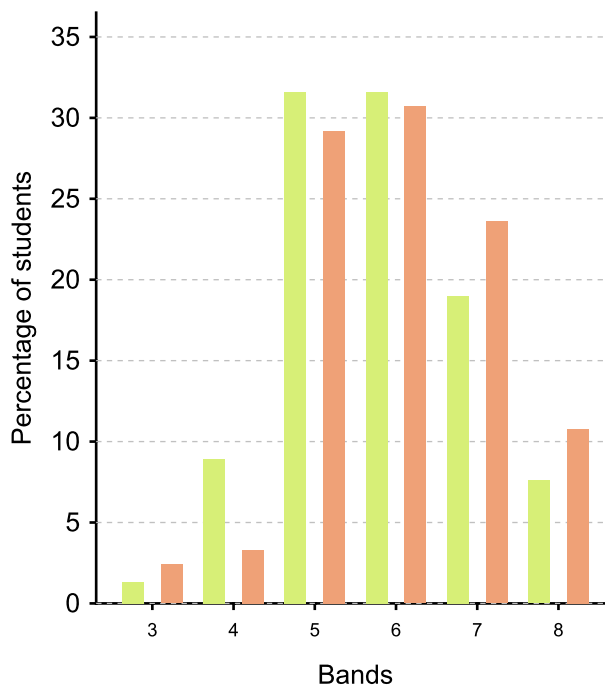
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.2	14.5	29.0	53.2
School avg 2016-2018	0.4	1.3	7.7	15.4	26.1	49.1

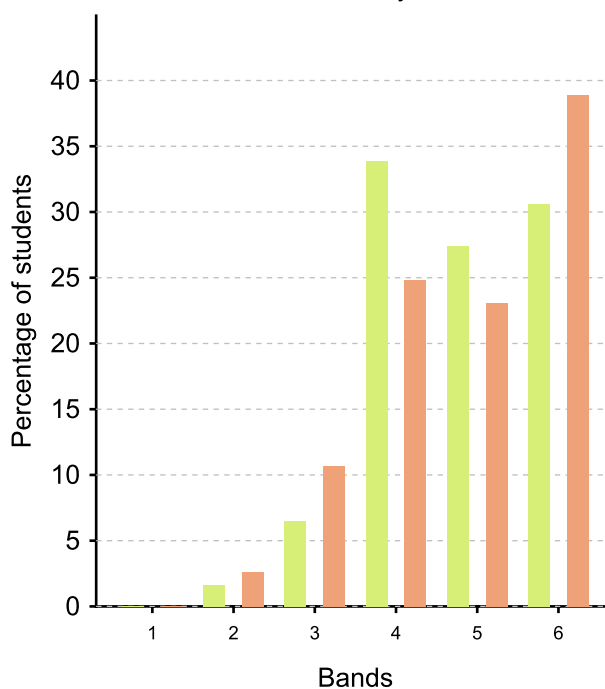
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.3	8.9	31.6	31.6	19.0	7.6
School avg 2016-2018	2.4	3.3	29.2	30.7	23.6	10.8

