Oatlands Public School

2019 Annual Report

4071

Introduction

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

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

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Message from the principal

The end of each year provides us with a wonderful opportunity to reflect and to be grateful. We have a lot to be grateful at Oatlands and I am no exception to this. I am incredibly grateful to be Principal of this exceptional school.

My first intention when I was thinking about this message was to list some of our key achievements for 2019 but instead I think I would like to use this platform to thank the people who have helped to make them happen.

To the students of Oatlands – thank you for using your voices this year. What a joy it has been to see you respectfully speak your mind and make real positive changes to Oatlands through Kids Parliament, the SRC, suggestion boxes, Kids Curriculum as well as the work you have been doing on sustainability through our involvement with the ABC.

To the teachers of Oatlands – I am under no false impression that these things just happen. I work with outstanding colleagues here at Oatlands who genuinely care about our students. Although, I think some of the community know just how hard our teachers work, there are some things you may not see, you may not see teachers at school far beyond 3pm still working for our students, you may not see that some teachers don't stop to eat lunch because they spend the time helping a student who is sad or needs some extra help, you may not see the teacher rushing over to me to excitedly show me just how much one of her students has improved. This is a profession of the heart and from the bottom of my heart I thank all of you.

To the community – I am so humbled by the genuineness, intelligence and again heart that exists in our community. I am in awe of how much time you give out of the kindness of your hearts to not only help your child but all the children at our school. Thank you.

Please enjoy reading some of the highlights of our wonderful year together.

Message from the school community

It has been another busy and productive year for our P&C, and we have made many contributions to the school throughout 2018. Our fundraising events have raised over $14,000 – this is a terrific outcome for a school of our size. We raised this via our Easter, Christmas, Mother's Day, Father's Day Stalls and Raffles, and a Bunnings BBQ. These events wouldn't be possible without the support of P&C members and the wonderful volunteers from our school community. Through this fundraising we were able to complete some amazing projects for the school including: – Signs under the COLA displaying the National Anthem and School Song – New Playground markings under the COLA for the students – A Street Library for the local community – And subsidising the very popular Mindfulness Program

We are especially proud that along with the great efforts from Miss Gould and the teaching staff, we established a Kiss and Drop Zone, improving the safety of all our students. We still have some projects in the pipeline for next year including a Human Sundial, a Sensory Playground, and Native Garden & Aboriginal Seasonal Food Walk.

Finally a big thank you to everyone who helped contribute to the P&C this year. We think this school is absolutely

wonderful and we do everything we can to make a positive difference to the students and staff of Oatlands Public School.

Oatlands Public School 4071 (2019)

School background

School vision statement

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

'Growing together for our Future'

School context

Oatlands Public School was established in 1957 and is a wonderful, caring, community school with a strong focus on developing students' skills and abilities across all areas, including academic, sporting, citizenship and interpersonal domains. We offer students all the benefits of education in a large school, with the supportive atmosphere of a small school.

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

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

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

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

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

Self-assessment and school achievement

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

high expectations for every student

Purpose

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

Improvement Measures

1.1: Student data indicates improvement in student ownership of learning.

1.2: PLAN/Progression data indicates a minimum of a year's growth for at least 95% of students in all areas of literacy and numeracy.

1.3: Tell Them From Me and internal data indicate that all students are self–aware and have positive relationships at school.

OVER ALL MEASURE

Proficiency levels in Year 3 NAPLAN will increase by 15% by 2020

Proficiency levels in Year 5 NAPLAN will increase by 12% by 2020

A minimum of 85% at or above expected grade level in PLAN/ Progressions across K–6 by 2020

Overall summary of progress

SD 1.1

Our evidence supports that in the 'Learning Culture' element (High Expectations), we are sustaining and growing.

High expectations is evident in our school's learning culture where 'student choice' is promoted and encouraged as part of daily practice. The class wonder wall has been successful in building student educational aspiration as students have been able to take ownership, inquire and guide their own learning path. As a school we strive to establish *effective partnerships in learning with parents and students* through using individual class dojo student portfolios. The use of student portfolios in Stage 3 has received remarkable feedback from parents who have shared the positive impact it has had on their relationship with their child. Parents stated that "their child feels proud to share their work", "enjoys sharing their personal learning goals", "it's a great way to start conversations at home about my child's day" and "I love being able to see what he is doing and being able to provide my child with positive, specific feedback on their achievements". When using student portfolios, teachers noticed an increase in student engagement and the quality of student work, with many students stating they wanted to do their best work if they would be showing their parents. Collectively establishing *effective partnerships in learning (between parents and students) has resulted in students being motivated to deliver their best and continually improve*.

Our evidence supports that in the 'Wellbeing' element (A Planned Approach to Wellbeing, Individual Learning Needs, Behaviour), we are sustaining and growing.

We *support the wellbeing of all students so that they can connect, succeed, thrive and learn* at Oatlands. Promoting student inquiry strongly supports engagement in the classroom and allows students to have a purpose and voice in their learning journey. A holistic approach to individual learning needs is evident in the individual learning plan for a gifted and talented student. Student learning needs are catered for and created in consultation with parents/carers. This collective responsibility ensures learning takes place in optimum conditions and that students experience success .

Introducing flexible learning zones with the support of our school community (students and P&C) indicates that we are strategic and planned in our approach to developing our students' wellbeing, ensuring they have the opportunity to succeed and thrive to their full potential. In a student survey, 95% of students indicated that they enjoy using the flexible learning furniture in their classrooms, 79% of students stated that they change where they work in the classroom depending on the task and 96% of students feel that flexible learning spaces cater for their individual learning style in some way or another. This evidence supports that we are catering for individual learning needs at Oatlands.

The Class Dojo Student Portfolio promotes student wellbeing through regular parent/carer monitoring of student

progress. A student class survey indicated that 80% of students felt good about having the opportunity to share their work with their parents and families, as it gave them a sense of pride and an opportunity to receive positive feedback about their achievements at school.

Introducing the zones of regulation has attended to individual learning needs, helped to promote positive and respectful relationships among students and staff at Oatlands and contributed to students' overall wellbeing. Students are explicitly coached on how to cope when they are in a certain zone and language is consistent across the school when misbehaviour arises. Sharing this knowledge with the whole school community (particularly parents/carers) provides a platform for consistency so that the same language can be used in the home environment.

Our evidence supports that in the 'Curriculum' element (Curriculum Provision), we are sustaining and growing.

At Oatlands we support high expectations for student learning. We want all students to effectively develop their knowledge, understanding and skills and have their learning needs met. Curriculum provision is apparent through our 'student inquiry' evidence. 'Wonder Walls' and student inquiry questions are embedded within teaching programs to encourage and help promote a deeper understanding of content and therefore allow students to be agencies of their learning journey. Inquiry learning, through the lens of Vygotsky's theory of constructivism and Bloom's Higher Order Thinking Taxonomy, has allowed all students at Oatlands to access curriculum content, particularly those who are gifted and talented who thrive on this method of learning.

