

Oatley West Public School

2019 Annual Report



OATLEY WEST PUBLIC SCHOOL
Learning to Live - Living to Learn

Introduction

The Annual Report for 2019 is provided to the community of Oatley West Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

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

School context

Oatley West Public School is set in Sydney's South in the beautiful surrounds of Oatley Park and has a uniquely peaceful environment which encourages an active lifestyle and has provided quality education since 1947. It is a K–6 school growing significantly over recent years and has a current enrolment of 579 students. The school has increased enrolments of students who have a language background other than English with 47% of students in this category. There are 40 different languages spoken at home with the predominant language being a Chinese dialect. Oatley West Public School is founded on a strong culture of school improvement and success. The staff is committed to achieving high learning outcomes with the students, in partnership with the parents and its wider community. This culture of effective learning is clearly expressed by the school's motto 'Learning to Live – Living to Learn.' The school's emphasis is on developing contemporary well-rounded students. The school offers a large range of extra-curricular activities that include band, chess, choir, dance, debating, guitar, Premier's Reading Challenge, Percussion Power, PSSA Sports, public speaking, recorder, Student Representative Council, swimming scheme and Talent Quest. After school programs are also offered including Out Of School Hours (OOSH) for parents needing this service as well as French, Chinese, Taekwondo and Yoga. OWPS demonstrates outstanding achievements in the areas of the performing arts and sport. Enrolment to the school is highly sought after due to the school's outstanding academic reputation and results. An enormous part of the success of Oatley West Public School can be attributed to the high number of parents and carers involved in and around the school. The Parents and Citizens Association has a number of active subcommittees. These include uniform shop, Music Council, Community Festival and canteen. There is also a school club. The annual Community Festival is one of the longest running and most revered events in the St George Region, and relies on parent and wider community involvement. This showcases the unique aspects of Oatley West Public School and local artists. Volunteers support other school programs including reading, BEAR, MiniLit, mentors, gardening, PSSA, school carnivals and school banking.



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. 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.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Successful Contemporary Learners

Purpose

To provide a strongly focused, student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective and motivated contemporary learners through analysing individual strengths in literacy and numeracy.

Improvement Measures

Increase proportion of students achieving expected growth in literacy.

Increase proportion of students achieving expected growth in numeracy.

Increase expertise in teaching practice, visible learning and differentiation.

Data showing students have an increasing understanding of themselves as contemporary learners.

Progress towards achieving improvement measures

Process 1: Development of Number Sense

Professional Learning provided to staff through research informed numeracy programs.

Team teaching, visible learning strategies and collaborative teaching approaches, including the collection and analysis of data, is used to track and monitor stage/class/individual progress.

Evaluation	Funds Expended (Resources)
Staff have effectively continued to implement TEN in their classroom. Teachers are regularly giving explicit feedback evident in classrooms to further develop student achievement in number sense. Number talks have continued to be implemented during mathematic sessions to strengthen strategies & discussion using mathematical language. Additive Strategies data has been updated by all Stage 1 teachers on the school tracking sheet created with targeted students identified to be closely monitored next year. Staff discussed & provided feedback about their experiences with TEN during several Stage Meetings.	TEN resource kits, visible learning strategies, staff professional development and PLAN2 data. Funding Sources: <ul style="list-style-type: none">• 5 Days TEN Trainer Implementation Visits (\$2500.00)• 4 Staff (K-2) attended 4 days of Professional Development on Additive Strategies (\$0.00)• 4 staff (stage 2 & 3) attended Number Talks Professional Development (\$1032.00)• Casual staff to cover classes while staff attended Professional Development (\$10000.00)• Maths equipment for whole school (\$7820.20)

Process 2: Writing Project

Instructional Leader position created to focus on the planning, teaching and assessing to improve all aspects of writing. Professional learning to be provided, implemented and supported through team teaching and collaborative teaching approaches. Formative Assessment practices embedded in all class programs and teaching and learning plans.

Evaluation	Funds Expended (Resources)
Most teachers specifically taught their students to analyse and evaluate their achievement in writing based on the success criteria and/or their learning goals.	Learning goals, Instructional Leader, teacher feedback, survey Funding Sources:

Progress towards achieving improvement measures

The Instructional Leader, along with executive staff, lead a reflective opportunity regarding the implementation of Seven Steps to Writing Success Program with Stage teams. A survey was completed by teachers to give feedback on the impact it has had on teacher professional development and student writing improvement. Also, how the impact on consistently using learning intentions & success criteria was reflected upon.

The Instructional Leader gave the students an opportunity across many classrooms to share their thoughts & to provide their personal feedback about the implementation of the Seven Steps to Writing Success program. This will be reflected upon further to drive planning & programming for 2020.

- 2 staff attended professional development on Seven Steps to Writing (\$700.00)
- Casuals to cover staff attending professional development (\$1000.00)
- Development of Writing Rubrics across the school (\$4000.00)

Next Steps

- Continue to implement TEN across all K–2 classes
- Number Sense to be implemented in all 3–6 classrooms, with TPL provided to staff
- All staff (K–6) to enter data on the Learning Progressions (Additive Strategy and/or Writing Sub Element)
- Continue the implementation of Seven Steps to writing program across the whole school
- Provide opportunities for staff to engage in sharing and reflecting opportunities on TEN, Number Sense & Seven Steps to Writing
- Executive to continue to support staff in the implementation of targeted literacy and numeracy programs through team teaching, observations and demonstration lessons.

Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging learning environment through quality teaching that is informed by whole school-based high expectations, accurate data, targeted professional learning and effective feedback.

Improvement Measures

Teachers show an increase in a whole school approach to strategic planning, evidence-based teaching and explicit and timely feedback.

Teachers increasingly utilise a range of assessment strategies to collect, analyse and interpret quality, valid and reliable data to implement plans for continuous improvement.

Teachers increasingly engage in professional learning which includes modelling of effective practice, mentoring and trialling of innovative practice.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

Teachers develop and implement whole-school consistent and transparent procedures for effective planning, teaching, assessing, evaluating and reporting.

