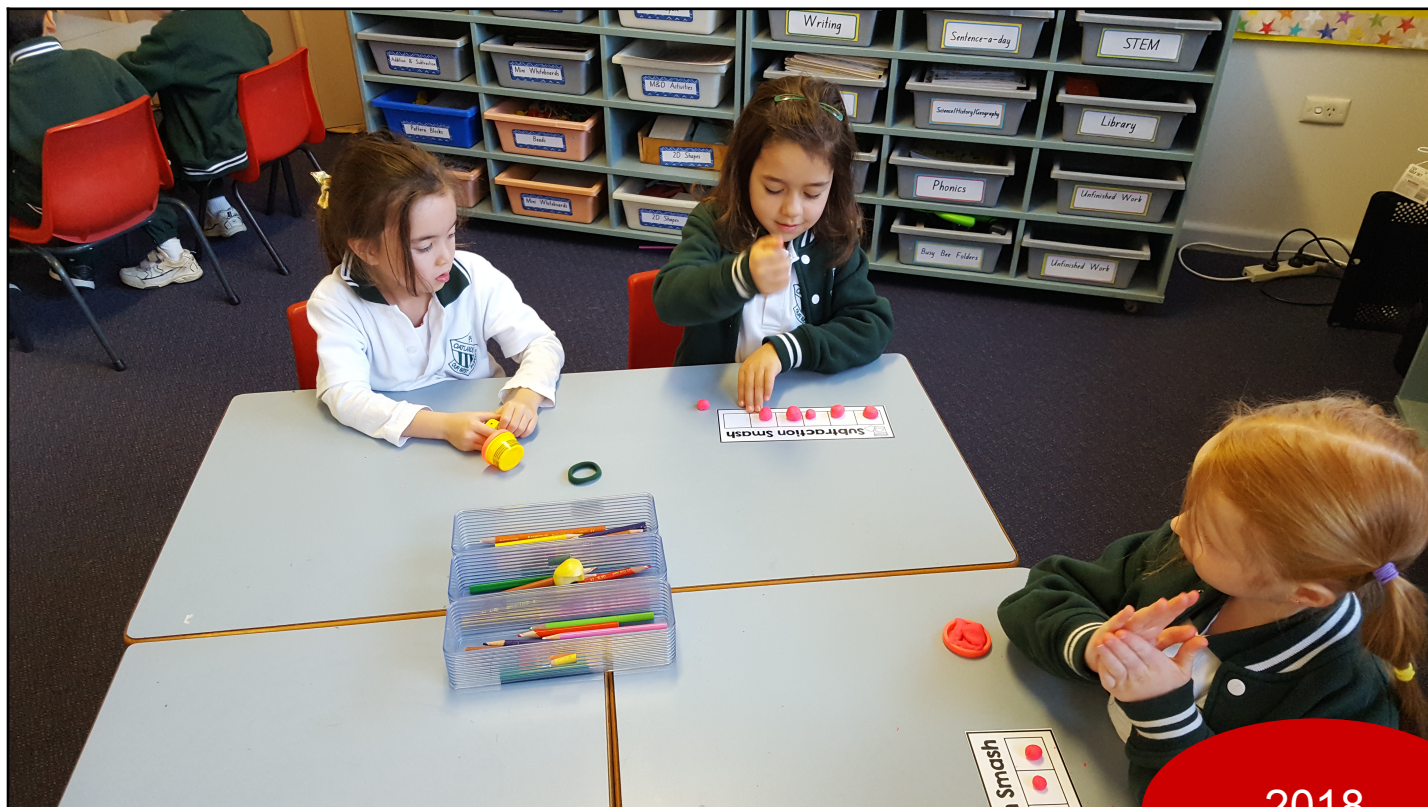


Oatlands Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Oatlands Public School as an account of the school's operations and achievements throughout the year.

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

Kim Gould

Relieving Principal

School contact details

Oatlands Public School

Belmore St East

Oatlands, 2117

www.oatlands-p.schools.nsw.edu.au

oatlands-p.school@det.nsw.edu.au

9630 3486

Message from the Principal

It was my pleasure to relieve as Principal at Oatlands Public School in 2018 and I am so proud of what the community has been able to accomplish during this time. I would sincerely like to thank the students, parents and carers and staff at Oatlands Public School for making it such a special community to be a part of and a wonderful place to come and learn each day.

2018 was a transformative year as we began to action the 2018–2020 school plan. Four new staff joined the team and a new executive was formed.

Our pursuit of growth for every student, community spirit and efficacy, along with our dedication to preparing our students for the challenges of our future, inspired the motto of 2018–2020 plan: *'growing together for our future.'*

In staying true to our motto, staff maintained a relentless focus on improving student outcomes. Teachers tracked the progress of their students and put interventions in place when expected growth was not achieved. NAPLAN, as well as internal assessment data, continued to reflect impressive value-added results.

With the support of the P&C and the school community, we began the journey of transforming the school environment. Line markings and outdoor chess pieces renewed our COLA and brought smiles to the faces of our students. Three classrooms were redesigned with flexible furniture, enabling student voice and future focussed pedagogy. A new street library was installed and decorated by students to promote a community-wide love of reading and we were successful in receiving several grants to create a sensory garden chosen by the community and an Aboriginal Seasonal Food Walk.

In 2018, improving student voice and agency charged the beginning of several initiatives. Kids Curriculum, a Monday afternoon electives program in 3–6, was established and was very well received by students, staff and the community.

We continued our great work with community partnerships, engaging academic experts in the fields of digital technology and gifted and talented learning. Our connection with neighbouring schools became stronger than ever as the Cumberland Community Connection network came together to offer innovative and quality personalised professional learning.

I look forward to continuing our great work in 2019.

