

# Oatley Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

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### Message from the principal

The development of the whole child through academic, creative and performing arts, sporting programs, technology, health and well being programs and most importantly having confidence in yourself and the resilience to be successful are our core elements as educators. Throughout the last two years students have had exposure to developing core competencies to support the "development as a human being and as a citizen." As each curriculum is delivered into class programs all these competencies are addressed to ensure there is a broader understanding of the global community and how the access to this global community is your child's future.

In our future direction for 2020 an area in our competency wheel that we would like to further develop in our students capacity is the competency or capability of "Thinking and learning to learn." We would like to delve into students learning competencies of critical reflection & problem solving, creativity, communication and collaboration. We want students to learn about these competencies to understand their changing environment and develop qualities of curiosity, initiative, persistence/grit, adaptability, leadership and social and cultural awareness.

We will be introducing students to the LEARNING DISPOSITION WHEEL next year so that students have exposure to a diagnostic tool that represents cognitive, intra and interpersonal competencies needed for self regulated learning. We will explore this with you early next year. We are excited about this future direction for our students and hope that your child does come home using words such as "empathy, teamwork, grit, focus, curiosity, influence, think why and how, make and express meaning, build new ideas.

It is exciting and it will be new learning for us and there will be some unlearnings that will also need to be addressed. We want to develop agency in our students to be life long learners.

All the foundational literacies for students able to apply core skills to everyday tasks will remain the priority of your child's learning. These include Literacy, Numeracy, Scientific literacy, ICT literacy, Financial literacy and Cultural and Civic literacy.

Debbie Hunter, Principal

### Message from the school community

The P&C is a school-based organisation which aims to make school a better place for students to learn and grow. We are a group of mothers, fathers, carers, teachers and administrators that work together to create fun events, purchase supplies and learning resources for students and staff, improve school facilities and collaborate with others to make our students time at school the best it can be. A big initiative the P&C has been working on for the past four years is the Whole School Plan.

This plan was created in consultation between the P&C, school staff, students, parents and professionals. All projects that have been completed have been funded by P&C fundraising, school contributions and through Grant programs.

## Message from the students

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 the Gold for Gold Day fundraising day, State and National Election cupcake stalls and the annual Jump Rope for Heart fundraising activity. During 2019, we have worked with students, parents and the wider community to again fundraise for many different causes that are important to Oatley Public School. The SRC coordinated a "Lots of Socks" Day in Term 1, to raise awareness of Down syndrome. In Term 2, the SRC organised a "Gold for Gold" day, where students donated a gold coin to the Sydney Children's Hospital. Our main fundraiser for 2019 was raising money for The Heart Foundation through the Jump Rope for Heart Initiative in Term 3. We raised over \$2000 for this event, which was a fantastic effort. In the final term of the year, the SRC liaised with the school community, to assist the local Lions Club to provide Christmas gifts for families in NSW, severely affected by the current drought conditions. 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 play other teams in the same stage in a knockout competition. 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. 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. The school liaised with Oatley IGA to provide the seniors with a free Christmas lunch and hamper to take home. Choir students and a string ensemble from Oatley Public School provided a variety of entertainment with the choirs performing traditional songs and Christmas carols. The SRC 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## 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.

### Improvement Measures

Increased proportion of students using effective feedback strategies to be independent learners.

Increased value added results in the five key components of reading for K–2 students.

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.

Increased results in writing for Years 2–6 students using the writing criteria reference marking scale.

Increased improvement in numeracy and literacy in school based and external data.

### Overall summary of progress

Use of data to identify and respond to students' needs– The teacher's approach to teaching included regular monitoring and close examination of student assessment data to identify individual student's learning needs. Importantly, this strategic use of data was reported to be a more concrete and consistent focus than it had been in the past. This 'knowing the students' approach was considered integral to effectively target students' learning needs and was also crucial in intervening early with students requiring additional support. Teachers also reported using prior year's student assessment data as a way of familiarising themselves with incoming students' needs before the beginning of the school year provided more context for their future class cohort. There were three key themes that emerged in relation to teaching practices that have been key drivers of school improvement: differentiating the curriculum; explicit approaches to teaching; and keeping students engaged through innovative programming. In terms of classroom teaching strategies, the importance of using explicit instruction of Learning Intentions and Success Criteria, where students were clearly shown what was required of them and the steps they needed to take in order to complete a task was positive for furthering students learning. This also included showing students exemplars of success so that they had a clear picture of what they should be aiming to achieve in each lesson or task. The importance of making learning relevant to students and placing the curriculum in a 'real world context', as being crucial to promoting and maintaining high levels of student engagement. In this context, some staff spoke about using technology and innovative learning methods (e.g. visual learning) to keep students engaged in the classroom or the google platform. Teachers also engaged in using a flexible approach to programming in their classrooms, where they could adapt their approach to changing class needs throughout a year to ensure that student engagement was sustained. This was evidenced in the KWHL charts which made a difference to planning an integrated unit in KLA's.

Initialit is a research-based program developed by an organisation called MultiLit. Teachers use reliable and timely assessment to capture information about student learning and then analyse the data to identify learning progress of individual students. This assessment is delivered regularly throughout the year to help promote consistent and comparable judgement on student learning and to monitor student learning progress. In 2017, 36% of students were working beyond stage exit outcomes in Reading and Viewing, 20% working beyond in Spelling and 31% were working beyond stage exit outcomes in Writing and Representing. In 2018, 25% of the same students were working beyond stage exit outcomes in Reading and Viewing, 20% in Spelling and 15% of students were working beyond in the area of Writing and Representing. In 2019, the Initialit program (phonemic awareness to early reading) was continued across Kindergarten, Year 1 and Year 2.

Teachers have recognised the need for a shift in pedagogy to incorporate teaching and learning opportunities that develop students knowledge and understanding of syllabus content whilst also developing the cross curricula skills of critical thinking, creativity, collaboration, cooperation and communication. ICT learning opportunities are embedded in teaching programs and students engage in groups, working at different levels of competencies.

Student writing samples demonstrated the positive impact of specific, explicit and timely formative feedback related to defined success criteria, was having on improving students knowledge and skills. This evidence shows a selection of

samples that highlight the direct correlation between effective feedback and improved student learning in writing. A future direction would be to improve the provision and tracking of feedback strategies in the area of Mathematics.

In the last 2 years the school had a variance in value added. While value added across Years K–3 (Best Start to NAPLAN) has seen a growth from sustaining and growing to excelling; Years 3 to 5 and Years 5–7 have seen a decline from sustaining and growing to the delivering phase. Although value added growth is minimal, this is a result of already high achievement results leaving very little room for growth. The results from the 2019 NAPLAN show that 35% of students are in the top 2 bands (achieving the Premiers Priority). The internal reporting system uses A–E measure as stated in the mandatory DoE reporting. These measures are collated on the students' grade cohort. These measures are matched against NAPLAN data. Data collected from SCOUT also shows that the progress and achievement of equity groups (Aboriginal and EALD) within the school is consistent with all students at the school.

## Progress towards achieving improvement measures

### Process 1: Student competencies.

Implementation of Knowledge Construction, Effective Feedback and Collaboration Strategies that enable student competencies to be self-directed, independent learners in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Student writing samples demonstrated the positive impact of specific, explicit and timely formative feedback related to defined success criteria, was having on improving students knowledge and skills. Student focus groups data highlighted a common understanding of what feedback looks like/sounds like and provided further insight into what students constituted 'Effective Feedback'.</p> <p>InitialLit: Overall Literacy – 91% achieved expected growth (over 80%) Cumulative Review 4 Letter sound Knowledge: 35% Initial Screener 96% Cumulative Review 4 Reading Words– 22% Initial Screener 90% Cumulative Review 4. InitialLit 2: Overall Literacy– reading Words 72%, Reading Passages 89%, Spelling Words 57% &amp; Spelling Dictation 86%. Students in Year 2 at Oatley Public School, who received instruction in the InitialLit–2 program in 2019, made clearly significant and very large gains on all measures of real-word, pseudoword and passage reading skills throughout the year. Gains in crude reading age far exceeded the nine months of actual time that had elapsed, indicating that the group underwent a greatly accelerated development of reading skills. Comparisons of these students' performances with those of their Australian peers showed the current group's progress in pseudoword reading, reading accuracy and reading comprehension to be somewhat greater than the broader population. These students have made significant gains throughout 2019 on all measures, suggesting that the InitialLit program improved students' word reading and comprehension skills throughout the year, setting them up for success in further reading development.</p> <p>All teachers delivered an integrated unit with focus on STEM and/or Project base Learning concepts with relevance to student competencies. The learning process was reflected and documented weekly to develop evidence of impact. This provided teachers with the opportunity to formatively assess students development of content knowledge and application of skills across each challenge. Teachers then reviewed the curriculum provision making necessary adjustments to support student learning.</p> <p>Increased value added results in writing for Year 2 – 6 students using the writing criteria reference marking scale. Data from our internal measures shows that the school has maintained the value added results achieved previously in both Narrative and Persuasive writing. Using the NAPLAN writing criteria scales, students have increased their marks by an average of 28% over the past two years. Average score results in the elements in the NAPLAN Marking Criteria (which is used to measure results until Yr 9) include: Audience 56.2%, Text Structure 67%, Ideas 60 %, Character 63.2%, Vocabulary 58.4%, Cohesion 67.25%, Paragraphing 56.7%, Sentence Structure 51%, Punctuation 59.2%, Spelling 56.2%. Internal data in writing shows we need to focus on specific areas which includes– audience,</p>	<p>Professional Learning \$15,000–Student Focus Groups</p> <p>External Consultancy \$4,000 ( 500 x 8 days)–Teacher Observation/Consultant analysis of data</p> <p>QTSS FTE 0.916 (embedded)–Teacher Mentor, Teacher Observation, Resourcing (7 Steps Website), Coach for 7 Steps Program and Analysis of Data</p> <p>Literacy/Numeracy \$10,000–Teaching Resources &amp; Professional Learning</p> <p>Flexible Funding FTE 0.4– Low level adjustment for disability funds supports intervention booster groups K,1 &amp; 2</p>