Our evidence supports that in the 'Learning and Development' element (Professional Learning, Expertise and Innovation), we are sustaining and growing.

Professional learning meetings are aligned with our school plan strategic direction projects and are run by both executive and non–executive staff members with different expertise. As a result of regular professional learning meetings, all Oatlands staff are inspired to trial and implement innovative teaching strategies in their classroom. This includes the use of flexible learning zones to promote critical and creative thinking and wonder walls to promote student choice/inquiry.

Our evidence supports that in the 'Professional Standards' element (Improvement of Practice), we are sustaining and growing.

Oatlands staff have taken personal responsibility to improve their practice in the area of flexible learning zones. This is evident in the staff PDP self–reflection artefact where a lesson was observed involving the explicit use of flexible learning zones. In the staff PDP reflection, it states that the observer witnessed increased 'student engagement' during the lesson. Promoting student inquiry and critical/creative thinking through professional learning meetings, teacher observations and learning walks empowers all staff to reflect on their strengths and gaps to improve their teaching practice .

Our evidence supports that in the 'School Resources' element (Facilities), we are excelling.

The implementation of flexible learning zones and furniture has also proven to be successful across the school with at least 50% of classrooms who have already transitioned. The objective is for the remainder of the school to have transitioned by the end of 2020. Students were surveyed and asked what they liked best about choosing their flexible learning zone to which they responded with that they enjoy "having their own space, learning in comfort, sitting where it's best for them and having choice".

SD 1.2

Our evidence supports that in the 'Curriculum' element (Curriculum Provision, Differentiation), we are sustaining and growing.

The evidence demonstrates that all teachers know their students and how they learn and incorporate personalised writing goals across K–6.This has resulted in students taking ownership of their learning, through self–reflecting on their work and developing their own learning goals to further improve achievements. Teachers also regularly use student data and achievement of their goals to adapt their programs and inform quality teaching and learning. Differentiation is evident through the development of personalised writing and reading goals for all students, meeting *the needs of students at different levels of achievement* through varied learning intentions and success criteria. This has broadened to include differentiated and personalised report comments. Learning is transparent and clear to students and allows them to understand what they need to learn to ensure continuous improvement.

Our evidence supports that in the 'Assessment' element (Student Engagement), we are sustaining and growing.

Through the use of personalised writing and reading goals *,teachers share criteria for student assessment with students*, ensuring that the success criteria is transparent and visible to students. This has led to students self–assessing and peer–assessing work, providing students with opportunities to *receive feedback on their learning* from peers and teachers. The use of visible learning goals increases student engagement as they are motivated towards continuous improvement and progress through their learning outcomes.

Our evidence supports that in the 'Reporting' element (Student Reports), we are sustaining and growing.

This year, our report format changed to provide clear and accurate information about student achievement and future learning goals. These reports contain grade and stage specific indicators based on the syllabus outcomes and students are awarded a grade based on the informal and formal assessment methods. The comment has been modified to include 'Future Learning Goals' which are personalised for each student and provide clear steps for what students need to do to ensure continued improvement and progress. By distributing reports each term, (PLAN Feedback to Parents in Terms 1 and 3, and school Semester reports in Terms 2 and 4), reporting is t*imely and supports further progress and achievement for all students learning across the curriculum.*

Our evidence supports that in the 'Effective Classroom Practice' element (Lesson Planning), we are sustaining and growing.

Through the introduction of stage planning days this year, teachers collaborate within stage teams to share curriculum knowledge, data, feedback and successful lessons, in order to provide consistent, high–quality programs. This is evidenced through online programming that allows for all teachers to contribute to programs and share their evaluations with their team, leading to improved student outcomes and engagement. The Learning Support Teacher and EAL/D teacher have input to the programs, to ensure that all students' needs are catered for and there is open dialogue about student achievement.

Our evidence supports that in the 'Learning and Development' element (Collaborative Practice and Feedback), we are sustaining and growing.

Team planning days are incorporated each term to promote collaborative practice and consistency in teaching across the classes. Through these planning days, team meetings and professional learning meetings, teachers *collaborate and share feedback to sustain quality teaching practice.* Teachers work together to develop teaching and learning activities that will engage students and meet learning needs. These planning days also allow for teachers to analyse their programs and share feedback before programming and implementing the next teaching block.

Our evidence supports that in the 'Assessment' element (Formative Assessment, Student Engagement), we are sustaining and growing.

As a result of formative assessment and differentiated programs, post–assessment data shows significant growth in students' recall of multiplication facts and processes (100% of Stage 2 students showed improvement), writing (in the TTFM survey, 96% of students said that "I can" statements helped them improve their writing and 94% of students achieved their "I can" writing goals ,and their understanding and use of Super 6 comprehension strategies (100% in Torch test). The evidence *confirms that students learn what is taught*, as teachers use assessment data to develop and modify teaching activities based on ability–based groups (2.8). Activities incorporate differentiated strategies that are based on reflections and evaluations to meet the specific learning needs of students across the full range of abilities. This provides sufficient challenge for students and maximises engagement as students move between groups based on prior understanding (2.8 and 2.9).

Teachers share criteria for student achievement with students, as they integrate visible learning strategies (learning intentions and success criteria) into literacy and numeracy programs to ensure that learning is transparent to students and to encourage them to take ownership of their learning. Research indicates that learning intentions and success criteria can have an effect size of 1.44 (Hattie, 2009). Formative and summative assessments are used to provide feedback to students on their progress, to guide modifications in teaching and learning programs based on student interest and achievement and to allow students to control the direction of their learning. This also supports our student voice project by allowing students to pursue learning topics that are of interest to them, therefore increasing student engagement in learning.

All teachers stated that they have improved and consolidated their understanding of formative assessment practices and how to implement this into daily/weekly programs and adapt their lessons and programs according to students' need, rather than initially programming for a whole term.

SD1.3

Our evidence supports that in the 'Learning Culture' element (High Expectations, Transitions and Continuity of Learning), we are sustaining and growing.

Social and emotional learning programs (such as Life Skills and Friendly Schools) have been effectively included in the PDHPE scope and sequence and implemented within all classes. Through these programs, students are explicitly taught and given an opportunity to explore social skills and emotional regulation. This allows staff and students to use consistent language and methodologies to teach social and emotional learning, which further promotes a positive environment for learning and leads to effective classroom management.

Regular discussions about student wellbeing, social and emotional progress is maintained through team meetings and meetings of the Learning Support Team. These meetings enable teachers to *monitor and refine a whole school approach to wellbeing and engagement* and demonstrate how the school *uses its data to monitor and refine a number of approaches to maintain student engagement* to enable consistent student success.