Kim Gould

Relieving Principal

Message from the school community

It has been another productive year for Oatlands P&C Association, having made many achievements throughout the year. With a clear vision and set of objectives, I believe we have been able to make a positive difference at Oatlands Public School, by representing parents and caregivers, and providing support to the hard working teachers and staff.

This year our fundraising events raised over \$13000, with the traditional Easter, Mothers and Father's Day Stalls and Raffles, along with the upcoming Christmas Raffle and a Bunnings BBQ. As always these events wouldn't be possible without the support of members and active volunteers from our school community.

Through this fundraising we were able to complete the following projects;

- Signs under the COLA displaying the National Anthem and School Song
- New Playground markings under the COLA
- Street Library for the local community
- Subsidising the very popular Mindfulness Program

I am especially pleased that along with the great efforts from the Miss Gould and the teaching staff, we managed to establish a Kiss and Drop Zone, improving the safety of all students. We still have some projects in the pipeline, with a Human Sundial, and thanks to the hard work of Liz Moore, our Sensory Playground, Native Garden and Aboriginal Seasonal Food Walk.

Lastly I wish to extend my thanks to the executive team, members, the staff and school community for all the support you have provided myself and the P&C this year. I hope you all have a fantastic and safe holiday season and again thank you for supporting our school!

P&C President 2018 Geoff Chandler

School background

School vision statement

Students are engaged in critical, collaborative, creative and communicative learning for future success.

'Growing together for our Future'

School context

Oatlands Public School was established in 1957 and 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.

Oatlands Public School serves a diverse community with 63% of students with a language background other than English and is fortunate to be enjoying a period of increasing enrolments. There are currently 225 students in nine year and stage based classes. The positive partnership between the school and home is highly valued and contributes to student success.

Our school is fully committed to preparing our students for the future through the implementation of current research based educational reform, as a part of the Department of Education's vision to be Australia's best education system and one of the finest in the world.

At Oatlands Public School the students are at the centre of decision making as we work collaboratively with the local community to ensure every child has the opportunity to connect, succeed and thrive.

The Parent and Citizens Association provides outstanding support to the students and staff. The school values the collaboration with its learning communities and academic partners, including; the Parramatta Learning Community (PLC), Cumberland Community Connections (CCC) and Macquarie University tertiary education students (TES) hub school initiative.

The school is committed to continuous improvement in learning, teaching and leading and this forms the basis of the 2018–2020 school plan.

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.
- Attendance data is regularly analysed and is used to inform planning.
- Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Learning: Wellbeing

Oatlands Public School achieved 'Sustaining and Growing'.

- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- 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.
- Teachers and other school staff explicitly communicate expectations of behaviour across school settings.

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. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

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, and preview plans for meeting future learning goals.
- 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 'Sustaining and Growing'.

- The school achieves excellent value–added results, significantly above the value added by the average school.
- At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.
- Students are aware of – and most are showing – expected growth on internal school progress and achievement data.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

SELF ASSESSMENT – TEACHING

Teaching: Student Effective Classroom Practice

Oatlands Public School achieved 'Sustaining and Growing'.

- Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other

information

about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

- Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Teaching: Data Skills and Use

Oatlands Public School achieved 'Sustaining and Growing'.

- Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.
- The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff.
- All teachers contribute to gathering and analysing data.
- Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.
- Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Teaching: Professional Standards

Oatlands Public School achieved 'Sustaining and Growing'.

- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.
- The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.
- All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.
- Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teaching: Learning and Development

Oatlands Public School achieved 'Sustaining and Growing'.

- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers collaborate with staff in other schools to share and embed good practice.
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have

expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

SELF ASSESSMENT – LEADING

Leading: Educational Leadership

Oatlands Public School achieved 'Excelling'.

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Leading: School Planning, implementation and Reporting

Oatlands Public School achieved 'Excelling'.

- The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.
- The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.
- The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.
- The annual report contains data that measures the impact of the plan in terms of student learning progress.

Leading: School Resources

Oatlands Public School achieved 'Sustaining and Growing'.

- The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.
- Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.
- Technology is effectively used to enhance learning and service delivery.
- Use of school facilities by the local community delivers benefits to students.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Leading: Management Practices and Processes

Oatlands Public School achieved 'Excelling'.

- The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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:

Strategic Direction 1

high expectations for every student

Purpose

To personalise learning so that it is responsive to individual student needs, attaches faces to data and enables learners to connect, succeed and thrive.

Overall summary of progress

In 2018, Oatlands Public School (OPS) addressed Strategic Direction One: *high expectations for every student*, through projects on embedding social and emotional learning in classroom practice and improving behaviour management data systems, increasing student voice and leadership and personalising learning in writing in line with ensuring students achieve a minimum of a year's growth.

As a result of these initiatives:

* OPS established its first electives program called '**Kids Curriculum**'. Students elected a subject to participate in with the aim of enhancing their voice and creativity. In 2018 electives included: wood work, Italian, visual arts, 3D printing, band and coding. The majority of students reported that they looked forward to participating in their elective (95%) and 62% of students were very satisfied with the variety of electives, with 31% somewhat satisfied and only 7.92% dissatisfied.

* Social and emotional learning was embedded into PDH programs across K–6, teachers engaged in professional learning about Positive Behaviour for Learning (PBL) and 96.3% of parents and community members acknowledged the school's dedication to improving social and emotional outcomes for students.

*OPS worked with a new academic partner Dr Janice Hall from the University of Western Sydney, who specialises in gifted and talented learning to ensure that students in Stage One were achieving a year's growth in Mathematics. This was particularly to ensure that we were still improving learning outcomes for our gifted and talented students. 75% of students in Year 2 were placed above end of year expectations on the numeracy continuum in 2018.