Evaluation	Funds Expended (Resources)
<p>The School's Scope and Sequence meet NESA requirements and includes syllabus outcomes and a sequence of learning across all subject areas and all stages, demonstrating a whole school approach. The document includes planning and programming requirements and assessment schedules across the school as well as effective feedback on programming and reporting.</p> <p>This document is kept relevant by regular reviews and updates according to school needs, syllabus documents and evidenced-based teaching. This will require ongoing time committed to maintaining this document on an annual basis.</p> <p>The Core Practice document continues to be developed for a consistent approach in all areas of our school context.</p>	<p>\$5 000 for release to review, evaluate, and modify whole school Scope and Sequence including assessment schedule across all learning areas and stages, and to develop the core practice document.</p>

Process 2: Data Skills and Use Project

Teachers implement whole school systems to ensure that student performance data is reliable, analysed in a timely manner, shared and effectively used to inform instruction.

Evaluation	Funds Expended (Resources)
<p>The creation of the assessment schedule was designed to implement a consistent whole school system with the input of staff. This resulted in a reliable analysis of data. The introduction of the PAT assessment introduced a systems-level of assessment tools across the whole school and allowed for comparable data to monitor student growth over time. This also assisted in understanding the development and learning of students of the same age and in the same year at school to support gradings and moderation reflected in school reports. Evaluation of student assessment data to demonstrate evidence of growth.</p> <p>The data was used to support class formations, subject groupings, learning support needs, and students requiring extension. These modifications are evident in teaching and learning programs.</p>	<p>\$5 000 for release to develop and refine the assessment schedule and review of PAT data.</p> <p>\$1875 to purchase PAT assessment from Australian Council for Educational Research.</p>

Progress towards achieving improvement measures

Stages are more focused on the analysis of data to inform teaching and reporting. As collaborative teams, staff felt more informed of decisions made in relation to differentiation and programming.

This consistent approach of analysis of data has supported our visible learning practice to develop learning intentions, success criteria, and provide relevant feedback.

Next Steps

Ongoing review of schools scope and sequence to align with NESA requirements

Update and finalise the Core Practice Document which supports a whole school consistent approach

Revisit programming requirements that incorporate visible learning practice and provide ongoing professional learning.

Continue to use and reflect on the school assessment schedule to suit the needs of our students.

The introduction of SENTRAL as a central source of monitoring data.

Strategic Direction 3

Community & Wellbeing

Purpose

To create confident, resilient, respectful and an engaged educational community of parents, teachers and students.

Improvement Measures

Increased attendance of parents at community forums and events held by the school.

Data collected indicates an increase in the number of responses and a higher satisfaction of families.

Wellbeing and restorative practice data shows increasing teacher consistency in the use of the flowchart resulting in positive, respectful relationships.

Progress towards achieving improvement measures

Process 1: Wellbeing and Restorative Justice

The school community will be trained to compliment the new Wellbeing Framework based on Restorative Justice principles. Student behaviours will be recorded and playground 'hotspots' investigated.

Evaluation	Funds Expended (Resources)
Students are more aware of the appropriate staff or community members to seek out when feeling anxious. This will continue to be a focus for our school in 2020 and beyond. More teachers will be trained in the Peaceful Kids program to ensure the wellbeing at their stage of development. Most students at OWPS can identify a staff member to whom they can confidently turn to for advice and assistance at school. According to our TTFM results 83% of students at OWPS compared to the state norm of 77% said they "feel they have someone at school who consistently provides encouragement and can be turned to for advice	Peaceful Kids teacher training Funding Sources: <ul style="list-style-type: none">• Teacher Professional Learning (\$2500.00)

Process 2: Communication

Achievements, values and expectations are communicated to the school community through a range of innovative marketing and promotion strategies.

Evaluation	Funds Expended (Resources)
A clear line of communication and its purposes is the focus of the communication policy for OWPS. Stakeholders understand the purpose of our various means of communication. Our community know and understand where to source relevant information. A school team has been formulated to address communication to the community with a well defined use of Skoolbag App, Facebook, Web site and Newsletter articles that distinguish the purpose and use of these forms of communication. All platforms used to highlight 'good news stories' of student work and class activities.	Teacher release for planning and development provided to establish the procedures. Funding Sources: <ul style="list-style-type: none">• Teacher planning (\$3500.00)

Next Steps

The next steps for Strategic Direction 3 is:

- Ensure more teachers are trained in the Peaceful Kids Program to allow for more students to access personal tuition in the program and to eventually cover the whole school in the Peaceful Kids strategies.
- Establish a principal award system to compliment the Values Education program already in place at our school. A

suggestion is that five certificates in a year could equal a morning tea with the Principal as a further incentive to achieve the school values.

- Ensure parents understand how they can support their children and their schooling with a clear understanding of the school's future directions.
- School Counsellor and Wellbeing Officer will examine the possibility of a program to help teachers tackle anxiety in their classroom. The counsellor will train teachers on the use of appropriate resources.
- Focus on the bush tucker garden becoming a community outreach program.
- Wellbeing Officer Chaplaincy Program to continue with wellbeing emphasis across the school and Peaceful Kids Program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Year allocation of \$6357</p> <p>Release to conduct PLP meetings</p>	<p>Students, parents and teachers met twice, once each semester to create and review PLP for individual students. PLP goals will be reviewed at the start of 2020 meetings.</p> <p>Transition and handover occurred for students who required this to allow a successful transition. Including teachers having meetings with 2020 teachers in the last few weeks of term 4.</p> <p>We had an additional family identify and were included in the semester 2 PLP process for the first time.</p> <p>Aboriginal artist David Dunn completed a 3 week residency at Oatley West PS during Term 3. Worked with all classes K–6 creating various artworks with students.</p> <p>NAIDOC assembly was held during term 2.</p> <p>Two Stage 3 students attended and completed Yarn Up program.</p> <p>Student nominated for and received Deadly Kids award.</p>
English language proficiency	<p>EAL/D teacher 1.0 FTE</p> <p>EAL/D teacher 0.4 FTE</p> <p>EAL/D SLSO 0.6 FTE</p> <p>\$2000 resources for use in EAL/D classroom</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$175 779.00) 	<p>Established a withdrawal model for supporting students EAL/D students based on EAL/D progression levels and 2018 staff feedback (flagged students)</p> <p>Established an EAL/D classroom to facilitate the EAL/D withdrawal model Created timetables and group lists and communicated this with teachers</p> <p>Developed EAL/D Term 1 programs for Stages 1, 2 and 3 and shared these with classroom teachers in line with OWPS programming requirements</p> <p>Developed and implemented a model for supporting Kindergarten and Year 1 in class over two days. (0.4 FTE allocation)</p> <p>Collaborated with classroom teachers and EAL/D supervisor to adjust the composition of withdrawal groups based on student assessments and teacher feedback</p> <p>Monitored withdrawal model and made adjustments where necessary that reflect parent, teacher and EAL/D supervisor feedback.</p> <p>Updated <i>Maintain EAL/D</i> on <i>ERN</i> so as to reflect the students receiving support</p> <p>Worked with EAL/D supervisor and APs to determine the writing samples for each stage for Term 2 and Term 4 EAL/D progression levelling.</p>