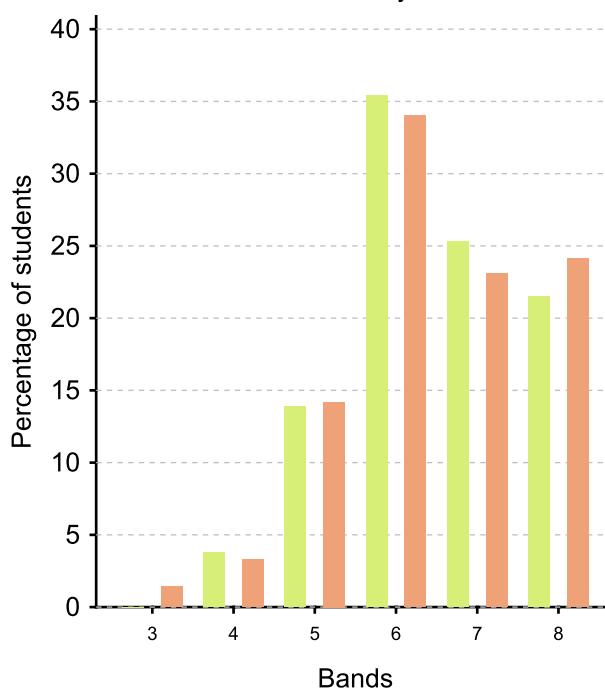
Percentage in bands:
Year 3 Numeracy



Percentage in Bands	
School Average 2016-2018	

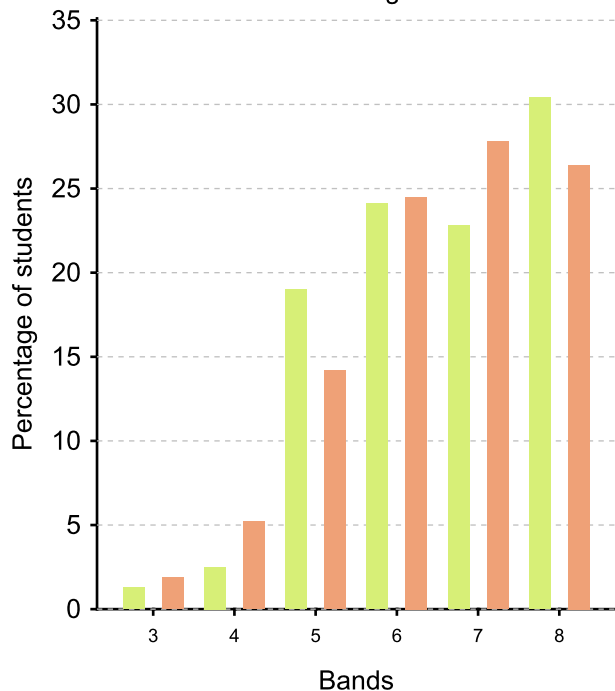
Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	6.5	33.9	27.4	30.6
School avg 2016-2018	0	2.6	10.7	24.8	23.1	38.9

Percentage in bands:
Year 5 Numeracy



Percentage in Bands	
School Average 2016-2018	

Percentage in bands:
Year 5 Reading



Percentage in Bands	
School Average 2016-2018	

Band	3	4	5	6	7	8
Percentage of students	1.3	2.5	19.0	24.1	22.8	30.4
School avg 2016-2018	1.9	5.2	14.2	24.5	27.8	26.4

The data reveals that growth is comparable to like schools in most areas. Significant differences can be noted in 2018 Year 3 numeracy (8.2% lower). Growth in Year 3 to Year 5 in numeracy is an area for concern with only 55% achieving expected growth. This data was the main reason for adopting 'A teaching place A learning Place' mathematics program to attempt to boost students who achieved less than expected growth and introduce a whole school concept based program that uses a common language for all teachers and students.

Band	3	4	5	6	7	8
Percentage of students	0.0	3.8	13.9	35.4	25.3	21.5
School avg 2016-2018	1.4	3.3	14.2	34	23.1	24.1

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.

Premier's Priority Results in the Top 2 Bands NAPLAN for 2018.

Yr 3 Numeracy 58.06%, **Yr 5 Numeracy** 46.84%, **Yr 3 Reading** 82.26%, **Yr 5 Reading** 53.16%



Parent/caregiver, student, teacher satisfaction

Oatley Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from the P&C, OPSAG, parent, student and teacher focus groups. In 2018, both the P&C and OPSAG groups were instrumental in providing feedback to the school about the School Management Plan and developing various ICT platforms to effectively disseminate communication.

Furthermore, the parent focus group outlined the importance of continuing Meet the Teacher night, homework and ICT platforms as ways to deliver educational information. There was a strong focus on learning about feedback and how student use feedback to develop growth in their learning.