* OPS embedded personalised writing goals across K–6. In 2018 in the Tell Them From Me survey, 90% of students recognised that personalised learning goals have helped them to improve their writing and 85% acknowledged that their teachers show them how to be successful in writing lessons. Teachers across K–6 tracked year's growth in writing which was achieved by the majority of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1.1: Student data indicates improvement in student ownership of learning.	Resources purchased for LEGO robotics, woodwork and 3D printing to support the electives program.	Student survey across 3–6 indicates engagement with Kids Curriculum. Student suggestions received through the survey guide future electives available for Kids Curriculum. P&C feedback shows support for the change in leadership structure. Leadership agreements and roles are updated to reflect new framework. Teachers accept mentor roles for Kids Parliament. (new documentation)
1.2: PLAN/Progression data indicates a minimum of a year's growth for at least 95% of students in all areas of literacy and numeracy.	QTSS used to support teachers in changing practice.	Evidence of teachers' changed practice in their programs and lesson observations. Evidence of personalised writing goals in student work books. Student self-talk and self-reflection is evident through learning walks. Adjustments for at-risk students are evident in programs. Differentiated activities are apparent in Stage 1 numeracy programs.
1.3: Tell Them From Me and internal data indicate that all students are self-aware and	Mindfulness program subsidised by the P&C.	Decrease of negative incidents through the wellbeing module on Sentral. Parent survey shows an improvement in their child's resilience and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
have positive relationships at school.		coping strategies. Evidence of social emotional learning content in teaching programs.
<p>OVER ALL MEASURE</p> <p>Proficiency levels in Year 3 NAPLAN will increase by 15% by 2020</p> <p>Proficiency levels in Year 5 NAPLAN will increase by 12% by 2020</p> <p>A minimum of 85% at or above expected grade level in PLAN/ Progressions across K–6 by 2020</p>	<p>QTSS and school funded third AP support these improvement measures.</p>	<p>The majority of students achieved at or above expected grade level in PLAN in 2018. Number of students achieving proficiency in NAPLAN remains stable.</p>

Next Steps

In 2019, OPS will increase our focus on student voice by introducing new subjects to the Kids Curriculum program based on student suggestions and interest and establishing Student Parliament to increase student agency.

OPS will continue our work in integrating social and emotional learning in the curriculum and introduce 'check-in-check-out' systems to increase student advocacy. Positive relationships to increase a sense of belonging will be a strong focus of our work as Tell Them From Me data consistently indicates that this is an area for improvement for Oatlands Public School.

In 2019, OPS will maintain our academic partnership with Dr Janice Hall to ensure that we are extending our students and enriching learning in literacy, this will help us to achieve our goal of increasing the number of students who achieve the top two bands in NAPLAN.

Personalised learning goals will be embedded into the teaching of writing and will be introduced into the teaching of reading. This will be supported by the introduction of literacy programs '7 Steps', 'Daily 5' and 'CAFE.'

At risk students will be monitored more frequently and individual learning plans will be more frequently and formally reviewed to ensure that interventions are impactful.



Strategic Direction 2

innovative teaching

Purpose

To improve pedagogy so that it is innovative, data-driven and positions the teacher as a activators for student-led learning.

Overall summary of progress

In 2018, Oatlands Public School (OPS) addressed Strategic Direction 2: *innovative teaching*, through the projects of professional learning about visible learning and growth mindset, flexible learning environments and future focussed teaching and formative assessment and consistent teacher judgement.

As a result of these initiatives:

* Visible learning practices became evident through learning walks and lesson observations. and language used by teachers modelled self-reflection and visible learning. When asked about why their writing has improved in the Tell Them From Me survey, 85% acknowledged that it was because their teachers show them how to be successful. 100% of classroom teachers included learning intentions in their programming for writing and numeracy.

* Teachers participated in professional learning on growth mindset and integrated growth mindset language into daily practice and a unit of work. 80% of teachers believed that their use of growth mindset language improved in 2018.

* A team of staff and community members visited different schools to observe how they were using flexible furniture to improve learning environments for students. As a result of this tour and with an investment from the school and the P&C, three classrooms were transformed to incorporate flexible furniture and student choice. 90% of parents and community members recognised our purposeful expenditure of flexible furniture , 70% of staff acknowledgement improvements in this area in 2018 and 95.52% of students in the transformed classrooms enjoyed using the furniture and the freedom to make a choice about where they learn to best suit their individual needs.

* Staff were engaged in professional learning about future focussed and innovative teaching with a specific focus on promoting the development of the 6 C's of Education: Creativity, Character Education, Citizenship, Communication, Critical Thinking and Collaboration. Additionally, we maintained our partnership with Dr Garry Falloon from Macquarie University, an expert in digital education, who worked with Kindergarten teachers to build a strong foundation in programming, coding, robotics and problem solving skills for our Kindergarten students.

* OPS introduced our first 'Lego League' with the aim of building community connections and providing students with choice, voice and opportunities to creatively solve authentic problems of the future as well as improve their skills in coding and robotics. The project culminated in students presenting their work at a highly attended weekend expo at Macquarie University at which each of the five teams entered by Oatlands Public school were presented with awards for their creativity and innovation. When asked to provide written feedback about the school in 2018, 'Lego League' was recognised by the community as having a positive impact on our students.