<p>English language proficiency</p> <p>EAL/D teacher 1.0 FTE</p> <p>EAL/D teacher 0.4 FTE</p> <p>EAL/D SLSO 0.6 FTE</p> <p>\$2000 resources for use in EAL/D classroom</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$175 779.00) 		<p>Updated the Oatley West Public School EAL/D Support Document K–2 and 3–6 to reflect dates for both whole school levelling processes and EAL/D Annual Survey timeline</p> <p>Developed EAL/D Term 2 programs for specific groups within Stages 1, 2 and 3 and shared these with classroom teachers in line with OWPS programming requirements</p> <p>Both EAL/D teachers provided EAL/D Progression levelling PL to staff</p> <p>Used a consistent writing assessment to level writing incorporating consistent teacher judgement</p> <p>Data was collated and overall levels determined and entered into ERN – Maintain EAL/D</p> <p>Data was harvested in ERN for validation phase</p> <p>All student data was complete and accurate in ERN by set date ready for Census harvest date</p> <p>EAL/D Data and analysis was presented to the Assistant Principals, Deputy Principal and Principal</p> <p>Returned to collection website to review data and sign off the census by set date that the Collection Website closed</p> <p>Reports were written for all students withdrawn for support and copies placed in Student Records</p> <p>Programs were developed for EAL/D Term 3 programs for Stages 1, 2 and 3 and shared with classroom teachers in line with OWPS programming requirements</p> <p>EAL/D teachers continued to update student performance data on ERN – Maintain EAL/D</p> <p>Term 4 EAL/D programs for Stages 1, 2 and 3 been developed and shared with classroom teachers in line with OWPS programming requirements</p> <p>EAL/D Progression levelling PL was delivered to staff for second levelling</p> <p>A consistent writing assessment was used to level writing incorporating consistent teacher judgment</p> <p>Data was collated and overall levels determined and entered into ERN – Maintain EAL/D</p> <p>Students receiving EAL/D support were updated in ERN</p>
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<p>English language proficiency</p>	<p>EAL/D teacher 1.0 FTE</p> <p>EAL/D teacher 0.4 FTE</p> <p>EAL/D SLSO 0.6 FTE</p> <p>\$2000 resources for use in EAL/D classroom</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$175 779.00) 	<p>Reports were written for all students withdrawn for support and copies placed in Student Records</p> <p>EAL/D Data and analysis was presented to the Assistant Principals, Deputy Principal and Principal</p> <p>Obtained feedback from stages on EA/LD support model and made adjustments for 2020</p> <p>Used the EAL/D School Evaluation Framework as a tool to reflect on EAL/D support model</p> <p>Determined staffing for 2020 based on FTE allocation</p>
<p>Low level adjustment for disability</p>	<p>Staffing allocation of 0.5 assigned to LaST</p> <p>Flexible funding reserved to cover the additional cost of employing permanent LaST whose allocation dropped from 0.6 to 0.5.</p> <p>P&C contributed to provide support for students with learning difficulties an additional 0.2.</p> <p>Flexible funding utilised for SLSO time ofhours per week to support students and teachers.</p> <p>'Speech Sound Pics' – \$715.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$89 112.00) 	<p>Deputy Principal surveyed staff on how they would best like support for students with a disability with staff reporting they wanted more LaST teacher and SLSO in class support.</p> <p>Database of Learning Support Team was used to update NCCD data collection and students who required additional support throughout the year for various needs. This was then shared with members of the Learning Support Team and executive to assist with class formation, transition, SLSO support, LaST targeted support in classes or intensive groups.</p> <p>Resources were purchased to assist students including decodable texts which was purchased through school funds and School Club.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$102 447.00) 	<p>Staff were given an opportunity to provide feedback on the effectiveness of this model of using QTSS funding to provide an Instructional Leader & they were surveyed on the impact of the Seven Steps to Writing Success program in driving writing improvement across the school. The types of support occurring across the school were compared and reviewed to inform decisions about QTSS funding for 2020.</p>
<p>Socio-economic background</p>	<p>Salary cost for Wellbeing Officer covered through RAM socio-economic background + Generate + P&C = \$21,000</p> <p>The balance remaining in RAM contributes to the cost of students who cannot pay fees.</p>	<p>The Learning and Support Team continue to identify students in need of extra support with social skills and needs for the Wellbeing Officer to work with. The Fathering Project has been successful in terms of attendance and feedback sought shows fathers who are willing to be involved in the planning process for 2020.</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$8 713.00) 	The Learning and Support Team continue to identify students in need of extra support with social skills and needs for the Wellbeing Officer to work with. The Fathering Project has been successful in terms of attendance and feedback sought shows fathers who are willing to be involved in the planning process for 2020.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) • Support for beginning teachers (\$4 269.00) 	Professional learning opportunities were offered and completed to beginning teachers. Release and mentor time was allocated. Lesson observation notes, structured feedback based on observation, evidence of collaborative practices, professional discussion and some personal reflection records, assessment and evaluation of student work, quality lesson plans developed to maximise impact on learning; and compilation of evidence was achieved by both teachers to work towards their accreditation and support was given to achieve this. Resources were developed in line with differentiation, learning intentions, success criteria and effective feedback to share with staff.
Targeted student support for refugees and new arrivals	<p>14 days of EAL/D teacher support for Term 3 and 4 for 1 newly arrived student.</p> Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$5 300.00) • Targeted student support for refugees and new arrivals (\$2 120.00) 	Funding that was granted starting in Term 3 to support a New Arrival student and was used to employ a teacher 1 day a week to work intensively with this student .Assessments of English skills were administered and a program to address individual needs was created and implemented. It was decided that this student would be better suited to a Kindergarten class for the remainder of the year, rather than the Year 1 class initially placed in. This student was also supported in class with peers to assist with social skills and to learn the routines and systems of school in Australia.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	282	299	295	311
Girls	265	278	284	278