The social and emotional learning program 'Friendly Schools' is an evidence–based program reflecting the Kids Matter (Be You) program. School data demonstrates that through the implementation of this program, 60% of teachers are extremely or very confident with teaching social and emotional learning in their classroom. Staff regularly communicates with parents about social and emotional learning measures in place to support individual student needs illustrating *effective partnerships*. These partnerships motivate students to continually improve.

Our evidence supports that in the 'Wellbeing' element (Caring for Students, A Planned Approach to Wellbeing, Individual Learning Needs), we are sustaining and growing.

The review of the school–wide PDHPE Scope and Sequence enables a whole school approach to wellbeing and strongly supports the school's implementation of the evidence based 'Friendly Schools' program. It has been successful in creating increasing and sustained self–regulation practices and emotional skills for our students. This whole school, planned approach to develop social and emotional learning demonstrates how Oatlands Public School has utilised an *evidence–based approach* to change whole school practices for students, resulting in increased improvement to student wellbeing and engagement to support learning. A survey has demonstrated that the majority of staff are extremely or very confident when explicitly teaching social and emotional learning skills.

The parent/carer community are consistently informed and engaged through Kids Matter/Be You Newsletter articles, demonstrating that student wellbeing and engagement are valued as important conditions for learning at Oatlands Public school. Sharing the articles and establishing a shared language and understanding also enabled us to *refine a whole school approach*.

The implementation of the Life Skills Program and lesson sequences enables the strong development of self–regulation skills by explicitly teaching K–6 students strategies that they can use to resolve problems, reflect on their actions and identify their emotions as well as ways that they can redirect tension and anger. This piece of evidence illustrates a planned approach to wellbeing, where the school has implemented an *evidence–based change* which has improved the wellbeing of students at Oatlands.

Our evidence supports that in the 'Wellbeing' element (Caring for Students, A Planned Approach to Wellbeing), we are sustaining and growing.

Systems for recess and lunch times were put in place to assist students who required additional support in the playground to build their social skills in a safe and supportive environment. The Lego Club, Library, Environment Club and the Boys Band provide students, particularly Tier 2 students, with a place where they can engage with well–developed programs. This also demonstrates that the school has a planned approach to wellbeing outside of the classroom to engage students in social learning. Teachers who lead these clubs build strong rapport with the attending students. This provides an example of how the school *connects students* – particularly those at risk – w*ith another staff member who they can turn to for advice and assistance* while at school. The new sensory garden, painted playground games and equipment enable students to actively utilise their social and emotional learning skills in spaces designed for them. In a 2019 student survey 94% of students indicated that they enjoy playing and working in these new spaces, particularly the sensory garden.

The school has a strong commitment to support and care for all of its students and provides further support for students identified as 'Tier 2' according to the Positive Behaviour for Learning triangle. These students, who have been identified by a number of staff, require additional support and interventions as they are "at–risk" behaviourally and academically. These students are nominated by a grade supervisor to choose a teacher (in addition to their classroom teacher) with whom they have a positive relationship with and a 'check in/out' system is established. These teachers are identified as a support person that a student can *turn to for advice and assistance* when necessary. The teacher and the student work together to identify times when they can check in/out and when the staff member can *provide advice, support and assistance to the student to fulfil their potential*. Tell Them From Me survey revealing a high percentage for student advocacy and expectations when compared to statistically similar schools. A check in/out system is used through a star chart for identified students, showing how teachers care for their students and individualise and negotiate individualised programs such as successful re–entry to the classroom environment. This also demonstrates how these systems are structured, *using evidence–based programs*, to allow students to re–engage with their learning environment and ensure they have *other staff members they can turn to for advice, support and assistance to fulfil their full potential.*

Progress towards achieving improvement measures

Process 1:   1.3: Embedding emotional and social learning in classroom practice and improving systems so that at risk students have an advocate.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
* Embedded social and emotional learning * Check–in–check–out program * Groups * Survey data	Zones of regulation resources, equipment for groups eg boy band

Process 2: 1.1: Professional learning and research into interest–based learning, student decision making and student leadership.

Evaluation	Funds Expended (Resources)
See Overall Progress Summary Student survey across K–6 indicates engagement with Kids Curriculum. Student suggestions received through the survey will guide future electives for Kids Curriculum. Student survey across 3–6 indicate student satisfaction of Kids Parliament motions being put into action. Survey results show an increase of student led decision making across the school.	Resources purchased to support Kids Curriculum elective programs eg cooking materials, lego for league, registration etc

Process 3: 1.2: Continually tracking student progress to ensure improvement is made in line with a year's growth (minimum) and relevant personalised learning goals are implemented.

Evaluation	Funds Expended (Resources)
See overall progress summary * Student conferences/interviews * Student survey data/self–reflection * Work samples	QTSS funding – teacher mentor.

Next Steps

1.1

LEARNING DOMAIN

Learning Culture (High Expectations): Implementation of Class Dojo student portfolios across K–6.

Wellbeing (A Planned Approach to Wellbeing, Individual Learning Needs, Behaviour): Continue to expand on our whole–school

Kids Curriculum program through seeking feedback from our local community, offer more choice of electives and engaging with

other community partners to enhance authenticity of subjects.

Curriculum (Curriculum Provision): Continue Kids Curriculum across K–6, form more student led electives based on individual

expertise, maintain existing partnerships with community members to help authenticate learning experiences, establish new

learning alliances with other organisations and formalise Kids Curriculum programs so that they are explicitly linked to NSW syllabus

outcomes and cross curricular priority areas.

TEACHING DOMAIN

Professional Standards (Improvement of Practice): Continue to be leaders across our 'Community of Schools' network and share

our expertise with others.

Learning and Development (Professional Practice, Expertise and Innovation): Continue to maintain existing partnerships with

community members and establish new learning alliances with other organisations.

LEADING DOMAIN

School Resources (Facilities): Gathering whole school data on how it has optimised learning, upgrading of cooking space,

implementation of flexible learning furniture across the remaining classrooms.

1.2

LEARNING DOMAIN

Wellbeing (Individual Learning Needs): Teachers need to consult parents when goals in Individual Learning Plans are achieved and new goals are written. The next step would be for students to develop their own SMART goals.

Curriculum (Curriculum Provision, Teaching and Learning Programs, Differentiation): A central tracking system for student achievement needs to be developed to ensure that assessments, such as SENA and benchmarking results, are collected and handed over each year. Teaching and Learning Programs need to be dynamic and changed based on continuous tracking of student progress and achievement. Differentiation focus on horizontal extension for higher achieving students.

Assessment (Formative Assessment, Student Engagement): The next step is for all teachers to embed formative assessment into all areas of their teaching and learning programs and recording the changes made to their programs based on the data collected. Feedback needs to be regularly provided to students to ensure continuous improvement and teachers need to incorporate student voice into classroom learning activities.