## Progress towards achieving improvement measures

vocabulary, sentence structure, spelling. In 2019 our Year 3 NAPLAN results showed 69% of students in the top 2 bands.

Student Performance Measures– NAPLAN, Students at the school are achieving above the Premier's Priority for being in the top 2 bands which is 35%. 2019 Data shows Yr 3 & Yr 5 Numeracy is 61% & Reading is 69.5%. 2019 Growth Data shows 65.38% in Numeracy & 65.38% in Reading. Our internal data shows from the period of 2017–2019 Yr 3 Numeracy is at 29.11% achieving in the Top 2 Bands & Reading is 20.25 %. Yr 5 Numeracy is at 44.05% achieving in the Top 2 Bands & Reading is 59.86%. For future directions the school needs to analyse this trend. Data shows in PAT Maths 33% of Yr 3 achieved the equivalent of the top 2 NAPLAN bands and in Yr 5 42% achieved the equivalent of the top 2 bands.

### Process 2: Future focussed learners.

Initiate and lead student participation in online projects and online learning communities. Evidence that the students are being offered broader curriculum options and are more engaged in learning.

Evaluation	Funds Expended (Resources)
All K–6 students engaged in significant digital technologies curriculum courses linked to the new Science and technology syllabus. Younger students focused on developing critical navigation skills on a computer. Students in Stages 1 to 3 were exposed to computational thinking, expanded their knowledge of digital networks and improved their coding skills. Students in Stages 2 and 3 continued to utilise iPads and Chromebooks as part of their learning across the key learning areas.	\$60,000 Professional Learning & Teaching Resources

## Next Steps

As future direction the school will maintain high expectations of student learning and continue to deliver dynamic teaching and learning programs. Aligning to the School Excellence Framework the school's future focus include the following areas:

**Curriculum–Teaching and learning programs**, where programs show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

**Curriculum–Curriculum Provision**, the school programs support high expectations for student learning and is enhanced by learning alliances with other schools or organisations. Students' learning will be monitored longitudinally K–6 to ensure continued challenge and maximum learning.

**Curriculum–Differentiation**, all programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

**Effective Classroom Practice–Explicit teaching**, whole school approach ensures the most effective evidence–based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

**Student Performance Measures– Value-added**, the school will continue to analyse data to continue to add value to student development.

**Student Performance Measures– NAPLAN**, Students at the school are already achieving above the Premier's Priority which is for 35% of students to achieve in the top 2 bands in numeracy and reading. Understanding this the school still has to set targets to ensure we are maintaining and achieving growth within our own school context. Over the last three years we have aggregated our past results and have set school targets aiming for 61.9% in a lower target to an upper target of 66.90% in the top 2 bands in Numeracy and 71.8% in the lower target to an upper target 76.80% in the top 2 bands in Reading.

**Student Performance Measures– Student growth** – Students achieving expected school growth in Numeracy of 68.6% being the lower target to 68.70% being the upper target and students achieving expected school growth in

Reading 68.60% as the lower target to 68.70% as the upper target.

**Student Performance Measures– Internal & external measures against the syllabus,** Our internal data shows that we need to focus in specific areas of writing which are– audience, vocabulary, sentence structure, spelling and analyse Year 3 internal data against syllabus outcomes. Other internal data measured against external data is that the school needs to review our assessment practices internally to align with our external data.

The school will continue to develop innovative teaching and learning programs to support student learning and cater for all equity groups with 4Cs processes being embedded to support student thinking about learning. The Seven Steps to Writing Success program will continue to be explicitly taught by teachers and embedded into daily practice and K–2 will continue to implement the InitialLit program, working closely with Macquarie University to monitor student results.





## 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.

#### Improvement Measures

Increased deep knowledge of effective feedback practices leading students to self directed learners by the use of ICT as a learning tool.

Through Quality Teaching Rounds development of knowledge construction and collaborative practices enhance teacher pedagogy of effective feed back strategies.

Increased staff documentation of evidence from goal setting against the three domains with reference to Australian Teaching Standards.

Teacher mentoring develops deep knowledge and understanding for teachers in Literacy and Numeracy.

#### Overall summary of progress

Quality Teaching is a whole school approach in developing Professional Learning that leads to school-wide continuous improvement in teacher pedagogy. The community comprises of the entire staff and works closely with an external consultant to ensure a clear understanding of the elements is understood by the teachers.

The Australian Professional Standards for Teachers make clear that teachers at all career stages are expected to be able to assess student learning and to provide feedback to students on their learning. Research evidence supports the benefits of effective feedback practice from teachers to students and eventually students to students leading to student independent use of feedback supporting student growth and for students to reflect upon their own learning. Quality feedback is critical to effective teaching and learning.

The school uses the Quality teaching Framework to improve teacher pedagogy. In 2019 having a whole-school approach to professional development was seen as vital to the success and subsequent implementation of strategies learned through professional development opportunities. The school also employed an external consultant and resourced an Instructional Leader for consistency in delivery and understanding. This model was strategic, consultative, supportive and transparent. One of the key strategic approaches used by the executive staff in recent years was to use data to build a clear and focused direction for the school and to drive whole-school changes in practice. Teachers valued the opportunities of distributive leadership to grow their own knowledge and skills and the school needed these skills to move forward. Within the IT Professional learning Community (PLC) has Principal, Apple consultant and external consultant providing troubleshooting. A class teacher coordinates this PLC and includes teachers representing each stage within the school. This PLC focus is to optimise learning within the constraints of school design and setting. Evidence collected also described a collaborative approach to programming, where resources were shared among staff especially through technology and this was a critical part of driving whole-school improvement. Shared planning occurred within and across stages defining a consistent focus resulting in consistent programming and sequencing at a school-level and a common approach to teaching as students moved between years. The collaborative professional practice of jointly developing teaching and learning programs using G Suite and Google Docs maximises the impact teachers have on student learning and also contributes to a school culture of collective responsibility. The result has been the provision of deep learning experiences for the students. The inclusion of planned formative assessment strategies and the development of common assessment tasks has enabled teachers to increase their skills and develop their professional understanding and implementation of feedback practices.

Using the QTF, teachers engage in negotiated class observations of teachers' practice, peer dialogue with constructive peer feedback to improve professional practice. The targeted focus in these QTR is to improve whole school feedback practices. Teacher reflections, participation in professional learning and classroom observations have facilitate professional dialogue. This has been achieved through collaboration, classroom observation and the modelling of effective practice. Teacher feedback governs the direction of how professional leaning programs will develop and enhance teacher learning that impacts on student outcomes. Teacher PDPs are supported by a coordinated whole school approach to developing professional practice, informed by research. The embedded and explicit systems of data collection have been used to facilitate professional dialogue.



There is a very accountable process for teachers to take responsibility in developing their own professional learning plans especially as all teachers are now under the accreditation process. The one key area of development has been that teachers are able to show evidence of their learning against their set goals. Through professional learning opportunities, evidence of improvement in practice is supported by the school's professional practices, instructional leader and peer observations. The school is also monitoring teachers who have skills beyond proficient and working towards Highly accomplished and Lead.