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	96.2	95.8	96
1	95.1	95.9	95.9	94.8
2	97.1	95.4	96	94.3
3	96.4	97	94.7	94.9
4	97	95.6	95.5	95
5	96	95.7	94.8	96.4
6	96	94.6	92.9	93.8
All Years	96.4	95.8	95.2	95
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)	22.01
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	393,191
Revenue	5,245,079
Appropriation	4,859,132
Sale of Goods and Services	11,953
Grants and contributions	370,121
Investment income	3,873
Expenses	-5,210,168
Employee related	-4,448,754
Operating expenses	-761,414
Surplus / deficit for the year	34,911

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 Approved SBA (\$)
Targeted Total	130,371
Equity Total	279,961
Equity - Aboriginal	6,357
Equity - Socio-economic	8,713
Equity - Language	175,779
Equity - Disability	89,112
Base Total	3,977,806
Base - Per Capita	135,856
Base - Location	0
Base - Other	3,841,951
Other Total	386,657
Grand Total	4,774,795

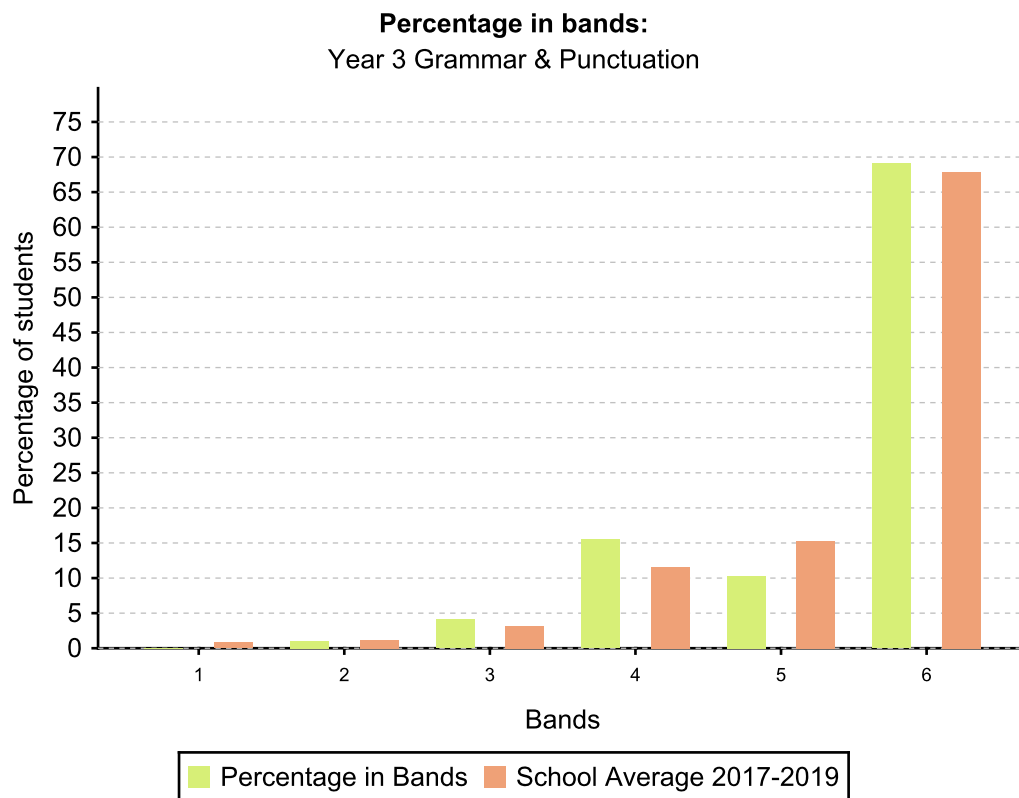
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

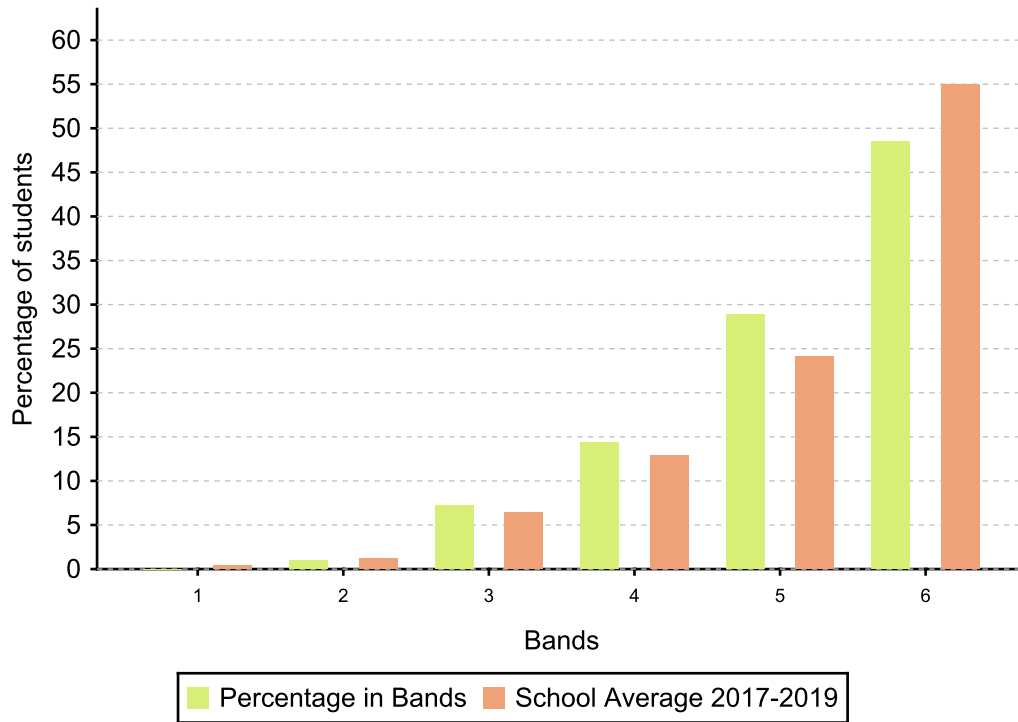
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