Reporting (Student Reports): The next step is for students to write their own future learning goals, as identified through class achievement and conferencing with the teacher. Student reports could also include data for parents to show the growth and comparative data.

TEACHING DOMAIN

Effective Classroom Practice (Lesson Planning): The next step is to regularly review adjustments and ensure they are being implemented in classrooms and evidenced in programs. Student feedback and student voice need to be integrated into lesson planning to guide programs.

Learning and Development (Collaborative Practice and Feedback): Professional learning meetings need to embed systems and time for all staff to share stories of success with each other. This may include across the stages, through learning walks and instructional leadership rounds. Learning walks and teacher observations need to open opportunities for modelling effective practice and providing feedback to each other.

Professional Standards (Literacy and Numeracy Focus): Learning walks and instructional leadership rounds need to be prioritised and focus on collective teacher efficacy and improved student outcomes. Professional learning meetings need to focus on explicit literacy and numeracy strategies to ensure that all teachers know the content and how to teach it.

1.3

LEARNING DOMAIN

Learning Culture (High Expectations, Transitions and Continuity of Learning, Attendance): Strengthen partnerships with parents, particularly those students who are on the Learning Support Team caseload, through regularly termly meetings; Implementing a transition/mentoring program for students who are highly mobile; classroom teachers, administration staff and the leadership team to consolidate and manage processes for student absences for identified 'at–risk' students or those who are highly mobile and create systems for early intervention and escalation.

Wellbeing (Caring for Students, A Planned Approach to Wellbeing, Individual Learning Needs, Behaviour): Strengthening Check In/Out System for a range of students; Positive Behaviour for Learning expectations co–created and owned by students; complement social and emotional learning with community and support programs; strengthen systems and organise planning time to ensure that sound, holistic information is gathered about a student's wellbeing and learning needs in consultation with parents or carers.

TEACHING DOMAIN

Effective Classroom Practice (Classroom Management): Support staff with their understanding of classroom management, ensuring that a consistent, calm and positive approach is utilised across learning spaces so all students can engage in productive learning with minimal disruption; staff sharing sessions about a flexible range of strategies for classroom management; student voice in wellbeing matters to promote student engagement and responsibility for learning.

Strategic Direction 2

innovative teaching

Purpose

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

Improvement Measures

2.1: Internal survey and TTFM data indicates increased number of students monitoring their own growth in literacy and numeracy.

2.2: 100% of students are using the learning environments in a fluid, flexible and collaborative way. Students apply critical and creative thinking skills across K–6.

2.3: All teachers demonstrate increase in confidence and ability to implement necessary Individual interventions based on data collected from formative assessments for all students not achieving a year's growth.

Overall summary of progress

Our evidence supports that in the 'Effective Classroom Practice' element (Lesson Planning, Explicit Teaching), we are sustaining and growing.

All teachers at Oatlands are *committed to identifying, understanding and implementing the most effective teaching methods with the highest priority given to evidence–based teaching strategies*. Teachers collaborate across stages to share their knowledge of the curriculum, data and feedback to meet the learning needs of all students. Growth Mindset programs are explicit and contain a variety of teaching techniques/questioning strategies to explain and break down knowledge for students. Growth Mindset language is encouraged across all areas of the curriculum to encourage persistence and resilience when dealing with difficult or challenging situation. Students engage in regular formal and informal lessons and are exposed to the language through everyday learning tasks.

Our evidence supports that in the 'Learning and Development' element (Collaborative Practice and Feedback), we are sustaining and growing.

Collective teacher efficacy is essential to improve teaching practice and ultimately student learning outcomes. This was evident through our collaboratively created Growth Mindset programs on Google Drive. We have engaged with the parent community on Growth Mindset through our Facebook live stream which has had 218 views. As a result, parents commented that it was "very informative and practical", that they "learned something new in terms of providing specific feedback to acknowledge their child's achievement" and that it would be "great to see further bite sized information sessions" so that they could use the same strategies at home. Professional dialogue takes place regularly as well as the *modelling of effective practice through negotiated observations* between teachers. This can be seen in the teacher PDP goal of 'leading and supporting K–2 teachers in social and emotional learning' .

Our evidence supports that in the 'Assessment' element (Student Engagement), we are sustaining and growing.

At Oatlands, we use a range of formative and summative assessment strategies ('I Can' statements, assessment rubrics, verbal and written feedback sessions), to ensure students receive timely feedback on their learning. Students are empowered and provided with regular opportunities to give and receive peer feedback. 79% of students stated in a 2018 annual survey that they know what they need to do to achieve their learning goals. This has helped to enrich their learning experiences, build autonomy in learning and increase overall student engagement. Our pedagogies are based on Dylan William's formative assessment principles where student growth is monitored and instruction adjusted to ensure continuous improvement and achievement of learning goals. Through implementing these school–wide assessment strategies and tracking student progress, Oatlands students are motivated and driven to achieve their personalised learning goals.

Our evidence supports that in the 'Reporting' element (Student Reports, Parent Engagement), we are sustaining and growing.

At Oatlands, we provide clear and timely feedback to parents/carers on their child's learning achievements and accurate information to support further progress across the curriculum. This is evident through our new reporting structure where 97% of parents stated that the enhanced report format, which contained explicit indicators, made it clearer to understand their child's progress. 92% of parents believed that their child's personalised 'future learning goals' comment allowed

them to understand targeted areas for further progress. *Parents receive regular information in accessible formats about how to support their child's progress*. This can be seen through our formal and informal parent teacher interviews, individual student learning plans, Term 1 and 3 'Feedback to Parents' report and end of semester reports. This direct engagement with parents has enabled us to strengthen and adjust student learning outcomes on a regular basis.

Our evidence supports that in the 'Learning and Development' element (Collaborative Practice and Feedback), we are sustaining and growing.

At Oatlands *teachers collaborate with one another to share and embed good practice, particularly in the pedagogy of 'Visible Learning'.*

Professional learning meetings are aligned with our 'Growth Mindset' school plan strategic direction project and encourage professional discussion to take place. Negotiated observations of classroom teaching practice, with timely feedback, has improved professional knowledge and sustained quality teaching practice. Oatlands staff are inspired to continue embedding learning intentions and success criteria across all lessons in English and Mathematics by the end of 2020 as seen in the 'visible learning essential agreement'

Our evidence supports that in the 'Learning and Development' element (Collaborative Practice and Feedback, Professional Learning, Expertise and Innovation), we are excelling.