Policy requirements

Aboriginal education

Aboriginal education

In 2018, the school maintained Acknowledgement to Country in all formal assemblies and celebrations acknowledging NAIDOC Week as well as recognition of other special days in the Aboriginal and Torres Strait Islander calendar were integrated into the school's teaching programs for all students in K–6. Students also participated in the 'Footsteps' dance program and during Education Week they presented their indigenous-inspired dances to our school community. Four teachers and one parent participated in the 'Making it the Best' program, which was run by MCE Consulting and hosted by Oatley Public School. The aim of the program was to deepen our understanding and respect of Aboriginal culture and identify opportunities for building authentic partnerships to improve the learning outcomes of our students. Oatley Public School was also successful in obtaining a grant from the NSW Environmental Trust's Eco-Schools Grants Program. This money was used to complete a bush-tucker garden and a Yarning Circle which will be a valuable part of our Aboriginal education program and an integral resource in our continuing commitment to

raising the cultural awareness of Oatley Public School students. Joanne Gadaleta attended the two-day 'Healthy Culture, Healthy Country' program developed by the NSW Aboriginal Education Consultative Group. The program focussed on the importance of maintaining local Aboriginal languages and cultures through education. It also emphasised the synthesis between the health of culture, the health of Country and the health and wellbeing of Aboriginal Australians. Oatley Public School continues to participate in the Georges River Aboriginal Education Community of Schools partnership. By working together, the primary and high schools involved have been able to ensure that the learning and wellbeing needs of our Aboriginal students are met.



Multicultural and anti-racism education

The school's proud cultural diversity provides many opportunities for students to engage in multicultural education within the classrooms. Once again in 2018, 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.

Other school programs

Science

Teachers have continued to expand their knowledge and understanding in the teaching of Science. At the beginning of Term 3, staff completed training with Fizzics Education. The program was designed to build the science capacity in our school by developing teachers' skills in the teaching of STEM (Science, Technology, Engineering and Mathematics) and design thinking processes. Within their classrooms, students had the opportunity to engage in the STEM project-based learning within their integrated units. This year, students have also participated in a range of Science incursions which included 'Mad Food Science', 'Digging Dinosaurs' and 'Stars and Planets'. Students in Years 5 and 6 travelled to Wollongong to visit the 'Science Space'. The students also had the opportunity to participate in a 'solar buddy' initiative. Supported by our parent Mrs Helena Lo, an engineer at Origin Energy, and a team of Origin volunteers, they made solar lights which were later delivered to students in

Guinea to help them study at night. Our Year 3–6 Science Club has continued to run successfully each fortnight through the support of our parent, Dr Biljana Ilkovski.

Student Leadership Initiative

During 2018, our Student Leadership Team engaged in a year-long program called, 'Leadership by the River'. The goal was for high school and primary students from the Georges River Network to develop their leadership skills by implementing school projects at their schools. Our Student Leadership Team split into two groups and each group successfully completed an independent project. Our four student leaders visited two pre-schools and their aim was to make deeper community connections with young children who may be attending Oatley Public School in the future. Student leaders mentored the pre-schoolers in creating different artworks which were displayed at our school's large Illumin-Art exhibition. Our School Captains and Vice-Captains wanted to improve our physical environment by installing a vegetable garden, creating a bush-tucker garden and Yarning circle and redesigning an area in our school playground to enable space for outdoor learning. This project was called 'Wingara' – which means 'to think' in the Eora language and it involved working with our SRC, Green Sparks students and parents. All student leaders came together for a final conference in November where they presented their achievements to the other schools and our local Directors of Education Leadership. The key learning experiences for our School Leadership Team included leading change effectively, managing time efficiently, collaborating and negotiating as well as developing the skills to foster inclusivity in our school and local communities.