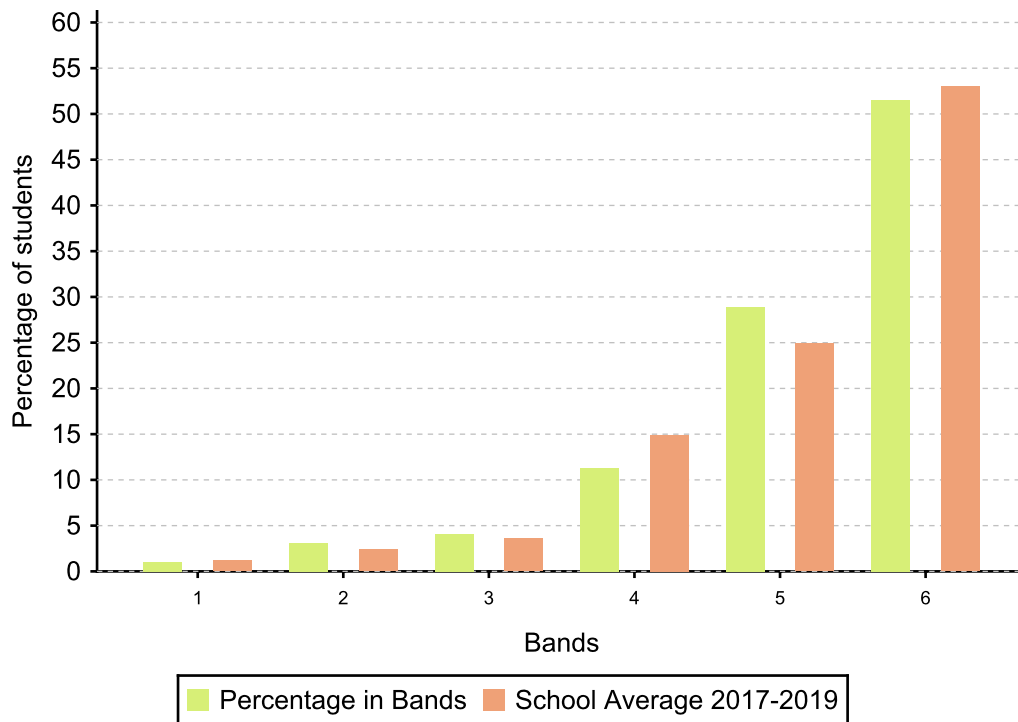
Band	1	2	3	4	5	6
Percentage of students	0.0	1.0	4.1	15.5	10.3	69.1
School avg 2017-2019	0.8	1.2	3.2	11.6	15.3	67.9

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	1.0	7.2	14.4	28.9	48.5
School avg 2017-2019	0.4	1.2	6.4	12.9	24.1	55

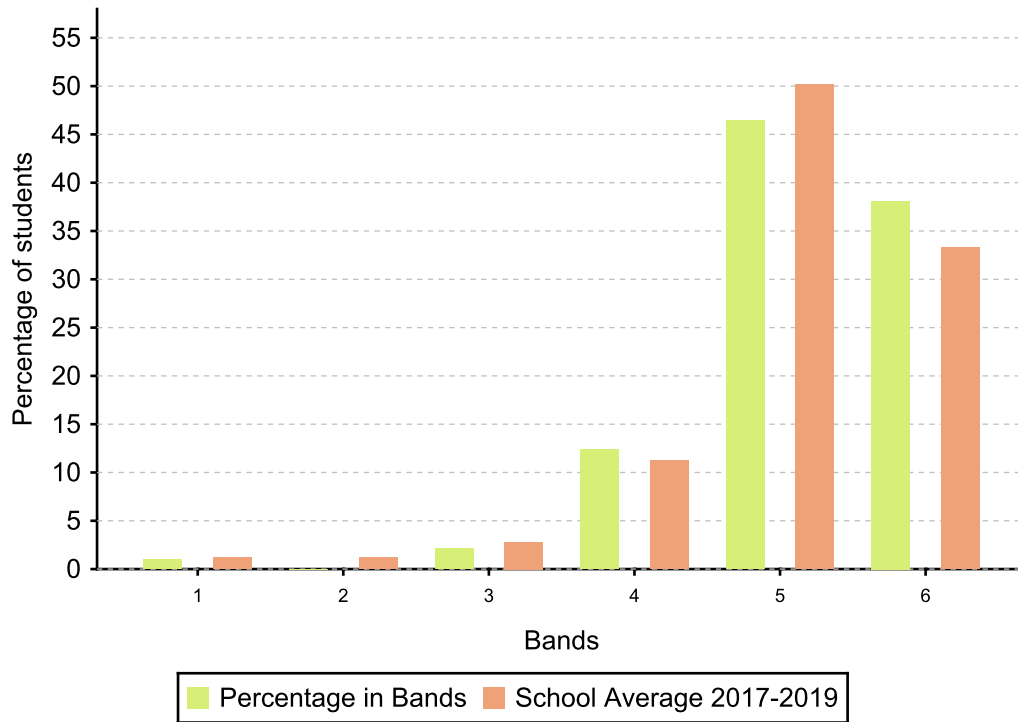
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	1.0	3.1	4.1	11.3	28.9	51.5
School avg 2017-2019	1.2	2.4	3.6	14.9	24.9	53

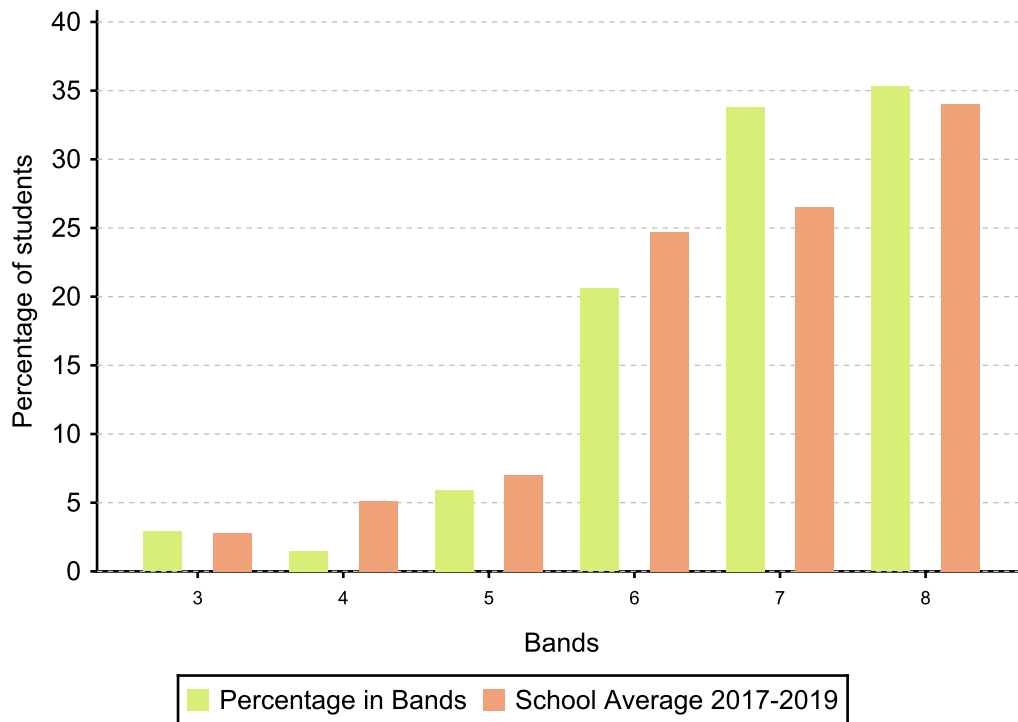
Percentage in bands:

Year 3 Writing



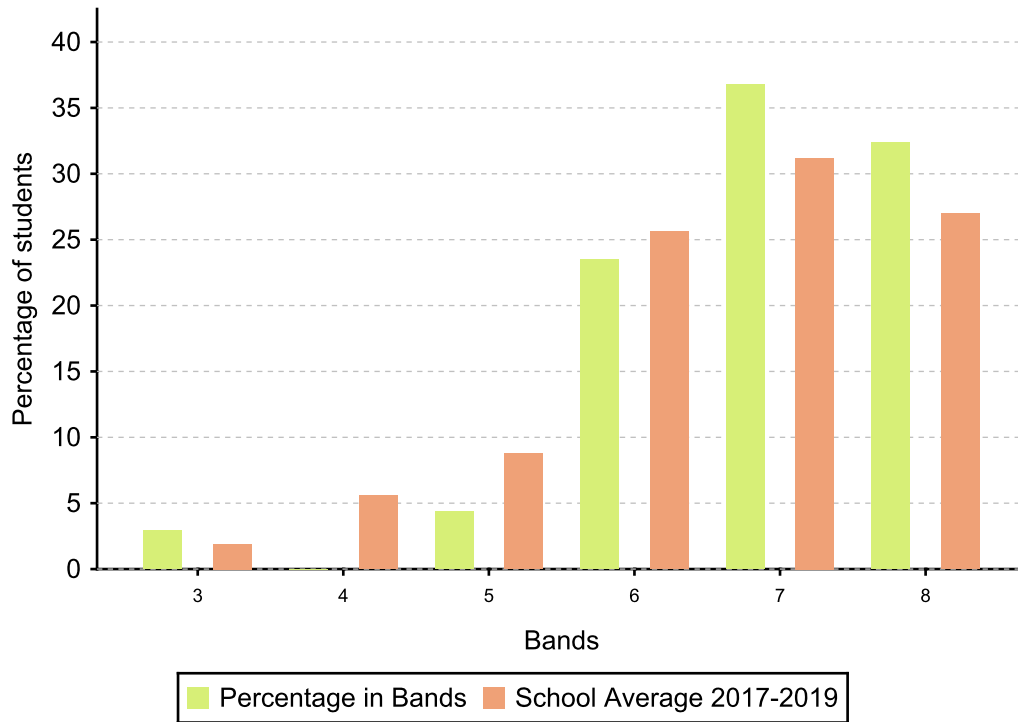
Band	1	2	3	4	5	6
Percentage of students	1.0	0.0	2.1	12.4	46.4	38.1
School avg 2017-2019	1.2	1.2	2.8	11.2	50.2	33.3

Percentage in bands: Year 5 Grammar & Punctuation



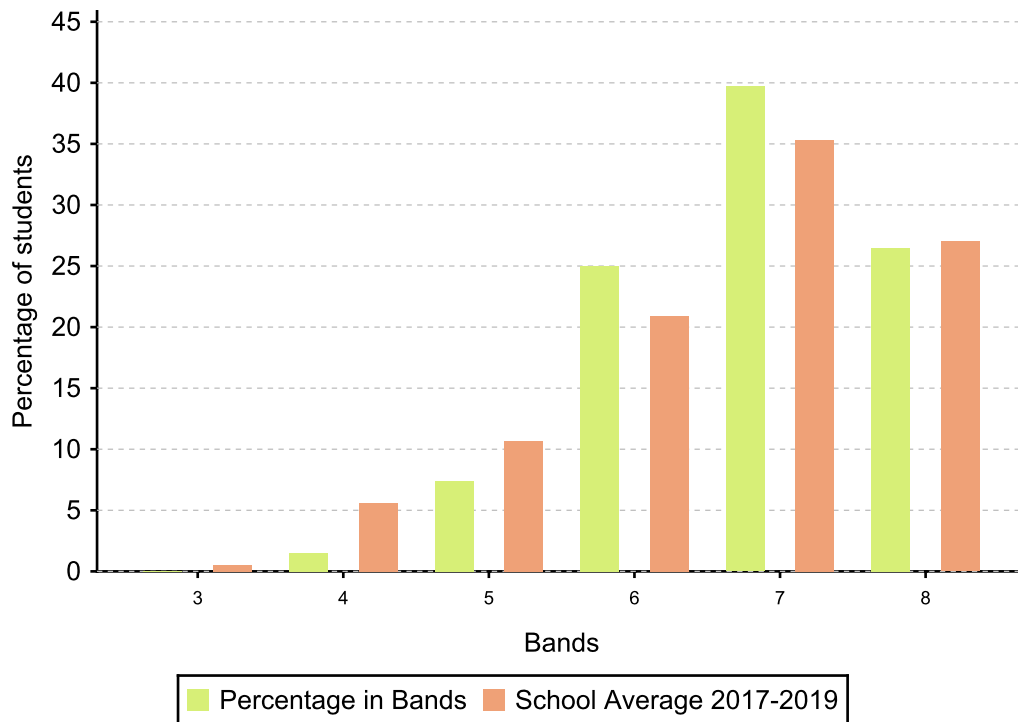
Band	3	4	5	6	7	8
Percentage of students	2.9	1.5	5.9	20.6	33.8	35.3
School avg 2017-2019	2.8	5.1	7	24.7	26.5	34