The Leadership team maintains a focus on distributive leadership to maintain a culture of evidence based teaching and ongoing improvement. To enable an improvement in Literacy 2018–2019 the instructional leaders role was formed 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 Instructional Leader continued to mentor teachers and construct collaborative teaching plans. Across Year 2–5, weekly sessions were timetabled in each classroom and the Instructional Leader supported staff through conducting lesson observations, demonstrating lessons and team teaching. The initiative has been especially beneficial for beginning teachers and those who were new to the school. Regular whole school teacher professional learning was held and this increased teachers' ability to analyse student data effectively in order to effectively differentiate teaching and learning programs. Writing was assessed at regular intervals throughout the year and the data was used by teachers to provide individualised, targeted feedback to students for improvement. Collaboratively marking student writing samples, using the NAPLAN Marking Criteria, has resulted in greater consistency in teacher judgement. By taking the complexity out of writing and chunking learning into explicit steps, the Seven Steps to Writing Success program supported the ongoing development of teachers' pedagogy which led to greater student engagement and improvement in student performance.

## Progress towards achieving improvement measures

### Process 1: Collaborative Practice

Through the Quality Teaching Framework and the Australian Professional Standards, professional learning in Effective Feedback Practices, using collaboration skills will build growth towards a culture of learning.

Evaluation	Funds Expended (Resources)
<p>The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers. Staff have opportunity to provide feedback about the impact of change that can be monitored. Professional learning protocols in place to promote high engagement and consultations for future directions.</p> <p>Evidence of explicit systems of data collection have been used to facilitate professional dialogue. Varied data collected throughout a 4 year time line has shown increased use of the elements of the Quality Teaching framework. Coding has increased in the Code 5, highest on framework over years. The use of the metalanguage of the QTF has become an integral component of the metalanguage of quality teaching in discussions in Quality Teaching Rounds in 2019.</p> <p>Staff members have engaged in professional learning to increase their knowledge and understanding of Australian Teaching Standards (ATSL). Professional dialogue about AISTL's Classroom Practice Continuum and the completion of the Self-Assessment Tool have developed staff connections to ATS and their pedagogy. Peer reflections support open conversation for PDPs. Formal mentoring and coaching to improve teaching has provided teachers with the skill sets to improve their practice. This is reflected in the PDPs of individual teachers in developing aspiring leaders. The school has this project as an identified improvement goal therefore financially plans this implementation process to address school strategic priorities.</p> <p>Teacher mentoring develops deep knowledge and understanding in the potential growth for each criteria that students can achieve in writing using personal goals. Teachers have developed a deeper knowledge and understanding of the NAPLAN Marking Criteria through professional learning. 100% of teachers across Years 2–6 consistently use student writing data to identify the potential growth for individual students and then use this information to collaboratively develop personal writing goals with them.</p>	<p>\$30,000 Professional Learning– QTR, Consultant, Classroom teacher observation &amp; planning, Critical reading resources</p> <p>\$4,000 site access teaching resources</p> <p>\$4000 Professional Learning– Professional Learning, Consultant, Classroom teacher observation, Focus groups</p> <p>\$10,000– Literacy/Numeracy</p>

## Progress towards achieving improvement measures

Staff have engaged in professional learning in the pedagogical approach A Teaching Place, Learning Place (ATPLP) which has developed their practice by, learning from each other, using mathematical language to explain their own learning & thinking, collaboratively developing concept planning along continuum through professional learning of mathematics promoting teacher efficacy. Competencies gained by student include, increased communication skills and the use of using language of mathematics, development of collaboration, problem solving skills and fluency and efficiency in working mathematically.

### Process 2: ICT Collaboration

Teachers to locate, review and harness new and emerging technologies for classroom use and management tasks. Incorporated specific strategies to enhance learning opportunities for all students to improve their future focussed competencies in ICT.

Evaluation	Funds Expended (Resources)
<p>75% of teachers indicated a high level of competence and confidence with using ICT tools for class programming and planning. 88% of staff regularly utilise the Google tools (G Suite) as part of their programming for their class and to embed digital learning into their units for each key learning area. These staff members also regularly utilise G Suite tools to effectively collaboratively plan with their stage or as a whole school.</p> <p>Staff collaborative practices and effective communications have developed through an increase of scheduled stage meetings, use of electronic calendar and introduction of booking resources through Sentral, continued use of G Suite and maintaining electronic meeting minutes for communication and the use of G Suite for planning.</p>	<p>\$50,000– IT consultants Troubleshooting &amp; iPad Professional Learning</p> <p>QTSS FTE–0.916 embedded for IT teacher mentor</p>

### Next Steps

The school will maintain working toward Teacher Efficacy as the number one impact strategy on student learning outcomes. The leadership team will continue to explore current educational research on collective efficacy which impacts on improving learning outcomes for students. Aligning to the School Excellence Framework the school's future focus include the following areas:

**Curriculum–Curriculum Provision**, the school programs support high expectations for student learning and is enhanced by learning alliances with other schools.

**Effective Classroom Practice–Explicit teaching**, whole school approach ensures the most effective evidence–based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

**Learning & Development–** the school will continue to ensure professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. The school will continue to embed explicit systems for collaboration and feedback to sustain quality teaching practice.

**Professional Standards– Improvement of practice**, a whole school approach will continue to be a focus and develop professional practice, informed by research to support Professional Development Plan. The school will continue to implement a 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.

**Professional Standards– Accreditation**, the school will maintain the rigour of teachers using professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

**Professional Standards– Literacy and numeracy focus**, the school will continue to focus on teachers being proficient in their teaching of literacy and numeracy, meeting the needs of students in their stage.

**Data Skills & Use–Data analysis**, the leadership team will continue to comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff and ensure all teachers

contribute to gathering and analysing data.

**Data Skills & Use—Data use in teaching**, the school will focus on developing assessments and use regularly across stages/year levels 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 Resources—** Technology, the school uses technology to support learning and expertly integrate into lessons by teachers.



### 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.

#### Improvement Measures

Increase parents knowledge of how students learn and the importance of school and parent relationship.

Increased growth of community being informed and valuing the school learning community.

#### Overall summary of progress

In 2019 the school gathered and collated survey data from the parent community relating to specific areas to determine the effectiveness of our communication, obtain information regarding our successes or challenges. Community feedback is solicited and communication systems are continually monitored to ensure continuous improvement.

The school culture is strong in building educational aspiration and performance improvement throughout the school community, ensuring all students can connect, succeed, thrive and learn. As a school we aim to report student progress clearly and accurately when informing parents of their child's learning and have processes in place to solicit feedback from parents. Regular consultations gained through community feedback using school based surveys and parent /student focus groups in order to improve community engagement practices. Well established formalised roles and responsibilities and open communication between parents and school in P & C committee and fundraising initiatives. Consultative approach to school initiatives through a community group rebadged from the Local Schools Local Decisions reform known as Oatley Public School Advisory Group (OPSAG) .The school will continue to meet with Oatley Public School Advisory Group who discuss and disseminate school evaluation into the community. Parent forums, professional learning meetings for teachers will engage in conversations and the Student, Parent and Teacher focus groups will continue to be common practice.

Offering multiple platforms for parental involvement to ensure all parents have the opportunity to be involved in school processes. The school enhanced its image and continued to add features to the school website and school stream app. This update supported the access of parents to use mobile phones as a means of making payments, permission and absences online and calendar updates. 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. Continued posts on the school website, marketing of the School Stream app and introduction of Class Dojo have been key initiatives that have been extremely welcomed and accessed by the community. The implementation of Community Engagement practices are important as it allows for the school and community to work together in partnership as clear and consistent communication ensure effective management of all inquiries from the community. The embedded practices enable the school and community to connect on various platforms to celebrate positive school achievements and promote "Good News" stories and the school's profile.

#### Progress towards achieving improvement measures

##### Process 1: Community of Learning

Implement an informed approach to promote effective communication with parents/carers and provide opportunity for involvement in programs to build an understanding of our learning community.

Evaluation	Funds Expended (Resources)
Meet the Teacher, Parent & Teacher Interviews and Parent forums are significant forms of communication where the community is informed of student development. In 2019, Meet the Teacher had 89% & 3–6 had 75% attend. Data and survey responses from the community indicate the value of Meet the Teacher evening as a positive and informative practice by the school. The leadership team continuously makes changes to the school	HR– Community Engagement Committee (CEC)  \$1,200 Fathering Project  HR– CEC

## Progress towards achieving improvement measures

practice to align with feedback to improve service delivery and enhance high expectations.