* Assistant Principals provided professional learning on Consistent Teacher Judgement and led their teams to formalise formative assessment schedules for literacy and numeracy. Stage teams began meeting more frequently to analyse student work and make collective judgements about student progress. In the annual 2018 staff survey, many members of staff noted that increased collaboration between staff was something they believed the school did well in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2.1: Internal survey and TTFM data indicates increased number of students monitoring their own growth in literacy and numeracy.	QTSS funding used to support project – learning walks.	LISC are included for all lessons in writing and numeracy, as evidenced in programs Writing goals are included in student workbooks and students can communicate their goals during learning walks. PLAN writing data shows student progress.
2.2: 100% of students are using the learning environments in a fluid, flexible and collaborative	School funded third AP and QTSS funding used to support this project.	Observations, pedagogy reflected in programming and images before and after of new classroom environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
way. Students apply critical and creative thinking skills across K-6.	\$10,000 committed to furniture	Observations, pedagogy reflected in programming and images before and after of new classroom environment.
2.3: All teachers demonstrate increase in confidence and ability to implement necessary Individual interventions based on data collected from formative assessments for all students not achieving a year's growth.	QTSS funding and equity funding used to support this improvement measure.	All teachers are more confident and accurate when analysing student assessments (staff survey data) Classroom teachers identify and implement appropriate adjustments for at-risk students, as evidenced through ILPs and programs. Evidence of improved achievement for at risk students as indicated in PLAN data.

Next Steps

In 2019, Oatlands Public School will embed visible learning strategies in literacy and numeracy and continue our work in growth mindset. We will continue our work on growth mindset so that 100% of teachers feel confident in using growth mindset language and providing effective feedback to their students.

OPS will continue to purchase flexible furniture and redesign three more classrooms. In the area of future focussed teaching, OPS will maintain our partnership with Dr Garry Falloon and expand our work to include a project linking virtual reality to digital literacy.

2019 will see the introduction of team planning days to compliment and enhance the school's work in consistent teacher judgement and formative assessment. Professional learning in this area will continue to be a focus for OPS. Whilst all staff fell at least somewhat confident, only 10% of staff feel extremely confident embedding formative assessment in literacy and numeracy.



Strategic Direction 3

high performance culture

Purpose

To create a culture of high expectations and collective efficacy with the school and wider community to maximise student achievement and engagement.

Overall summary of progress

In 2018, Strategic Direction 3, *High Performance Culture* was addressed through the projects: learning walks and instructional leadership, connecting with the community through Class Dojo and creating productive partnerships to improve professional learning.

As a result of these initiatives:

- * 100% of staff participated in observations and learning walks in 2018. Improvement of practice and knowledge is evidenced by reflection and observation notes.
- * 80% of staff noted improvements in professional learning offered with the support of learning communities in 2018.
- * 90% of staff, recognised that the school made improvements in using Class Dojo as communication tool in 2018 and parents and carers noted this as an area in which the school performed well in the annual survey.
- * Due to the support provided through the academic partnership forged with Dr Janice Hall (GATS expert), Stage One teachers changed their practice. This was evidenced by better differentiation in Mathematics programming and teacher reflections as part of the PDP process. The data in Stage One numeracy demonstrated significant improvements. Year 2 made particularly impressive growth, with 75% of students achieving above end of year expectations in Term 3 in numeracy as opposed to 0% at the beginning of the year.
- * Early Stage One teachers noted an improvement in their ability to teach programming and robotics and Kindergarten students displayed improved problem solving skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3.1: All executive staff are instructional leaders and all teachers collaborate and share their knowledge of effective practice, leading to measurable student improvement.	QTSS funding and equity (disability) funding used to support this improvement measure.	Reflective statements from learning walks, PDP observation notes, adjustments in programs for at-risk students, PDPs.
3.2: The community are consistently engaged with school administrative and communication systems and satisfied with service delivery.	Funds committed to School Stream and online reports system.	High frequency of engagement with Class Dojo (number of views from posts), survey from staff about policy and community survey, parent reflections about strong communication in 2018.
3.3 All stakeholders collaborate to share and embed exemplary practice which focuses on continuous improvement of teaching and learning in the context of the school plan.	Human resources – Professor Garry Falloon and Dr Janice Hall from Macquarie University and Western Sydney University	Observation, audit of programs, reflective statements from staff PDPs showing how practice has changed based on the academic partnerships and professional learning communities.

Next Steps

In 2019, OPS will continue the process of embedding learning walks and purposeful instructional leadership with the aim of improving outcomes for individual students. There will be an increased focus on supporting beginning teachers with

the employment of a mentor teacher one day a week to implement personalised professional learning programs to cater for the specific needs of teachers in the early years of their careers.

In 2019, electronic communication will continue to improve through the introduction of a communication app called 'SchoolStream' to provide paperless notes to the community. 72.41% of community survey participants indicated that they would prefer to receive notes this way in the 2018 annual survey.

Additionally, 2019 will see a shift towards supplementing parent/carer workshops with online and live-streamed presentations as this was the preferred method of the majority of community survey participants (t53.57%) to engage with the school.

The school will maintain its strong academic partnerships with university professors, Dr Janice Hall and Dr Garry Falloon as well as the Cumberland Community Connections (CCC)group. OPS aims to utilise these partnerships, to improve teaching and learning in the areas of gifted and talented education and purposeful and innovative use of technologies. Additionally, with the support of the CCC, OPS aims to continue to deliver personalised professional learning opportunities for staff. In 2019, OPS hopes to strengthen its role in the Parramatta Learning Community in order to enhance professional learning outcomes for all staff.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$54,183	An EaLD teacher was engaged to work with students who speak English as an additional language. Additional funding was used to engage SLSO support.
Low level adjustment for disability	\$65,440	Funding was used to engage a learning and support teacher, SLSO support and mentoring.
Quality Teaching, Successful Students (QTSS)	\$35,503	QTSS was used to provide time for Assistant Principals to lead areas of the school plan in 2018. Assistant Principals were released from class to act as instructional leaders.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	106	106	112	121
Girls	82	76	92	92

Student enrolment has steadily increased at Oatlands Public School, especially in K–2. In 2018 there were nine classes across K–6, including two Kindergarten classes, a straight Year one class, two classes with Years One and Two and a class with Years Two and Three. .