Percentage in bands:
Year 5 Reading



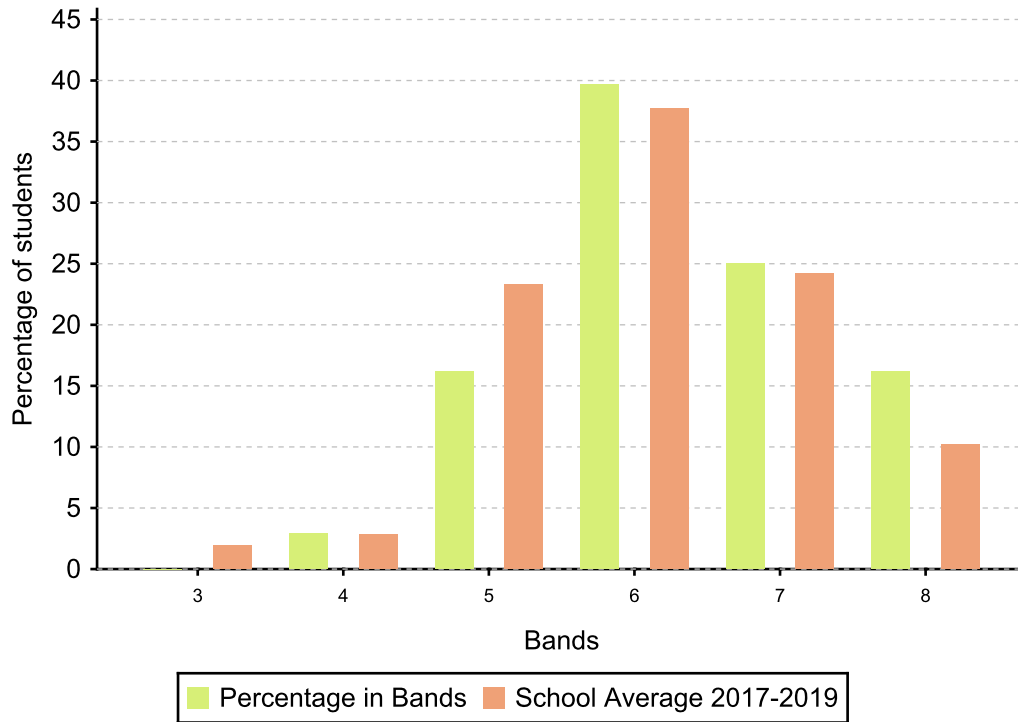
Band	3	4	5	6	7	8
Percentage of students	2.9	0.0	4.4	23.5	36.8	32.4
School avg 2017-2019	1.9	5.6	8.8	25.6	31.2	27

Percentage in bands:
Year 5 Spelling



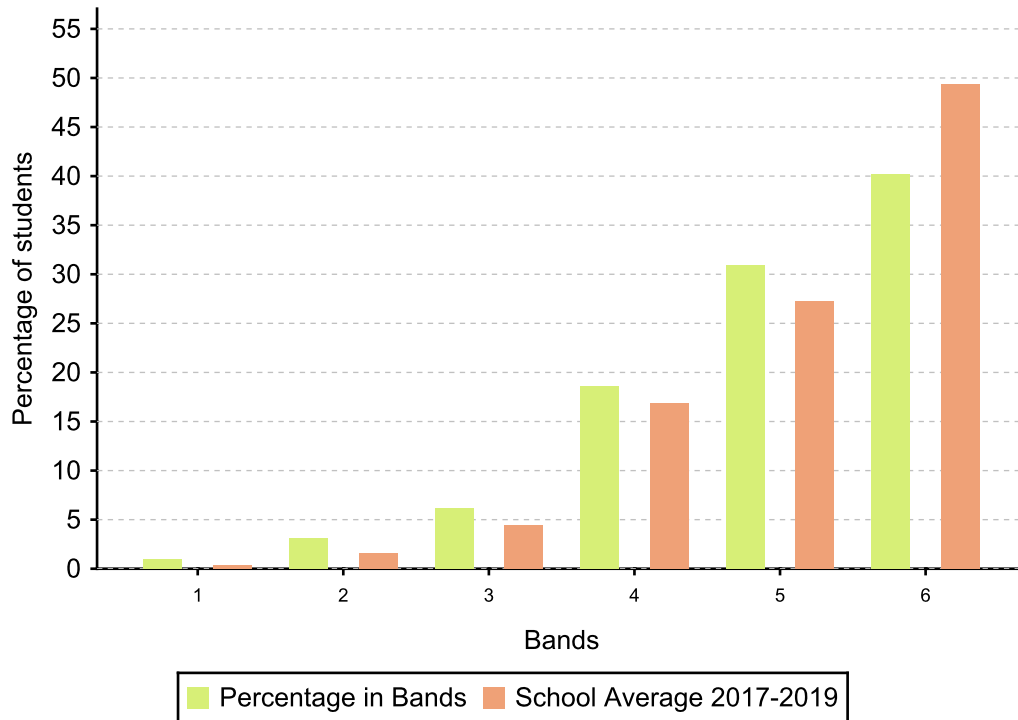
Band	3	4	5	6	7	8
Percentage of students	0.0	1.5	7.4	25.0	39.7	26.5
School avg 2017-2019	0.5	5.6	10.7	20.9	35.3	27

Percentage in bands:
Year 5 Writing



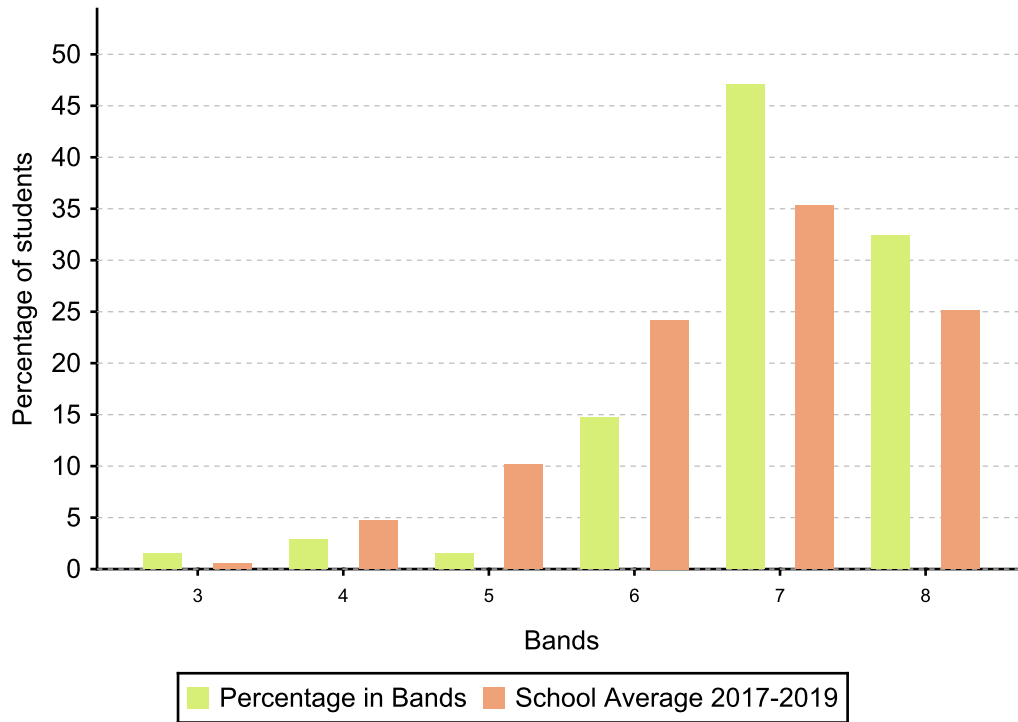
Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	16.2	39.7	25.0	16.2
School avg 2017-2019	1.9	2.8	23.3	37.7	24.2	10.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.0	3.1	6.2	18.6	30.9	40.2
School avg 2017-2019	0.4	1.6	4.4	16.9	27.3	49.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.5	2.9	1.5	14.7	47.1	32.4
School avg 2017-2019	0.5	4.7	10.2	24.2	35.3	25.1