This school plan cycle identified a need to equip staff with the knowledge of how to apply a *contemporary*, future focused learning environment and develop skills required for all students to thrive. Evidence–based professional learning was delivered to staff and ongoing support was provided by the leadership team to ensure staff have the mindset, skillset and toolset to facilitate a flexible learning environment. The leadership team at Oatlands were able to visit other schools identified as leaders of future focused practices and were able to attend a professional learning day with a known school architect Peter Lipman. Working with and as a collective of schools, helped identify best and next practice in the area of flexible learning spaces for the benefit of students. This demonstrates our ability to *engage in professional discussion and collaborate* with a range of teachers to improve professional knowledge and practice. The observations also enabled staff to demonstrate and *share their expertise* of future focused learning environments with 70% of classrooms at Oatlands now reflecting a future focused learning environment. This process highlights that through a range of professional development measures, staff have developed their *expert contemporary knowledge to trial* and deploy *innovative practices*.

Our evidence supports that in the 'School Resources' element (Facilities, Financial Management), we are excelling.

Teachers are provided with ongoing support and professional learning on how to successfully implement flexible learning spaces and its language to create spaces that meet student–learning interests and needs. The learning spaces demonstrate how the physical space is tailored to the *range of student learning interests and needs*, ensuring that learning is optimised and within the physical *constraints* of the building itself. To support this, strategic financial management is implemented to ensure that *efficiencies* are utilised to implement this plan for the benefit of all students and *to maximise a range of resources* and creative measures.

Our evidence supports that in the 'Management Practices and Process' element (Administrative Systems and Processes), we are sustaining and growing.

The school executive team leading this project area utilised the schools' administrative processes and resources to consider cost effectiveness in response to local context and need. Teachers are provided with ongoing support to implement flexible learning spaces in their classrooms. Opportunities for informal conversations with executive leaders are encouraged and teachers work collaboratively to decide what will be in their classroom to support spaces being used flexibly to meet a range of student learning needs. Following these discussions, a budget is drafted, considering school budget measures, *local contexts* and the administrative systems in place to ensure local procedures are adhered to.

Our evidence supports that in the 'Curriculum' element (Curriculum Provision), we are sustaining and growing.

Through professional learning, all staff were able to access a resource pack, detailing *evidence–based teaching practices* to develop students' knowledge, understanding and skills in the area of critical and creative thinking skills throughout all key learning areas. A "taster" was provided to staff through the professional learning to give the staff an understanding of how critical and creative thinking strategies could be used in and strengthened by daily activities. Staff took away the key messages provided at this professional learning and implemented some measures to enable students to effectively develop their skills in this area. Early Stage 1 and Stage 2 staff implemented key messages and strategies from the critical and creative thinking resource pack.

Our evidence supports that in the 'Learning and Development' element (Professional Learning, Expertise and Innovation), we are sustaining and growing.

During an earlier professional learning session, activities were given to the teachers to systematically *promote and*

implement the most effective strategies to improve teaching and learning in the area of critical and creative thinking. Teachers worked collectively and were able *to share their expertise* with others to deploy effective strategies. Staff use critical and creative thinking strategies within design thinking programs in Early Stage 1 and Stage 2.

Our evidence supports that in the 'Curriculum' element (Curriculum Provision), we are sustaining and growing.

The consistent use of and integration of *evidence–based teaching practices* and technologies demonstrates that staff are trained in understanding, using, refining and evaluating innovative practice within their classroom environments. Utilising *alliances* (5.7 – Macquarie University partnership) and technological resources (5.8 and 5.9), *evidence based teaching practices* enable students to effectively develop their knowledge, understanding and skills. Additionally, technological tools that the school deploys are used in an effective manner.

Our evidence supports that in the 'Learning and Development' element (Collaborative Practice and Feedback and Expertise and Innovation), we are excelling.

Teachers at Oatlands use and *share their expertise* with a range of staff and engage in professional discussion with each other and with the learning alliances available at Oatlands. The school coordinates with Macquarie University to improve professional knowledge and practice in the area of embedding digital technologies and problem solving (critical and creative thinking). The modelling of effective practice has enabled staff to up–skill and grow their professional knowledge when using digital tools in practice. This project has now spread across into other stages with other digital tools.

Our evidence supports that in the 'School Resources' element (Technology), we are excelling.

A number of digital technologies are available for deployment by staff to *effectively enhance learning* of all students. The school has resourced digital tools in a way that supports learning and has organised digital technologies to be readily available through the STEM.T4L service. The school executive managing this area has made digital tools known and available for teachers to use to *support learning.*

Support is provided for teachers to integrate these in a meaningful way. In association with Macquarie University, the school has organised for technology and critical thinking to be combined through Kindergarten problem solving, enhancing and developing future focused skills. Enhancing learning with digital technologies is deployed through the whole school coding affording all students K–6 access to technology to supporting their learning. These artefacts demonstrate how the school schedules coding workshops for technology to be available and *effectively used to enhance learning* across the whole school.

Our evidence supports that in the 'Learning and Development' element (Collaborative Practice and Feedback, Professional Learning, Expertise and Innovation), we are excelling.

Teachers who demonstrate *expertise within the school* are encouraged to collaborate to *share their expertise* with staff from other schools to *promote and implement the most effective strategies to improve teaching and learning*. Teachers from Oatlands regularly collaborate with nearby schools such as the Cumberland Community Connection and with external institutions. All staff come together to share their *contemporary content knowledge* and expertise so all staff can promote and deploy effective teaching strategies. As a result of these measures, Oatlands staff have been requested to support schools to implement innovative measures to support student growth in digital technologies and to increase staff knowledge for student success.

Our evidence supports that in the 'Educational Leadership' element (High Expectations Culture), we are excelling.

Systems built by the leadership team, support staff to continue to upskill and focus on continuous improvement. Staff have been identified by the leadership team to participate and develop a professional learning community, through TeachMeet presentations, focusing on the *continuous improvement of teaching and learning* of themselves and of others, outside of the school. Internally, the leadership team have built a *professional learning community* by sharing best and next practice from a combined staff development day. Staff participated in a range of professional learning opportunities and through our internal staff sharing session, the *leadership team* ensured that best practice and learning on a range of topics were shared with other members of staff. These measures have led to an increased understanding of the role of technology and students, how to complete access requests to support students with additional needs, the use of 3D printers and Coding with Atlassian.

Our evidence supports that in the 'Assessment' element (Summative Assessment, Whole School Monitoring), we are sustaining and growing.

Consistent teacher judgement practices are essential in schools to ensure there is a common understanding and fair assessment across multiple classes within the same stage. The school analyses summative assessment data to *identify learning progress of individual students and student cohorts*. Teachers use summative data, such as NAPLAN, SCOUT, PLAN and class assessments, to *identify student learning and validate formative assessment practices*. Teachers collaborate to develop cohesive, consistent assessment strategies across the grade/stage that have clear indicators and

success criteria for students. Through these assessments, teachers also provide students with clear directions to move forward in their learning. This leads to continued improvement and progress in student learning. These methods of assessment have enabled staff to consistently, accurately and regularly monitor and review student learning. This has improved the planning of curriculum and delivery of content as learning is personalised and caters for different learning needs, leading to maximum growth and improvement for each student.