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	92.8	95.3	95.1
1	93.4	95.2	94.5	92.9
2	95.3	93.9	96.1	94.6
3	94.8	92	94.4	93.4
4	95.1	91.5	94.1	93.6
5	94.1	91.4	89.5	94.8
6	96	95	92.6	92.1
All Years	94.8	93	93.9	93.8
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

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. Proactive programs, such as LAMP sheets with incentive programs are used as a school intervention.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.12
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
School Counsellor	1.4
School Administration and Support Staff	3.22

*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

At Oatlands Public School we strive for excellence in teaching and we recognise that this is underpinned by quality professional learning. Professional learning is an integral part of the school plan and contributes to the professional growth of staff and improved student outcomes. All learning opportunities are linked closely with milestones, school priorities and departmental policies and procedures.

Oatlands Public School's Professional Learning Plan is

designed to extend and inspire staff in their personal and professional development. This year, all teachers completed their Professional Development Plans, demonstrating clear evidence of impact towards school wide, team and personal goals.

One new scheme teacher achieved accreditation at Proficient.

In addition to a distributive leadership and mentoring program, staff have engaged with various professional development opportunities, including conferences, courses and professional networks.

In 2018, the staff at Oatlands Public School were active participants in the Cumberland Learning Community and benefited from the collective teacher efficacy the network provided. Twilight sessions run across the network allowed for the personalisation of professional learning as well as a higher quality learning experience as we drew upon expertise across the community of schools.

In 2018 Oatlands Public School maintained and built new academic partnerships. We were supported by Dr Janice Hall from Western Sydney University in the area of gifted and talented education and by Dr Garry Falloon from Macquarie University in the area of digital education. Staff and students found these partnerships to be of great benefit to improving student outcomes.

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	211,260
Revenue	2,571,112
Appropriation	2,361,293
Sale of Goods and Services	58,938
Grants and Contributions	144,248
Gain and Loss	0
Other Revenue	3,000
Investment Income	3,634
Expenses	-2,375,054
Recurrent Expenses	-2,375,054
Employee Related	-2,067,376
Operating Expenses	-307,678
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	196,058
Balance Carried Forward	407,318

Financial processes around managing funds using SAP continue to be improved and embedded into administrative systems. Regular finance meetings enable staff to build a shared understanding of how expenditure is managed.

Funds are allocated and spent 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. In 2018, strategic expenditure towards school improvement was tracked in SPARO against milestones projects.

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	1,676,168
Base Per Capita	39,447
Base Location	0
Other Base	1,636,721
Equity Total	128,446
Equity Aboriginal	0
Equity Socio economic	8,823
Equity Language	54,183
Equity Disability	65,440
Targeted Total	65,890
Other Total	345,298
Grand Total	2,215,802

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.

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

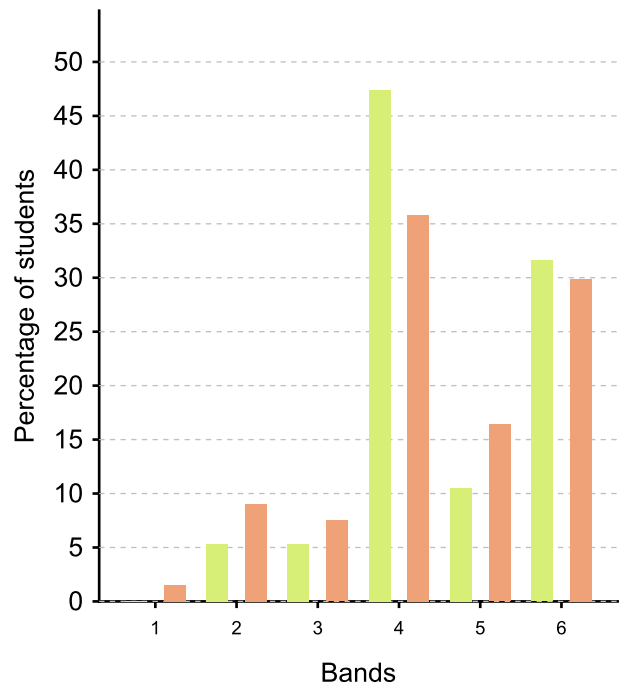
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2018, more Year 3 students achieved in the top two bands for Writing than the state average.

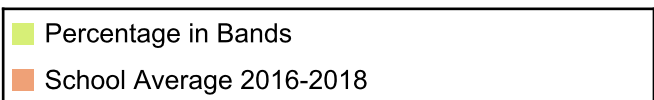
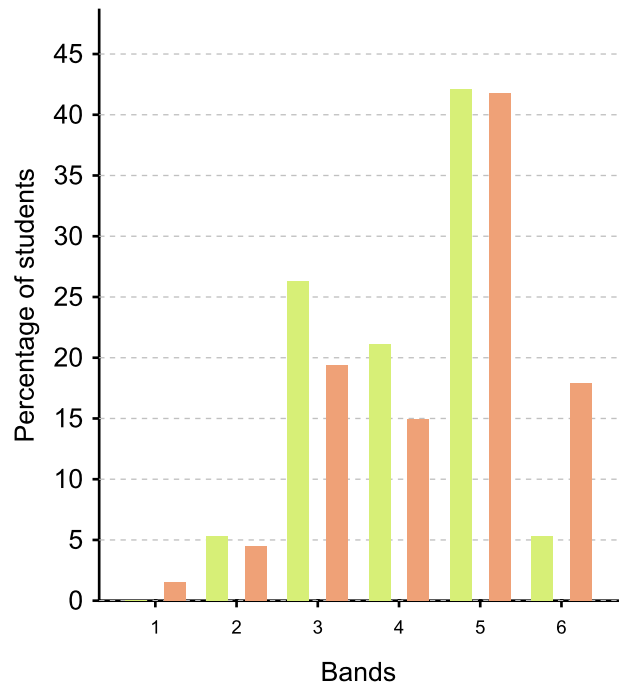
Over 50% of Year 5 students achieved at or above expected growth in literacy with 64% in reading which is above state average. 73% of students achieved this result in spelling, which is more than 10% above similar school groups and state average.