The school collects data from the community through school based surveys to monitor and refine a whole school approach to student wellbeing and engagement to improve learning. The parent community has responded to how the school delivers student wellbeing in the areas of: social and emotional development, informing parents of student behaviour, knowing the child's interest, needs and abilities to support their learning, school encouraging students in support of their learning and sense of belonging. As the school embeds a culture of high expectations with parents and students this data informs future directions in our school plan for students' learning. Survey data shows 73.08% of the parents feel teachers inform them about their child's social and emotional development and 84% parents feel informed about their child's behaviour. 54% of the survey responses agree/strongly agree that behaviour issues are dealt with in a timely manner and 77% agree/strongly agree that students needs, abilities and interests are supported in their learning.

The school's annual practice of providing Kindergarten Orientation sessions is well attended and received from new and current parents. The continued changes and innovative improvements by incorporating interagencies and providing parents with in depth educational knowledge about curriculum and policies ensures commitment.

As part of developing a responsive practice to improve community engagement the school leadership team has formed a staff liaison position to connect and communicate with P&C members and school staff to enable a line of effective communication to ensure an improving service delivery. There has been an increase in the events and new initiatives held at the school to provide more opportunities for community engagement. Major events this year included: Fathering Project: Paper Planes Pancakes/Bingos and Banger Night. The school was able to capture different families at both events. 54% of the attendees for Pancakes and Paper Planes did not attend the Bangers and Bingo night. Total family participation for both Fathering Project events was 22%. The Fathers' Day Breakfast: 148 students attended and 93 Fathers: Kindergarten had the highest representation for their grade and the Halloween Disco had 465 attendees.

The Parent Workshops—Anxiety & Depression in Children and Adolescents/ Developing Resilience in Children Workshop were successful with attendance rate for both workshops was 65%.

There has been an increased level of community engagement, service delivery and community satisfaction regarding improved communication and collaboration between home and school as measured by parent surveys, the number of parents supporting school events and the increased number of parents signed up to School Stream App and using the Online permission forms.

The implementation of communication platforms across K–6 to engage and inform parents of student learning and achievement is evident in 2019. An increase in staff members using ICT to communicate with parent cohorts and students is adding value to service delivery and community engagement. Parent feedback is positive, stating the value in accessibility to staff and immediacy in staff responses to student learning needs. Parents survey stated the value of information being disseminated through paper notes.

The school is in continued partnership with Parents and Citizens (P&C) and Oatley Public School Advisory Group (OPSAG) to regularly solicit and address feedback on school performance from staff, parents and wider community. The consultative process ensures the school is providing an opportunity to receive advice and uses this forum to drive future directions for the school in developing consultative service delivery.



## Progress towards achieving improvement measures

### Process 2: Community Engagement

Use of ICT to promote teaching and learning through enhanced communication and links between home and school.

Evaluation	Funds Expended (Resources)
<p>There has been an increase in the users of School Stream App with the total number being 933 and data shows 97.26% have School Stream on mobile device. There has been an increase in parents accessing the Oatley Organiser Newsletter with 58% and P&amp;C Newsletter having 54% users. 84.9% of parents surveyed agree or strongly agree to feeling welcome at the school and 90.41% feel they can easily speak to the classroom teacher. The community stated–informal meetings, Class Dojo and Formal Interviews as preferred modes of communication with the teachers. The preferred methods of communication from the school were School Stream, Notes and Class Dojo.</p> <p>The school uses technology to book parent/teacher/student interviews which has allowed parents to have ownership of booking their child/rens interview time with teachers. The ability to advertise, send reminders and have direct access without interference has produced consistent results in parent access.</p>	<p>\$50,000– site license costs, securing school data &amp; streamlining</p> <p>Communication online HR– SAM School Support Allocation \$7,000</p>

### Next Steps

As future directions the leadership team will continue the communication systems to effectively inform and engage the community and promote a "Community of Learning". Aligning to the School Excellence Framework the school's future focus include the following areas:

**Learning Culture– Transitions and continuity of Learning**, where the school will continue to collect and analyse information to inform and support students' successful transitions. The school will seek to collaborate with parents of students whose continuity of learning is at risk.

**Learning Culture– Attendance**, a whole school approach to improving regular attendance rates for all students, including those at risk. School targets are as follows: Students attendance 93.4% as lower target to 93.5% as upper target.

**Wellbeing– A planned approach to wellbeing**, the school will continue to collect, analyse and uses data including valid and reliable student, parent and staff surveys/feedback will be used to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. We will be working towards target of 93.6% as our lower target to 93.7% as our upper target.

**Management Practices and Processes– Community satisfaction**, the leadership team will continue to measure school community (parent and student) satisfaction and share its analysis and actions in response to the findings with its community.

**Educational Leadership– Community engagement**, the school will continue its practices of being 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.

The school will continue to develop practices to promote parent and staff engagement through online platforms, formal, informal structures or workshops and parent focus group with an emphasis on student learning. The school leadership team will focus on ongoing evidence to be collated from future plans show continual improvement in community engagement and service delivery to provide a culture of high expectations and effectively caters for equity issues in the school. The school will maintain its consultative process with the P&C and OPSAG members, parent, staff and students focus groups to review the progress on the current school plan and determine future directions and continue to shares it's analysis and actions in response to the finding with the community



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4,148	A team of three teachers attended the Aboriginal education program, 'Making it the Best', which was hosted at our school. These teachers then led whole school professional learning in Aboriginal education during our Term 3 Staff Development Day. Other whole school initiatives included embedding Aboriginal and Torres Strait Islander histories and cultures into each key learning area through the use of integrated units of learning. Students participated in a whole day workshop run by the Koomurri Aboriginal Culture Connection Group. Individualised education programs for Aboriginal students were implemented. The school supported equity for our Aboriginal students through a reduction in school fees.
<b>English language proficiency</b>	FTE 1.4 \$46, 862 Flexible funding	<p>Oatley Public School provides specific teaching and learning programs to support the learning needs of targeted students from culturally and linguistically diverse backgrounds. Oatley has two permanent part-time EALD teachers who hold post-graduate university TESOL qualifications.</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. All EALD programs have reflected the school plan, in particular embedding effective feedback, and incorporated knowledge and skills gained through various professional development courses. Students were additionally supported in reading through the MiniLit and MultiLit literacy programs which proved effective for student growth.</p> <p>EALD teachers continuously work with classroom teachers to provide explicit learning opportunities and plan assessment to support student learning. EALD teachers work collaboratively to analyse work samples and assessment data to inform semester 1 &amp; 2</p>
<b>Low level adjustment for disability</b>	FTE 0.5 \$3,353 Integration Aides– \$68,377	Students with substantial needs require the preparation and distribution of Individual Education Plans to teachers and parents. Adjustments, as mandated in the Education Standards for Disability 2005, in consultation with classroom teachers and parents, make the curriculum and/or school environment more accessible for identified students with additional learning and social needs. 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

<p><b>Low level adjustment for disability</b></p>	<p>FTE 0.5</p> <p>\$3,353</p> <p>Integration Aides– \$68,377</p>	<p>Disability Discrimination Act 1992 and the new Australian Curriculum requirements.</p> <p>The Learning Support Teacher (LST) supports the inclusion of students with learning difficulties and disabilities in mainstream classrooms. The program is created to meet the specific needs of the students that have been referred by teachers and adjustments are created to meet their learning needs. 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 LST is in consultation with Preschool teachers for any students that have been flagged as 'at risk' of needing additional support, assessment or early intervention prior to entering Kindergarten. The LST also coordinates with external specialists such as Occupational Therapists, Speech Pathologists etc. to support and improve educational outcomes for those students.</p> <p>The learning support team provide adjustments to differentiate learning for all identified students. The team works collaboratively with classroom teachers to gather data and analyse and determine individual growth for students.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>FTE– 0.916</p>	<p>The school continues the use of additional staffing resource allocation of an instructional leader in writing during 2019. The aim was to maintain the value-added student growth achieved in the previous two years by supporting teachers in the ongoing improvement of their pedagogy. Whole school teacher professional development in writing deepened teachers' understanding of the NAPLAN Marking Criteria and assessment. Student writing data has been regularly collected and collaboratively analysed across the school which resulted in greater consistent teacher judgement. As a result, teachers were able to work with individual students to identify and monitor their writing goals and then provide them with targeted feedback regarding 'where to next' in their learning.</p>
<p><b>Socio-economic background</b></p>	<p>\$7, 167</p>	<p>The leadership team effectively use allocated funds to cater and support student learning. Classroom teachers differentiate the curriculum to ensure students have equal access to all curriculum areas. This allows for improvement in student engagement which supports their learning development.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$42,390</p>	<p>The beginning teachers at Oatley Public School have been provided with multiple opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices. The Department of Education have continued to provide extra professional learning funds under the Great Teaching, Inspired Learning</p>