Green Sparks

The Green Sparks Environmental Group has enjoyed meeting weekly with students from Years 1–6. Our focus for this year has been to create a new Butterfly garden and vegetable beds to develop and maintain 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 up keep 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 various environmental factors that affect our environment and are looking to our new endeavours in the coming years.

Public Speaking

The students at Oatley Public School have many opportunities to engage in academic, sporting and creative extra curricula activities. The students are continually supported by the dedicated staff, parents and other students. The Ultimo Public Speaking competition aims to develop the speaking and listening skills of all students from K–6. The school goes through a rigorous process of selecting winners for each class, year and Stages where the best 6 students were showcased at Oatley Public speaking finals night. The competition draws the best speakers from over 300 schools and provides talented speakers with an opportunity to compete at an elite level. In 2018, Oatley Public School produced extraordinary achievements where a student from Stage 2 represented the Georges River Network and won the overall Ultimo Network area competition for his 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 that students are interested or issues they feel passionate about.

Debating

This year Oatley Public School entered one team into the Premier's Debating Challenge and one team into the Sydney Schools Debating Competition. The 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 focussing 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 2019.

Choir

2018 saw an astonishing number of students in the Oatley Public School Choir Programs. Mrs Hills and Mr Wheatley coordinated the Senior choir taking 53 students to the St George Performing Arts Festival to combine with other schools in a spectacular mass choir. The students sang a repertoire of songs including an Abba Medley that was loved by all. These students also performed at the Seniors Luncheon, the Performing Arts Twilight Concert and our first Christmas Sing along to raise money for a disadvantaged Indigenous community. The Junior choir coordinated by Mr Lao performed some amazing pieces during school assemblies, the Performing Arts Twilight Concert and for the St Paul's Church. While the Kindy Choir began their musical journey this year making outstanding progress and performing at a number of assemblies this year. All participants in the Oatley Public Schools Choral groups have 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.

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. Students in 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 focusses on the metalanguage of literacy. Exposure to foreign language learning enables students to reflect on similarities and differences between Italian and English. Language study encourages students to make linguistic connections with Italian, English and other community languages which may be spoken at home. The Italian language program is integrated with the English, Mathematics, History, Geography, Science & Technology, PDHPE and Creative Arts Syllabuses.

Throughout 2018, students have undertaken language and cultural activities designed to maximise the 1 hour time allocation of the Italian language program. Global events, such as the XXIII Winter Olympics, Pyeongchang and the 2018 FIFA World Cup hosted by Russia, have guided the direction of the Italian program in such a way as to provide students with knowledge and understanding about the connectivity of countries and cultures in the global context. The Italian language program has implemented technology in meaningful ways within the classroom context.

Opportunities arising from the use of innovative technologies provide learners with experiences that offer scope to explore personal interests, develop skills, knowledge and understanding through the creation and innovation process. Integration of iPad technologies enable students to create innovative learning tools to promote peer sharing and peer tutoring. The Italian language program encourages students to build on their knowledge about language and culture while expanding their linguistic repertoire. Quality Teaching (with a particular focus on impact of feedback and visible learning), in association with the Professional Standards for accomplished teaching of languages and cultures, underpin the core values promoted through the Italian language program at Oatley Public School.

Illumin–Art Exhibition

In August 2018, Oatley Public School held a Light & Art Exhibition called 'Illumin–Art' as part of a fundraising and feel good community event. The exhibition used different lighting techniques to showcase artworks created from every student; as well as students from Arndu Preschool, Red Bear Preschool and Oatley OOSH. Other attractions on the evening included a silent disco, glow stall and food trucks. The event was unique to Oatley Public School and was highly successful and well received. We had 800 attendees and raised \$6,825 in profit. A survey was sent to parents and teachers following the event, with positive comments such as "plenty of imagination", "wow factor" "great fun for the kids and parents", "loved the artwork and community spirit". The P&C, teachers, parent volunteers and other community members dedicated their personal time and worked collaboratively to ensure a successful launch.