In 2019, Oatlands Public School will aim to improve its writing results as a result of achieving less than the projected growth in this area.

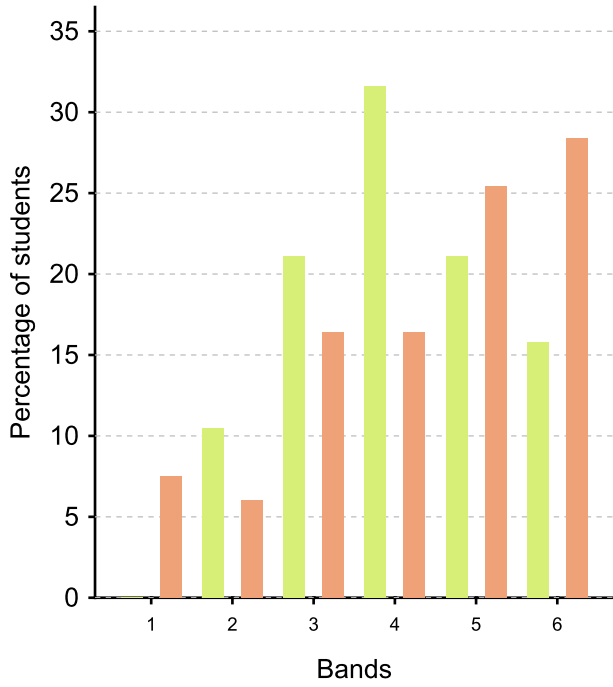
**Percentage in bands:
Year 3 Reading**



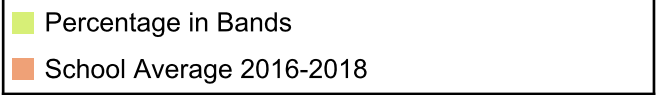
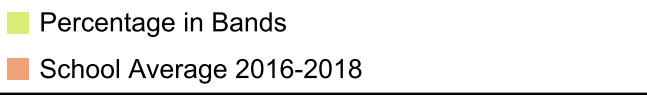
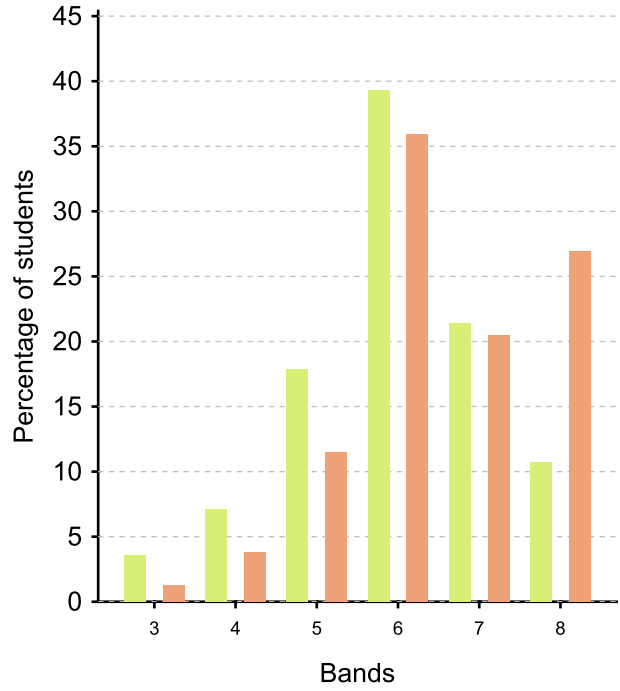
**Percentage in bands:
Year 3 Writing**