Our evidence supports that in the 'Reporting' element (Whole School Reporting), we are sustaining and growing.

Through our formative assessment and consistent teacher judgement practices, teachers regularly *collect, analyse and report specific internal and external student school performance data*. This includes analysing PLAN data against expected growth, SCOUT and NAPLAN data and class assessments. Teachers plot their students' achievement levels on PLAN and participate in collegial discussions to ensure that students at–risk can receive support from the Learning and Support Teacher, put interventions in place and even use this data when forming classes for the following year. The analysis of the internal and external data has provided the basis for improvement measures in the school plan and also contributes to teachers' Performance and Development Plan goals.

Our evidence supports that in the 'Student Performance Measures' element (Student Growth, Internal and External Measures against Syllabus Standards), we are sustaining and growing.

Expected achievement levels developed in line with the syllabus documents and literacy and numeracy continuums are used to monitor student progress and ensure that students achieve a year's growth for a year's input of learning. Transition information is used to develop students' starting points and determine their year's growth benchmarks. Class rolls and PLAN data are updated each term to identify students who are at–risk of not making this achievement. As a result, intervention programs are developed, such as assistance from the Learning Support Teacher, School Counsellor assessments and Individual Learning Plans. *Student progress and achievement on external measures (PLAN data) is consistent with progress and achievement on internal assessments.*

Our evidence supports that in the 'Curriculum' element (Teaching and Learning Programs), we are sustaining and growing.

Teachers collaborate to develop high quality teaching and learning programs that utilise a range of teaching strategies, such as explicit teaching, student–centred learning and group work. Programs address curriculum outcomes and use syllabus indicators to address success criteria and ensure that learning is progressive, transparent and achievable. All teachers, including specialist staff, participate in program walkthroughs and receive written feedback each semester, with suggestions and improvements noted. This ensures that our teaching and learning programs are "working documents", regularly updated and *responsive in meeting the needs of all students* . Pre–assessments and improvement data are used to develop evidence–based programs and lessons that have varied starting points and are sequential for student learning. Some accommodations and adjustments are taken from Individualised Learning Plans and integrated through differentiated activities. Literacy and numeracy programs are written in maximum 5–week cycles, allowing teachers to integrate formative assessment and adapt their programs as required.

Our evidence supports that in the 'Assessment' element (Formative Assessment, Summative Assessment, Whole School Monitoring of Student Learning), we are sustaining and growing.

The teaching and learning cycle is evident in programs as teachers identify core teaching points, implement quality curriculum delivery and then use formative and summative *assessments to measure students' knowledge, understanding and skill.* Teachers pre–assess students to determine starting points for programs that match syllabus documents. Teaching and learning programs *describe expected student progression in knowledge, understanding and skill* through overviews, success criteria and program revisions. Teachers develop assessment tasks and success criteria that measure student progress against these indicators. We then use this data to develop the next teaching and learning cycle. Teachers make adjustments to their programs and are flexible with their teaching to cater for students' needs and interests. There are school–wide practices, such as PLAN data, assessment timelines and consistent teacher judgement meetings that ensure there is continuous tracking of student progress and achievement.

Progress towards achieving improvement measures

Process 1: 2.1: Professional learning about effective feedback and growth mindset. Embed learning intentions and success criteria into all lessons.

Evaluation	Funds Expended (Resources)
LISC are included for all lessons in reading and mathematics, as evidenced in programs. Students can communicate their learning goals for reading and mathematics, as shown through videos, learning walks or self–reflection. PLAN/Progressions data in reading and comprehension, and mathematics	

Progress towards achieving improvement measures	
shows year's growth progress.	

Process 2:   2.2: Professional learning and observations of flexible learning environments in practice. Develop and refine future focused pedagogy through professional learning communities.

Evaluation	Funds Expended (Resources)
Two thirds of the school have integrated the flexible furniture and learning spaces/zones into everyday teaching and programs. Photo evidence of classroom set up and activities in action showing the learning zones.	

Process 3:   2.3: Collaboratively review data to identify student needs and implement quality interventions on a regular basis.

Evaluation	Funds Expended (Resources)
PLAN data achievement and report data correlates accurately. Teachers are more confident when using CTJ and plotting students using PLAN cluster markers (survey/self–reflection). Classroom and learning support teachers identify and implement appropriate strategies for at–risk students (ILPs, programs, evaluations, differentiation). Improvement in achievement for at–risk students (year's growth).	

Next Steps

SD2.1

LEARNING DOMAIN

Curriculum (Teaching and Learning Programs): Explicitly show evidence of programs being revised based on feedback.

Assessment (Student Engagement): Involve parents in the assessment strategies used at school.

Reporting (Student Reports, Parent Engagement): Continue to solicit parent feedback on report format, make more refinements to report structure to include student reflections, introduction of three–way parent/teacher/student interviews.

TEACHING DOMAIN

Effective Classroom Practice (Lesson Planning, Explicit Teaching, Feedback): Continue to use a range of formative assessment strategies to identify students' learning needs, show adjustments made to teaching programs based on student feedback and individual learning needs, learning goals more explicit across all areas of literacy and numeracy.

Learning and Development (Collaborative Practice and Feedback): More explicit and formalised systems in place to facilitate professional dialogue and modelling of effective practice (a series of classroom observations/learning walks with feedback to show progress, rather than one off)
Professional Standards (Improvement of Practice):
Continue to provide opportunities for teachers with different expertise to lead projects, continue negotiated classroom observations/learning walks to build collective teacher efficacy and reflect on the impact of these programs.

SD2.2

LEARNING DOMAIN

 Curriculum (Curriculum Provision): Enhancing curriculum across K–6 with learning alliances.

TEACHING DOMAIN

Learning and Development (Collaborative Practice and Feedback, Professional Learning, Expertise and

Innovation): Teachers to continue to collaborate with others within a network of schools to share and embed good practice. More teachers to share their expertise with other schools. When trialling innovative practices, strong data collection processes are in place to evaluate, refine and scale success

LEADING DOMAIN

Educational Leadership (High Expectations Culture): With the support of the leadership team, an increase in the number of teachers participating and delivering professional learning to learning communities or TeachMeets, focused on the success at Oatlands and on the continuous improvement of teaching and learning.

School Resources (Facilities, Technology, Financial Management): Increase in the number of physical learning spaces used in a flexible and creative manner to optimise learning, considering the restraints of the school design in some spaces. We need to continue to purchase a range of digital tools that support learning and ensure these tools are expertly integrated by teachers.

Management Practices and Processes (Administrative Systems and Processes): Work with administration staff and embed an evaluation system which reviews the effectiveness of administrative processes for the benefit of the whole community.