<b>Support for beginning teachers</b>	\$42,390	<p>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 (APTS) and the Quality Teaching Framework.</p> <p>In 2019 beginning teachers set goals through the development of their Professional Development Plans (PDPs) in consultation with stage leaders and Deputy Principal ensuring goals were directly linked to the teaching standards and school management plan. A member of Executive staff was assigned as a mentor to support the accreditation process.</p> <p>All professional development and accreditation was linked to PDPs and the (APTS) with the support of their mentor, teachers identified strategies to meet individual teacher's goals. Beginning teachers are further encouraged to engage in professional dialogue during stage meetings, quality teaching rounds to reflect upon personal growth in their teaching practice. Beginning teachers 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 continue the Action Research Project with beginning teachers regarding Effective Feedback in relation to teacher mindset.</p>
<b>Targeted student support for refugees and new arrivals</b>	FTE 0.2 Term 2–4	<p>EALD staff have catered for all NAP students as they arrive to the school by adjusting timetables and providing curriculum support to classroom teachers. Diagnostic assessments provide bench marking data to accurately assess students and measure student growth and development. EALD staff provide curriculum differentiation for students and support classroom teachers. NAP reports are provided to parents, outlining student growth and areas for continued development. EALD teachers are involved in class placement through the rigor of their assessment and data analysis of the NAP students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	277	269	287	263
Girls	251	264	260	267

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.5	95.7	94.7	94.3
1	96.3	95.6	92.7	93.3
2	96	94.5	95.8	92.4
3	97.3	95.3	94.7	94.7
4	96.9	97	95.6	91.2
5	97.3	95.7	95.7	94.1
6	95	94.7	94.3	92.9
All Years	96.6	95.6	94.8	93.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.56
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	0.4
School Administration and Support Staff	4.16

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	550,443
<b>Revenue</b>	4,732,074
Appropriation	4,323,741
Sale of Goods and Services	28,793
Grants and contributions	373,826
Investment income	5,614
Other revenue	100
<b>Expenses</b>	-4,592,078
Employee related	-3,962,956
Operating expenses	-629,121
<b>Surplus / deficit for the year</b>	139,996

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.





## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	68,377
<b>Equity Total</b>	294,468
Equity - Aboriginal	4,148
Equity - Socio-economic	7,167
Equity - Language	196,264
Equity - Disability	86,889
<b>Base Total</b>	3,565,312
Base - Per Capita	128,347
Base - Location	0
Base - Other	3,436,965
<b>Other Total</b>	315,705
<b>Grand Total</b>	4,243,862

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.

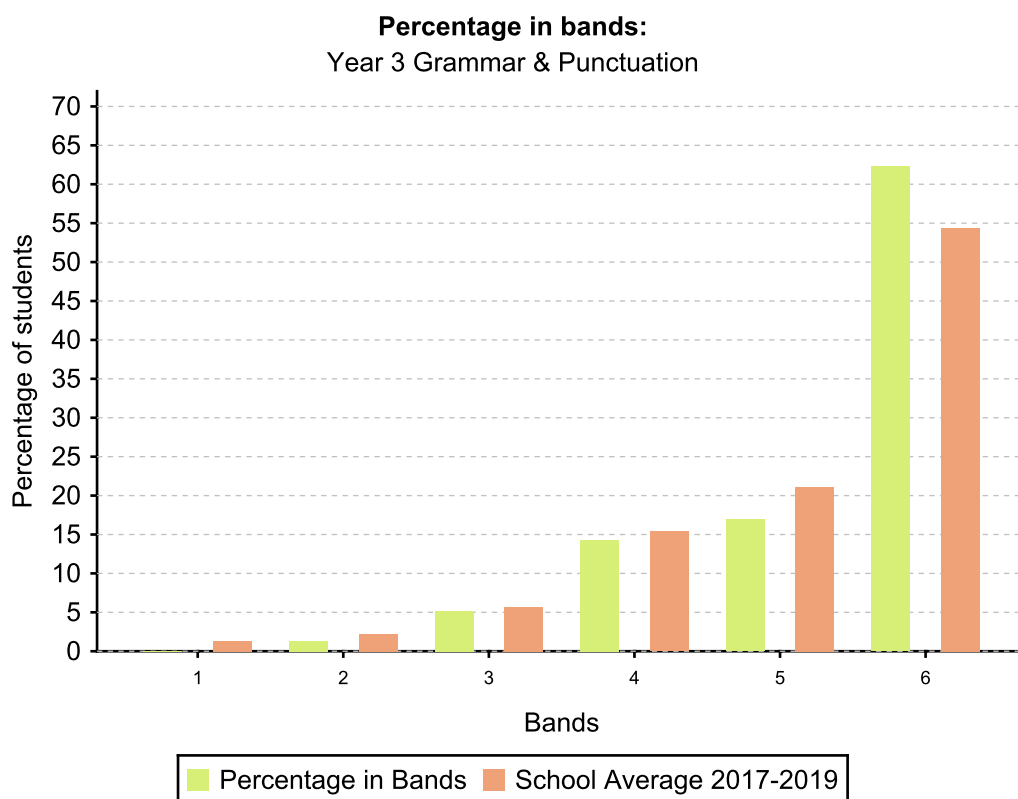


## School performance - NAPLAN

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.

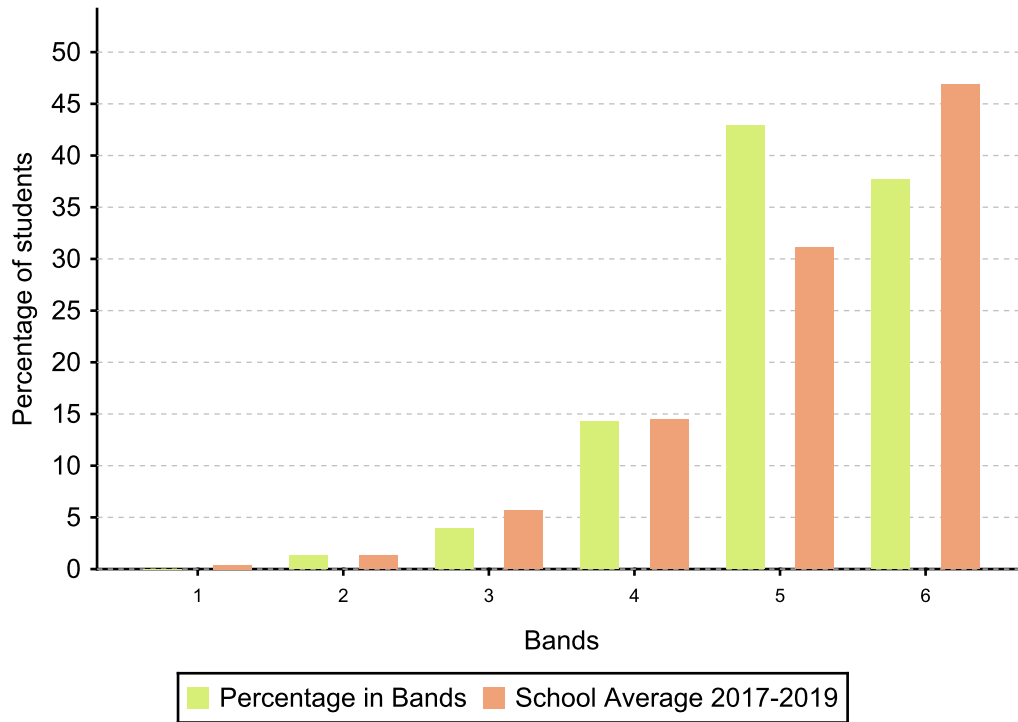
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