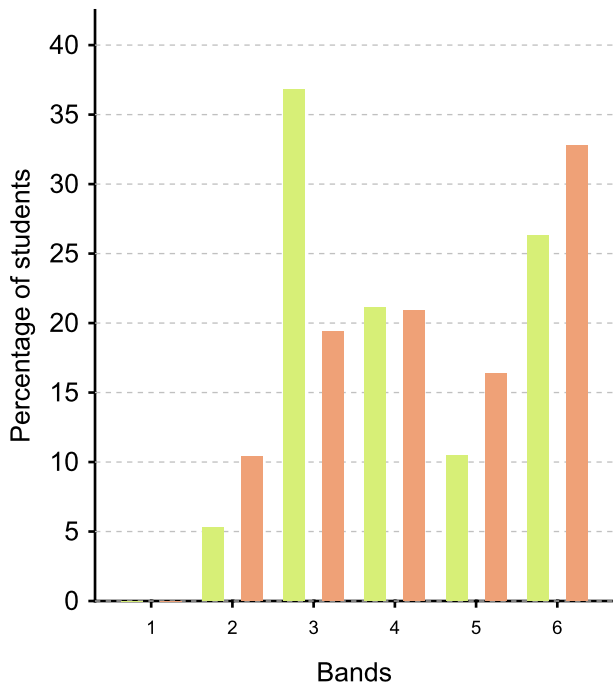
Percentage in bands:
Year 3 Spelling



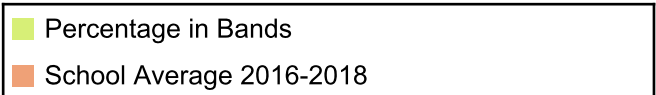
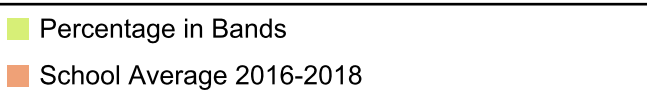
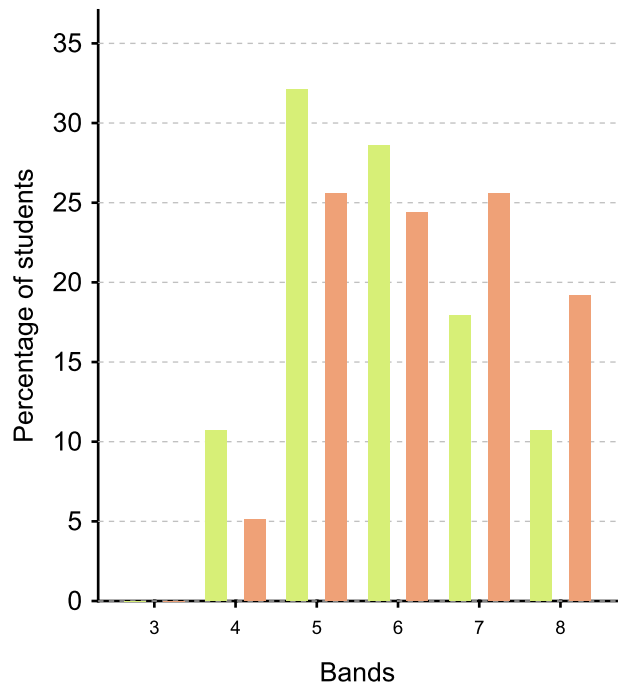
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 3 Grammar & Punctuation

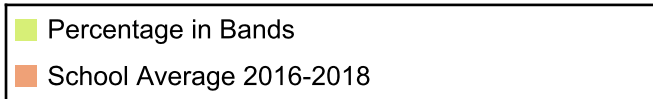
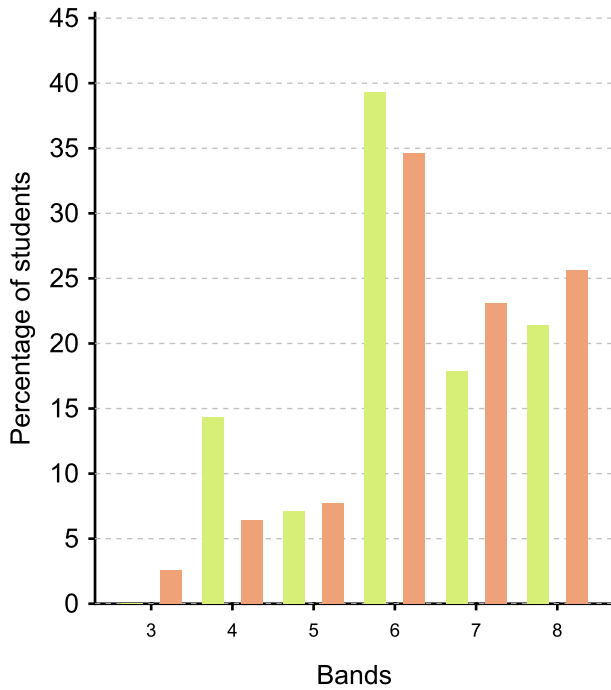


Percentage in bands:
Year 5 Reading

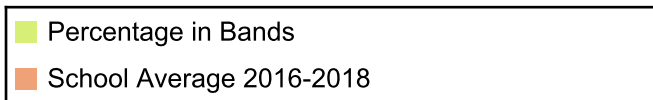
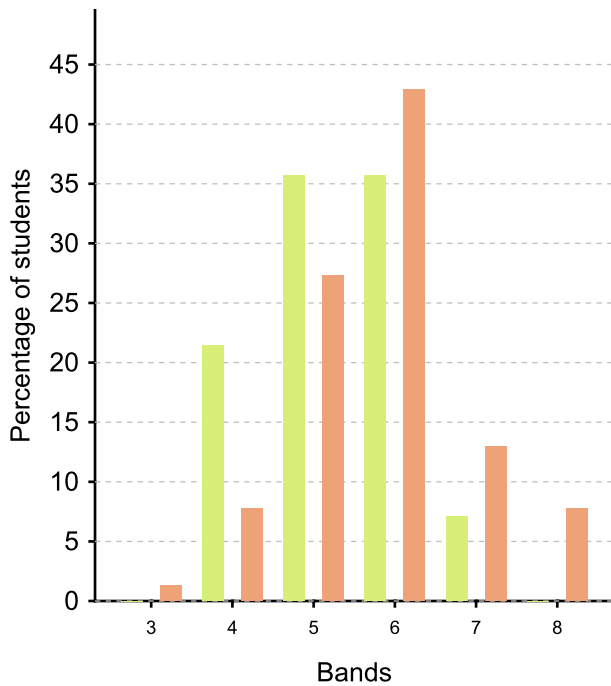


Percentage in bands:
Year 5 Spelling

In Year 3, 42.11% of students achieved the top two bands for numeracy.