SD2.3

LEARNING DOMAIN
Curriculum (Teaching and Learning Programs): Evaluations of lessons and modifications to programs need to be recorded in a timelier manner to show that revisions are being made based on feedback and student progress. Consistent teacher judgement meetings need to be regularly integrated into professional learning to support teachers in assessing and ensure that areas are readdressed if necessary. A consistent proforma of student assessment data and achievement could assist with continuity of learning each year and ensure that this data is kept in a central database for all staff, including specialist staff, to access. Assessment (Formative Assessment, Summative Assessment, Whole School Monitoring of Student Learning): Our next step is to integrate formative assessment into all subject areas in every classroom and ensure that programs are continually updated based on formative assessment results and feedback from students. We also need to embed consistent practices into professional learning meetings where teachers analyse student progress data and implement changes to teaching that lead to measurable improvement, based on students' learning needs.

Reporting (Whole School Reporting): The next step is to embed a cohesive and centralised system for analysing and reporting data on student and school performance, including non–academic and cross–curriculum data. Regular meetings for reporting need to be scheduled into the professional learning calendar to ensure that appropriate measures are put in place in a timely manner to ensure improvement for all students.

Student Performance Measures (Value–Add, NAPLAN, Student Growth, Internal and External Measures against Syllabus Outcomes): More time is needed for teachers to familiarise themselves with SCOUT data and what each graph and data collection represents. Teachers need to meet regularly to triangulate student data so teachers are consistent in the way they determine student achievement.

TEACHING DOMAIN
Data Skills and Use (Data Literacy, Data Analysis, Data Use in Teaching, Data Use in Planning): We need to implement regular team meetings incorporating data analysis. Teachers need to develop and apply a full range of assessment strategies, record reflections on the effectiveness of their teaching and make modifications based on data analysis to improve student achievement.

Professional Standards (Literacy and Numeracy Focus): Learning walks and instructional leadership rounds need to be prioritised and focus on collective teacher efficacy and improved student outcomes. Professional learning meetings need to focus on explicit literacy and numeracy strategies to ensure that all teachers know the content and how to teach it.

Oatlands Public School 4071 (2019)

high performance culture

Purpose

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

Improvement Measures

3.1: All executive staff are instructional leaders and all teachers collaborate and share their knowledge of effective practice, leading to measurable student improvement.

3.2: The community are consistently engaged with school administrative and communication systems and satisfied with service delivery.

3.3 All stakeholders collaborate to share and embed exemplary practice which focuses on continuous improvement of teaching and learning in the context of the school plan.

Overall summary of progress

Our evidence supports that in the 'Educational Leadership' element (Instructional Leadership, High Expectations Culture,
Performance Management and Development), we are excelling.

Through the establishment of a professional learning community and valuing staff input and feedback, both within the school (professional learning meetings, Performance and Development Plans, lesson observations, team teaching and regular discussions) and within the wider network of schools (combined Staff Development Days, twilight sessions and TeachMeets), there is a focus on continuous improvement of teaching and learning, ensuring that all students are taught by high performing teachers.

Our evidence supports that in the 'Learning Culture' element (Transitions and Continuity of Learning), we are excelling The school engages in strong partnerships with Cumberland High School, through Year 5 and 6 transition programs and events within the Community of Schools. Students participate in interschool leadership days, allowing them to meet, collaborate and communicate with students from other schools who may also attend the same high school. Students are provided with multiple opportunities to visit their local high school, supporting students' social and emotional wellbeing as they transition. Parents are informed and included in the process, with additional meetings, discussions and visits available where necessary. This allows for a smooth transition and continuity of learning, leading to continuous improvement and success for students.

Our evidence supports that in the 'Learning and Development' element (Collaborative Practice and Feedback, Professional
Learning, Expertise and Innovation), we are sustaining and growing.
Through attending combined Staff Development Days and twilight professional learning sessions, teachers collaborate with staff in other schools to share and embed good practice. After this, at internal professional learning meetings, teachers engage in professional discussion and collaborate to improve teaching and learning through the sharing of ideas and effective teaching strategies learnt from colleagues at the combined network days. Staff attend personalised professional learning sessions based on areas for development and interest and evaluate and reflect on the professional learning presented and share how they could effectively integrate it into their programs. Oatlands Public School staff demonstrate and share their expertise within their school and other schools, as demonstrated through TeachMeet presentations and mentoring of aspiring leaders, leading to requests from colleagues to support the implementation of programs within their own schools.

Our evidence supports that in the 'Educational Leadership' element (High Expectations Culture), we are excelling.

Our involvement in the Cumberland Community Connections Community of Schools (CCCCoS) is a professional learning community which is focused on continuous improvement of teaching and learning. The CCCCoS leadership team ensures that high quality professional learning is available and delivered to staff. They draw on colleagues and companies with expertise, to provide personalised elective and twilight sessions, such as Eddie Woo, academic professors Dr Janice Hall and Garry Falloon, speech pathologists and Apple Education staff. This broad variety of sessions allows all staff to access professional learning targeted to their learning needs and interests, increasing teacher effectiveness, student engagement and academic achievement. As a collective staff body, we improve our teaching

practice and ensure there is consistent, school–wide improvement in teaching practice.

Our evidence supports that in the 'School Planning, Implementation and Reporting' element (Continuous Improvement), we are excelling.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement. This is evidenced through the 'Lego League' presentation at the combined Staff Development Day, with other schools requesting our support with implementing their own 'Lego League' program in their schools, showing our active support of other schools.

Our evidence supports that in the 'Learning Culture' element (High Expectations), we are excelling.

At Oatlands Public School, Class Dojo is used consistently across the whole school community as an effective communication tool to strengthen learning partnerships. This is further supported by the 'translation' function which is regularly utilised by our parent community to enable them access to information being shared by the school. High levels of parent engagement with our Class Dojo application are evidenced by our connection rates. Most classes are connected to over 95% of parents and 1/3 of the classes are connected to 100% of parents. Our frequent engagement with the community through direct messaging parents and carers and sharing work samples or newsletters through the 'Class Story' and 'School Story' function on Class Dojo has contributed to a culture of high expectations, in which parents and carers recognise the staff as 'working tirelessly' to ensure achievement for all students.

Our evidence supports that in the 'Reporting' element (Parent Engagement), we are excelling.

Teachers use Class Dojo to directly and regularly share examples of lessons and student work samples with parents and carers to improve their understanding of the learning that takes place in the classroom. This is enabled by the 'direct messaging' function and the 'Class Story' function through which teachers regularly (a minimum of once per fortnight) update parents by posting or messaging feedback about learning progress.

Our evidence supports that in the 'Educational Leadership' element (Community Engagement), we are excelling.
A culture of high expectations has been established through effective working partnerships across the school community driven by continuous engagement. Teachers, students and staff consistently connect with parents and carers through Class Dojo to address individual needs through direct messaging and share success through the 'Stories' function. Community feedback supports recognition of the school as excellent and responsive and an effective partner in the pursuit of achievement for all students.