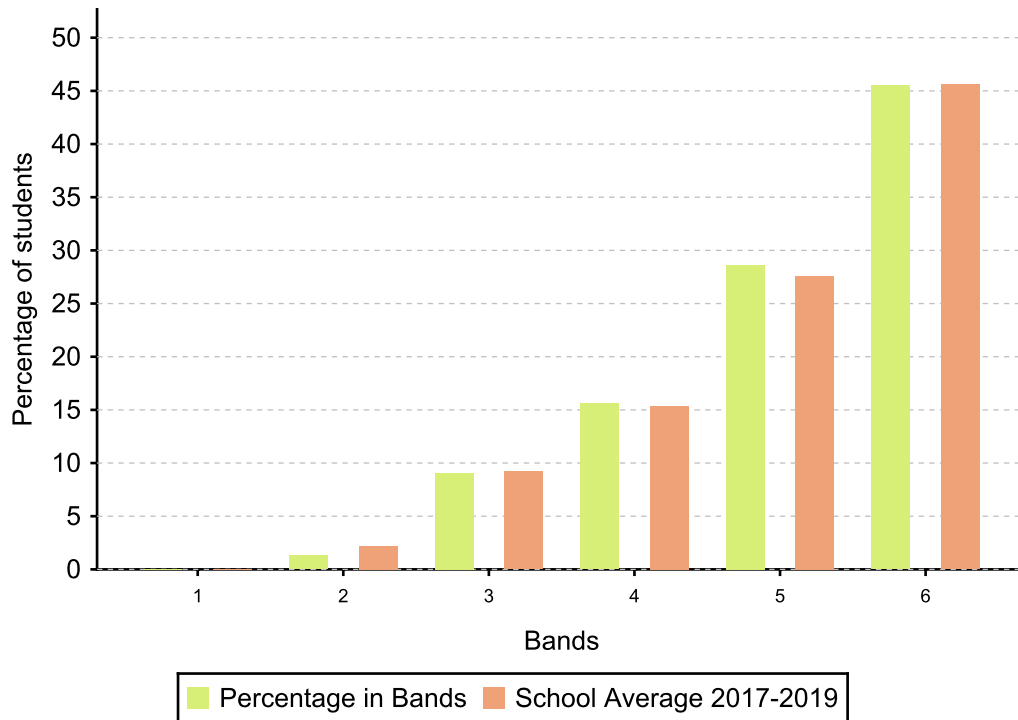
Band	1	2	3	4	5	6
Percentage of students	0.0	1.3	5.2	14.3	16.9	62.3
School avg 2017-2019	1.3	2.2	5.7	15.4	21.1	54.4

**Percentage in bands:**  
Year 3 Reading



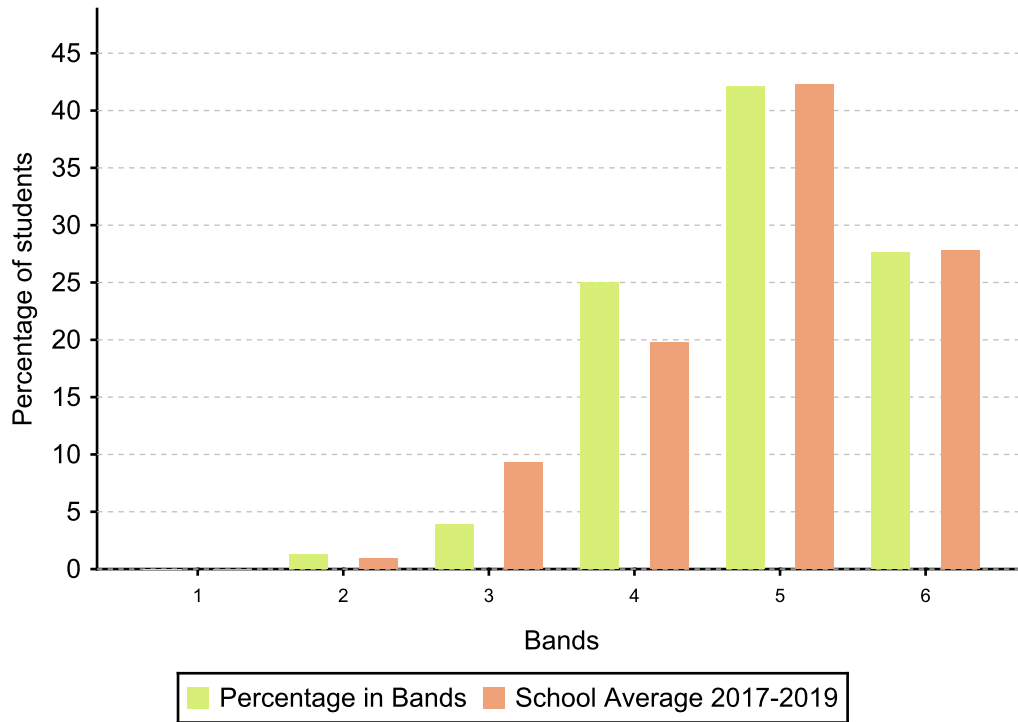
Band	1	2	3	4	5	6
Percentage of students	0.0	1.3	3.9	14.3	42.9	37.7
School avg 2017-2019	0.4	1.3	5.7	14.5	31.1	46.9

**Percentage in bands:**  
Year 3 Spelling



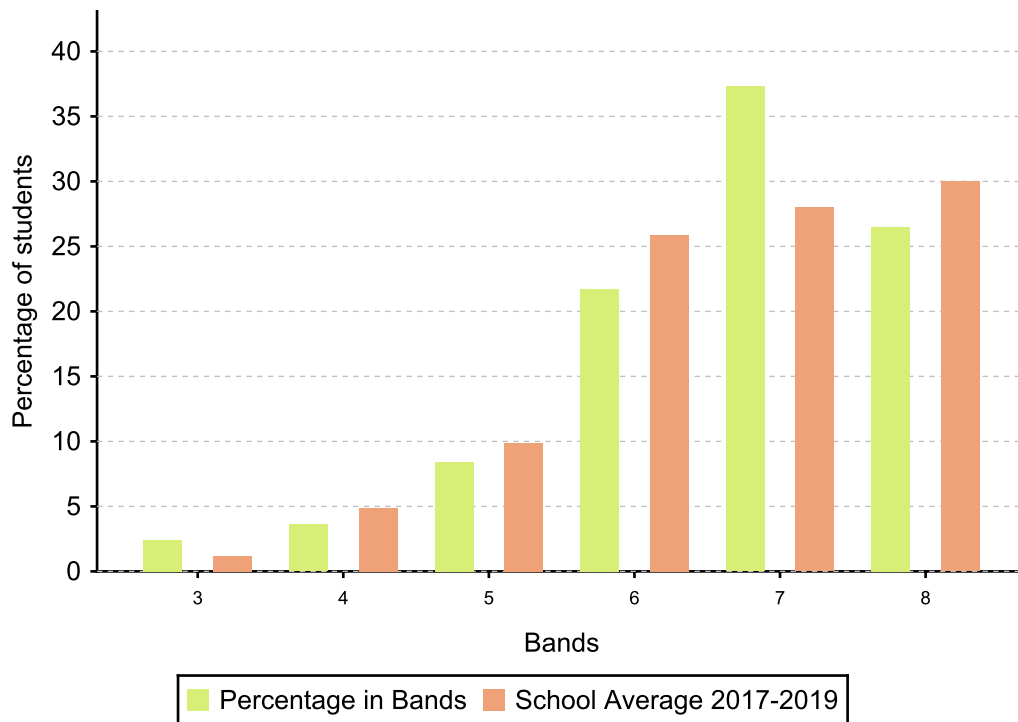
Band	1	2	3	4	5	6
Percentage of students	0.0	1.3	9.1	15.6	28.6	45.5
School avg 2017-2019	0	2.2	9.2	15.4	27.6	45.6

**Percentage in bands:**  
Year 3 Writing



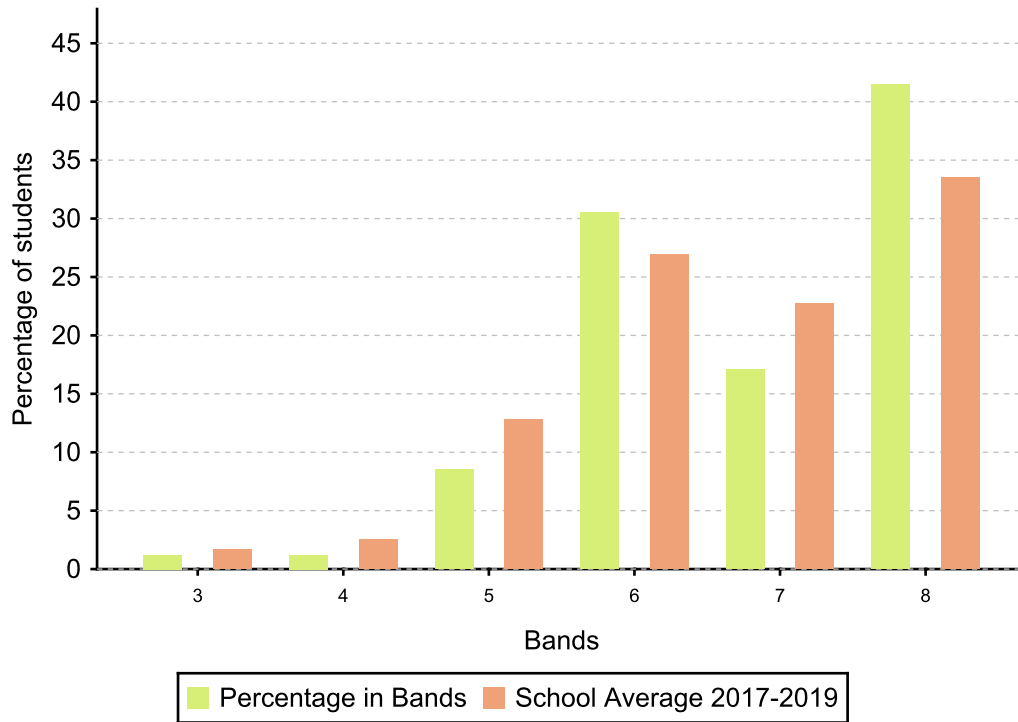
Band	1	2	3	4	5	6
Percentage of students	0.0	1.3	3.9	25.0	42.1	27.6
School avg 2017-2019	0	0.9	9.3	19.8	42.3	27.8