At Oatley West Public School, students continued to perform above all state averages. Year 3 had 69.1% in the top band for Grammar and Punctuation. Year 5 had 69.1% of students in the top two bands for Grammar and Punctuation. In the Writing component of the test, year 3 had 84.5% of its cohort place in the top two bands. Year 5 had 41.2% of students in the top two bands compared to the state who had 17.6% of students in the top two bands. 71% of students in year 3 performed in the top two bands in the Numeracy portion of the tests. Year 5 had 32.1% of students perform in the top band for Numeracy compared to the previous year when 25.1% of students performed in the top band.

Oatley West is proud of its hard working students and staff who were able to produce such commendable results in the 2019 NAPLAN Tests.



Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Students

Students from Oatley West Public School in Years 4, 5 and 6 completed the online 'Tell Them From Me' survey.

Key findings from the survey include:

- 93% of students have friends at school they can trust and who encourage them to make positive choices
- 96% of students value schooling outcomes, they believe school is useful in their everyday life
- 93% of students try hard to succeed in their learning
- 89% of students believe that school staff emphasise academic skills and hold high expectations for all students to succeed.

Teachers

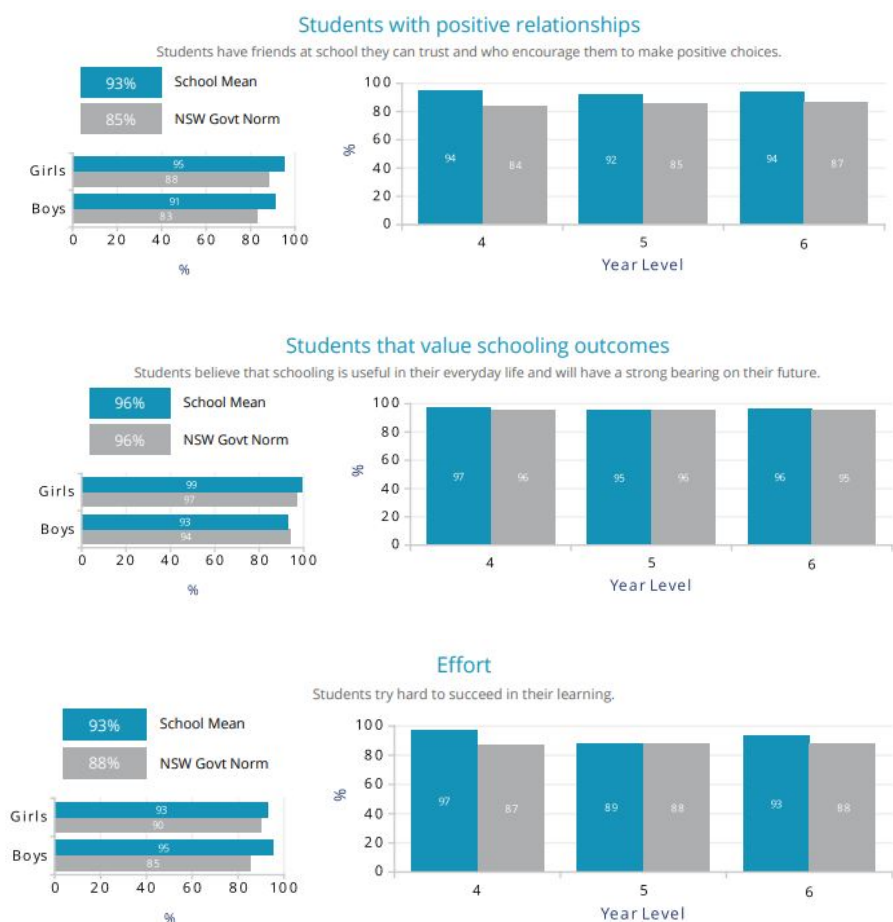
In Term 3, teachers were asked to provide feedback in regards to Teaching and Learning.

The key findings of the survey include:

- 89% of staff believe they set high expectations for their students
- 84% of staff use assessments to inform future lessons
- 82% of staff set clear expectations of student behaviour within the classroom
- 80% of staff believe they regularly provide students with feedback on their work that brings them closer to achieving their goals.

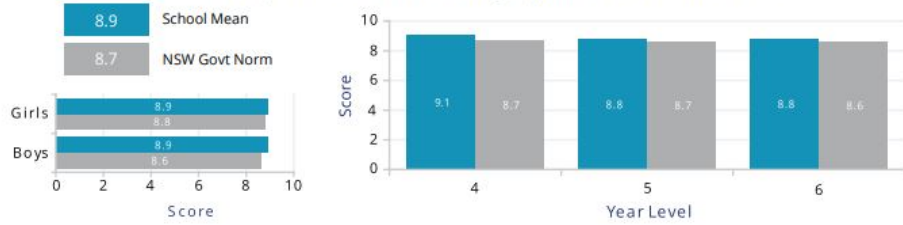
Parents and Caregivers

In 2019, Parents did not participate in the 'Tell them From me Survey' as we has committed to the 360 School Reflection survey. This survey found that OWPS had to continue to focus on their communications procedures and protocols with the school community.



Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed.



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.

Story poles were designed, created, and installed in Bush Tucker Garden by students from Aboriginal identified student.

Aboriginal murals were commissioned, created and installed on-site of second Bush Tucker Garden to be planted out in 2020.

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.