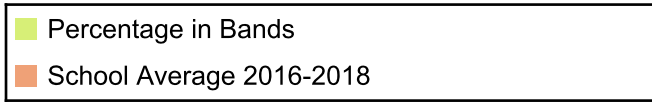
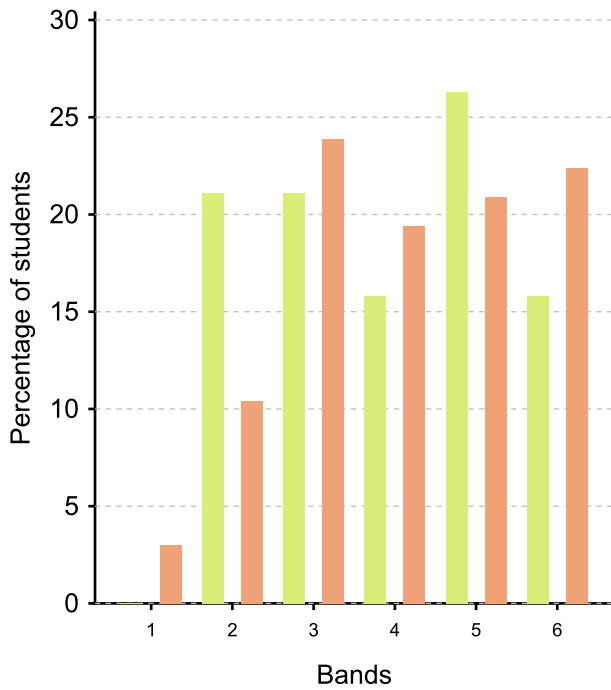


Percentage in bands:
Year 5 Writing

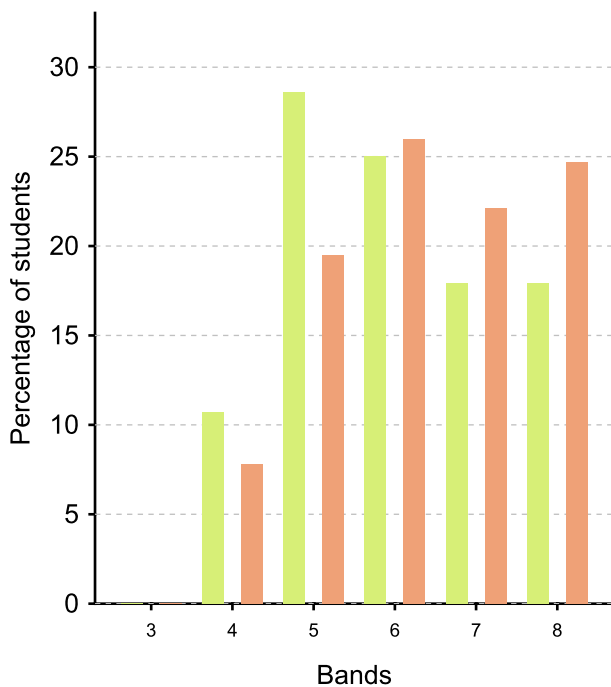


In 2018, 81.8% of students achieved at or above expected growth in Numeracy and no students experienced negative growth. Oatlands Public School continued to outperform similar school groups and the state in regards to student growth in numeracy and achieved at least 20% more students making at or expected growth than similar school groups and the state average .

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

In 2018, 42.11% of Year 3 students placed in the top two bands for Reading and Numeracy. This maintains

the trend of above 40% of Year 3 students being placed in the top two bands since 2017. The cohort of students in Year 5 in 2018 had a similar number of placements in the top two bands for Reading and Numeracy (18) from 2016 when they took the test in Year 3 (19), however the percentage changed due to an increase of enrollments in this cohort between 2016 (22 students) and 2018 (28 students). In 2018 42.11% of students placed in the top band for numeracy and 28.57% placed in the top band for Reading.



Parent/caregiver, student, teacher satisfaction

Students:

* In the 2018 Tell Them From Me survey 100% of students indicated that the school has high expectations for success. This an outstanding result and an excellent reflection of our progress towards achieving Strategic Direction One 'high expectations for every student'.

*92% of students at Oatlands placed in the top quadrant of experiencing 'high expectations' as well as high advocacy'. The other 8% of students still recognised the 'high expectations' at the school but were not experiencing high advocacy and as such this is a goal for 2019. The amount of students who placed in the top quadrant in 2018 was above state average and 12% above similar school groups.

* The majority of students enjoyed changes in the school in 2018, including the purchase of flexible furniture, the introduction of 'Kids Curriculum' (an elective program), greater personalisation of learning and goals in writing and an increase in student voice.

Parents/Carers and Community Satisfaction:

* In 2018, four new classroom teachers, including two new executive members began working at Oatlands Public School, which is a significant change as the school has 9 classes in total. 88.67% of parents and carers agree that new staff fit in well, understand how the school works and how to support their children.

* 96.3% of parents and community members acknowledged the school's dedication to improving social and emotional outcomes for students in 2018,

66.67% believed the same of the school's efforts to prepare students for the future. Qualitative data indicates that parents and community members would like for the school to continue its work in these areas in 2019.

* 90% of community members surveyed agreed that the school made purposeful decisions about expenditure which supported the school's goals in 2018.

* The vast majority of parents and carers support the school's vision to improve communication using online tools such as apps. There was a particular demand for virtual parent workshops and sending notes through online tools, which will be considered when planning for 2019 milestones.

Staff Satisfaction:

* 90% of staff agreed that they could voice their ideas or concerns and that they would be listened to by the Principal or executive staff.

* 90% of staff recognised that the school had made improvements in 2018 in the areas of: increasing student voice, using Class Dojo to communicate with the community and using individualised learning goals to improve student outcomes in writing. 80% of staff believed improvements were made in the areas of: working within our network to provide professional learning, social and emotional learning and using growth mindset language.

* Staff most commonly listed professional learning and staff collaboration when asked to comment on something that has worked well at the school in 2018.

Policy requirements

Aboriginal education

In 2018, Aboriginal perspectives continue to be 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 in all formal events and assemblies to show respect for Aboriginal People as Australia's First Peoples.





Multicultural and anti-racism education

Oatlands Public School is proud of its multicultural makeup and celebrates diversity at the school through events such as Harmony Day.

Multicultural perspectives are integrated into teaching and learning programs throughout the key learning areas and the school's Anti-Racism officer educates and supports staff and students.

In 2018, 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 as well as supporting international students and students who have newly arrived in the country.