**Percentage in bands:**  
Year 5 Grammar & Punctuation



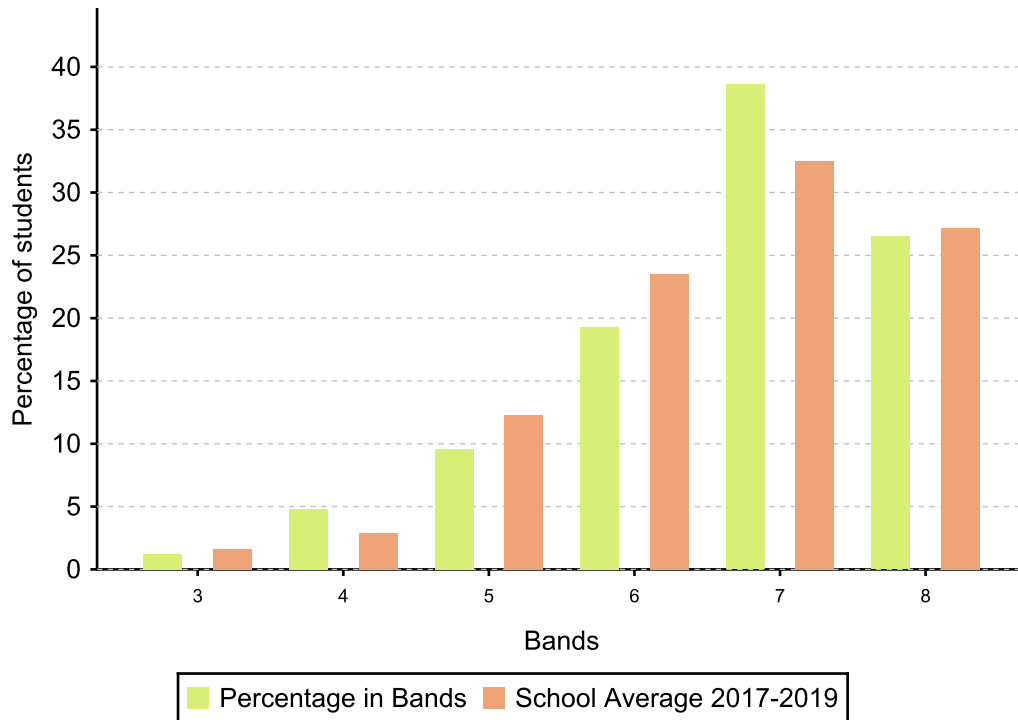
Band	3	4	5	6	7	8
Percentage of students	2.4	3.6	8.4	21.7	37.3	26.5
School avg 2017-2019	1.2	4.9	9.9	25.9	28	30

**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	1.2	1.2	8.5	30.5	17.1	41.5
School avg 2017-2019	1.7	2.5	12.8	26.9	22.7	33.5

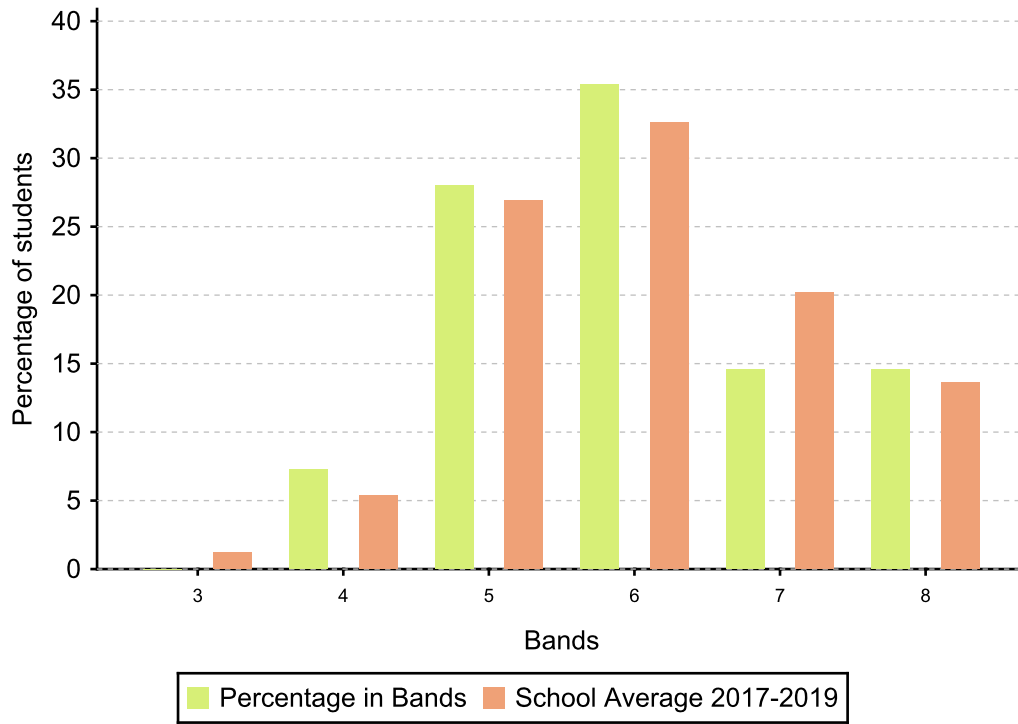
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	1.2	4.8	9.6	19.3	38.6	26.5
School avg 2017-2019	1.6	2.9	12.3	23.5	32.5	27.2

### Percentage in bands:

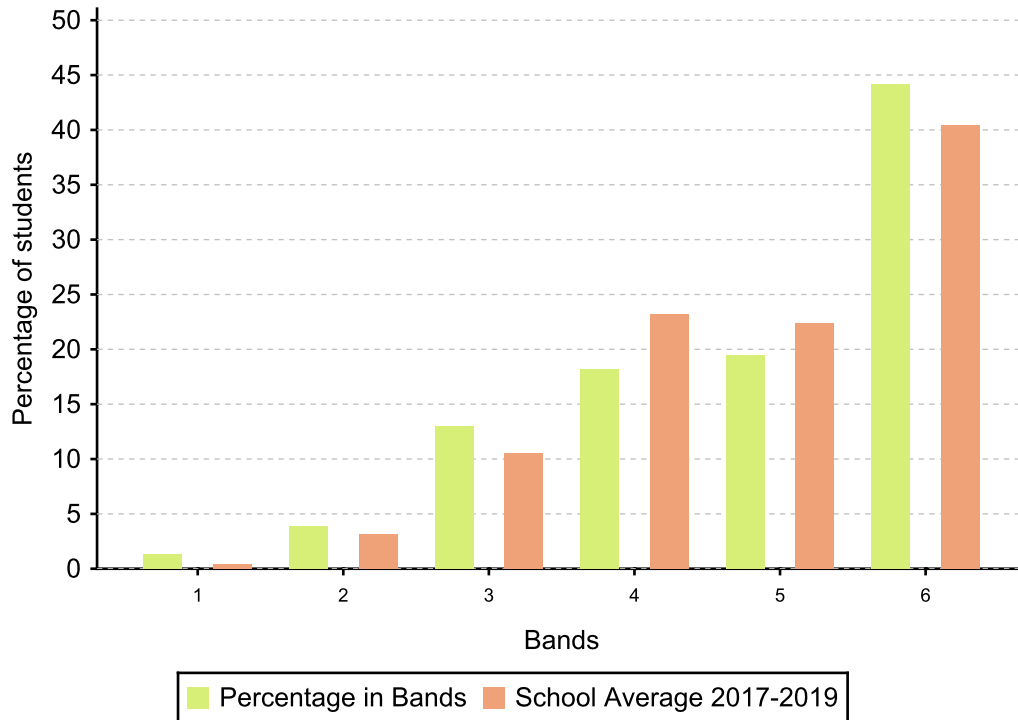
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	7.3	28.0	35.4	14.6	14.6
School avg 2017-2019	1.2	5.4	26.9	32.6	20.2	13.6

### Percentage in bands:

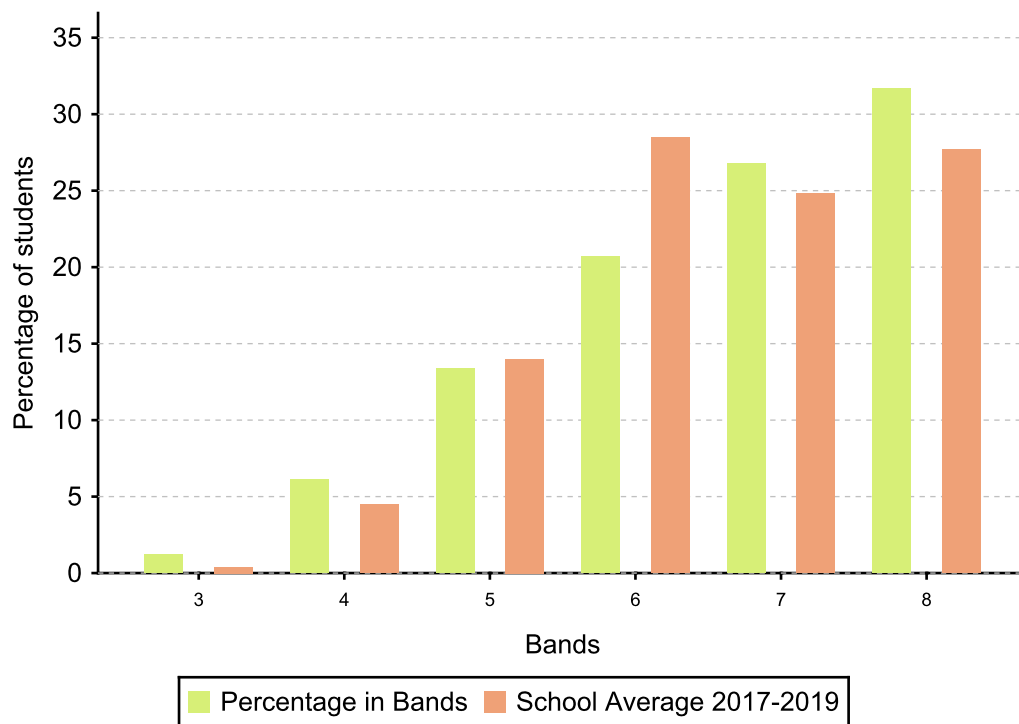
#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.3	3.9	13.0	18.2	19.5	44.2
School avg 2017-2019	0.4	3.1	10.5	23.2	22.4	40.4



**Percentage in bands:**  
Year 5 Numeracy

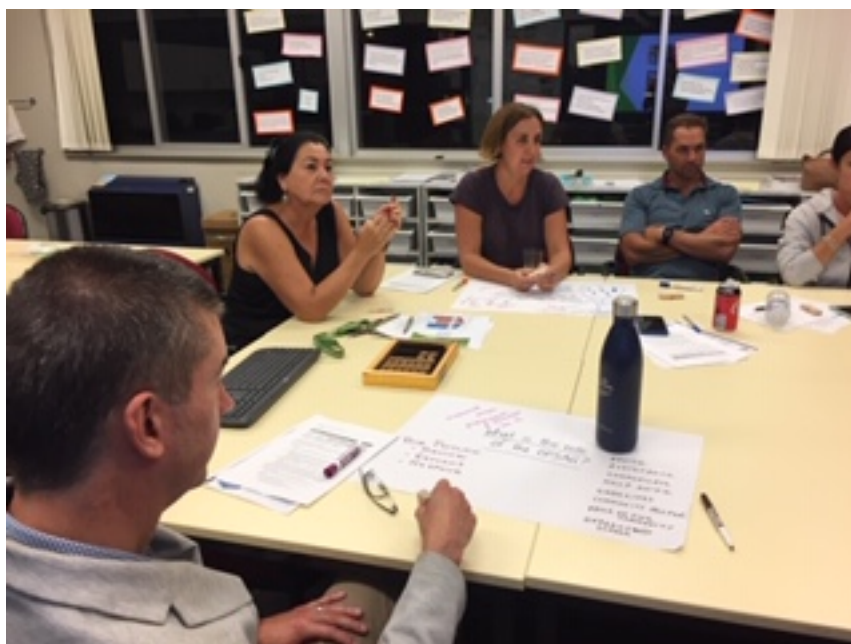


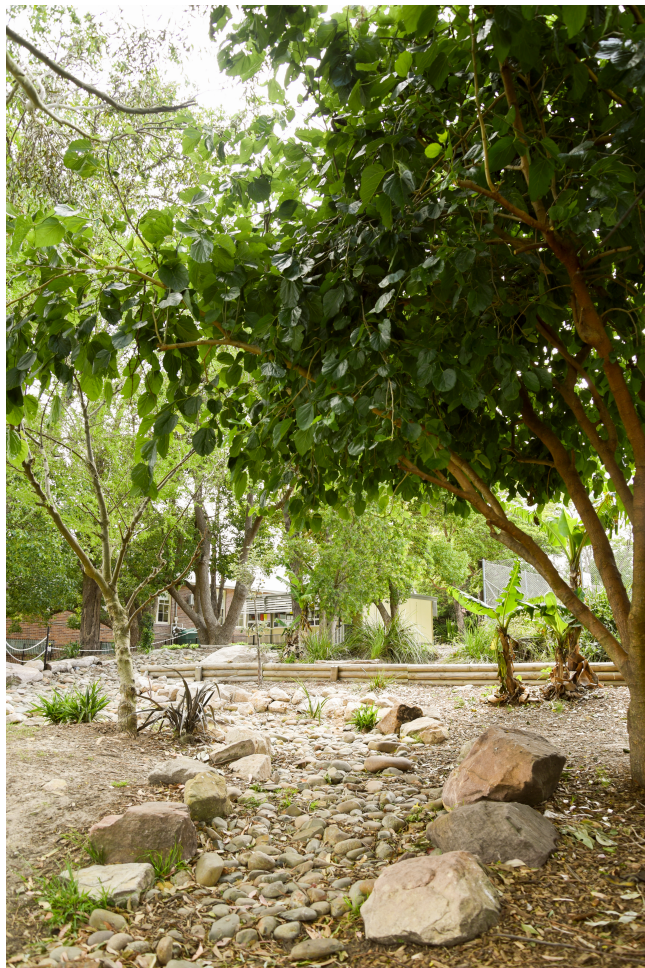
Band	3	4	5	6	7	8
Percentage of students	1.2	6.1	13.4	20.7	26.8	31.7
School avg 2017-2019	0.4	4.5	14	28.5	24.8	27.7

## 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 2019, 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. Recent survey has shown an increase in parent satisfaction and school climate, with 84.19% feel welcome to visit the school and 90.41% feel they have easy access to teachers.

The leadership team and P&C work closely in partnership in the Building Fund and Grant committees which fall under P&C committee. Individual or small groups of staff and parents are part of each committee and through meetings and collective consultations, grants are submitted and building projects are prioritised. The school is responsive to the community and ensure the school environment is reflective of the community's needs.







# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, the school maintained Acknowledgement of Country in all formal assemblies as well recognising significant days in the Aboriginal and Torres Strait Islander calendar. Aboriginal and Torres Strait Islander perspectives were integrated into the school's teaching programs for all students K–6. Three teachers participated in the 'Making it the Best' Aboriginal education workshop which was hosted by Oatley Public School and run by MCE Consulting. The program deepened teachers' understanding and respect of Aboriginal and Torres Strait Islander culture and built staff capacity. Teachers were able to identify opportunities for building authentic partnerships to improve the learning outcomes of our students. During Education Week, a whole school incursion led by the Koomurri Aboriginal Culture Connection Group occurred. This incursion looked at all parts of the Australian indigenous culture including music, dance, art and artefacts which raised the cultural awareness of Oatley Public School students.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The school's proud cultural diversity provides many opportunities for students to engage in multicultural education within the classrooms. Once again in 2019, Oatley Public School participated in the Multicultural Perspectives Public Speaking Competition to explore ideas of multiculturalism in Australia and raise awareness to different cultural perspectives. The school's Multicultural Policy embraces community harmony through teaching and learning activities that address issues such as racism, intolerance, acknowledgement and respect.