Our evidence supports that in the 'Learning Culture' element (High Expectations), we are excelling.
The school has an effective partnership with our community, which is reflected in our communication with our P&C. Through this partnership, our school has demonstrated its commitment to excellence by introducing innovative initiatives and resources such as mindfulness programs and a sensory garden which have motivated and engaged students.

Furthermore, our focus on working with the community to ensure achievement for all students is evident in our School Plan, within Strategic Direction 3 'High Expectations Culture' in which we outline our methods for creating a shared understanding of student progress and student learning. We consistently improve our methods of communication in consultation with the community so that parents and carers have the clearest possible understanding of how students can continually improve. This is supported by the introduction of new student reports with links to individual student goals and our live–streamed parent workshops based on community interest and student need. Both of these communication tools were introduced after community consultation and are being continually reviewed so that the tools enable shared language and understanding about student learning and engagement.

Our evidence supports that in the 'Educational Leadership' element (Community Engagement), we are excelling
At Oatlands Public School, the staff are responsive to the needs of all members of our community. Our Strategic Direction 3, highlights the priority of the school to establish a 'high performance culture' which meets the high expectations of its community. At Oatlands Public School, we do this by regularly seeking feedback through surveys, presenting ideas and co–establishing initiatives with the P&C, as well as creating a shared language for and understanding of excellence through the provision of convenient parent workshops and presentations which are well received by members of our community, as evidenced by the consistent positive feedback we receive.

Our evidence supports that in the 'Management Practices and Processes' element (Service Delivery, Community Satisfaction), we are excelling.

The combination of community survey data and the subsequent and timely responses from the school, such as the implementation of video and live–streamed parent workshops are strong examples of the school's excellence in service delivery. This is further supported by the commentary from customers confirming their satisfaction. The school's consistent communication with parents and carers and the continual cycle of reviewing practices and implementing changes in consultation with the community to achieve the best possible outcome for students is embedded in our P&C meetings and communication, our school plan and our consistent practice of surveying the community.

Our evidence supports that in the 'Educational Leadership' element (Community Engagement), we are excelling.
The staff at Oatlands Public School consistently seek the opinions of all community members to address and effectively cater for the range of equity issues in the school. This is reflected in our embedded communication systems, and particularly through the use of Class Dojo which enables all of our community to access information in the language they speak at home. Our parent community regularly use the translate feature to enable them to effectively engage with the school. We provide numerous authentic opportunities for parents to provide feedback on the services we offer and ensure that there is a timely response based on the findings which we share with the community. This has contributed to the culture of high expectations embedded at the school.

Progress towards achieving improvement measures

Process 1: 3.1: Embed distributive instructional leadership practices and collective teacher efficacy.

Evaluation	Funds Expended (Resources)
Reflective statements on teaching practice, learning walks, teaching growth. Evidence of ILPs and achievement of learning goals.	

Process 2: 3.2: Clear, open and effective communication with the community and implementation of processes that are responsive to their needs.

Evaluation	Funds Expended (Resources)
Audit of frequency of engagement Number of visits to refreshed school website increases Number of school stream notes returned	

Process 3: 3.3: Collaborate with academic partners and professional learning communities to improve teaching and learning practices and student outcomes.

Evaluation	Funds Expended (Resources)
Observations, program supervision, reflective statements/reviews from PDP. Data analysis of student achievement to show improved student outcomes and engagement (survey) through professional learning and implementation, gained from the partnerships.	

Next Steps

LEARNING DOMAIN

 Learning Culture (Transitions and Continuity of Learning): These partnerships need to continue. Parents could be invited to some of the transition programs.

 Curriculum (Curriculum Provision, Teaching and Learning Programs, Differentiation): Teaching and learning programs need to document adjustments and revisions more thoroughly and regularly. A central database for tracking student progress is needed. Students and parents need to be more involved in planning, providing more student choice in their learning

 Learning Culture (High Expectations): Increased focus on students sharing their learning with their own parents and carers through 3 way interviews and the 'student portfolio' function on Class Dojo

Reporting (Parent Engagement): Reports to parents will continue to be adapted using next cycle of feedback, regular reporting of student progress through student portfolio Class Dojo function and introduction of 3 way interviews.

LEADING DOMAIN
Educational Leadership (Community Engagement): Increase frequency of meetings regarding adjustments for students classified as having a disability so that all staff regularly include parents/carers as partners in this process

School Planning Implementation and Reporting (Annual Report, School Plan): Inclusion of more longitudinal data so as to better gauge impact over time, inclusion of more sustained professional learning programs.

Management Practices and Processes (Service Delivery, Community Satisfaction): Embed student parliament and leadership systems so that students have consistent and authentic opportunities to provide feedback on their schooling experience.

TEACHING DOMAIN
Effective Classroom Practice (Lesson Planning, Explicit Teaching): Incorporate student feedback on learning more effectively into class programs and document adjustments more thoroughly to show how we cater for students' needs. Through lesson observations, we need to ensure that effective teaching strategies are consistently being used across all key learning areas and lessons.

Data Skills and Use (Data Literacy): Analysis of the effectiveness of our data that was used in planning needs to be incorporated regularly into team meetings. Further professional learning in analysing student assessment data is also required.

Learning and Development (Collaborative Practice and Feedback, Coaching and Mentoring, Professional Learning, Expertise and Innovation): Our next step is to use embedded and explicit systems for professional dialogue and feedback between teachers and to increase the frequency of learning walks. Incorporate more sharing sessions from external professional learning events.

Professional Standards (Improvement of Practice, Literacy and Numeracy Focus): The leadership team needs to implement principles of evaluative thinking when monitoring the impact of teaching and learning programs. Teachers need to document differentiation and adjustments for students more thoroughly in all subject areas.

LEADING DOMAIN
Educational Leadership (Instructional Leadership, High Expectations Culture, Performance Management and Development): Our next step is to embed a regular cycle of instructional rounds into programs to ensure continuous team–teaching programs.

School Planning, Implementation and Reporting (Continuous Improvement): Our next goal is to encourage more of our high performing teachers to share their expertise with other schools in our network through presenting at twilight sessions and TeachMeets.

School Resources (Staff Deployment, Technology): The next step is to utilise non–teaching staff more effectively to support teachers with administrative tasks. Technology needs to be expertly integrated into lessons in effective and engaging ways.

Educational Leadership (Community Engagement): Increase frequency of meetings regarding adjustments for students classified as having a disability so that all staff regularly include parents/carers as partners in this process.

School Planning Implementation and Reporting (Annual Report, School Plan): Inclusion of more longitudinal data so as to better gauge impact over time, inclusion of more sustained professional learning programs.

Management Practices and Processes (Service Delivery, Community Satisfaction): Embed student parliament and leadership systems so that students have consistent and authentic opportunities to provide feedback on their schooling experience

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	* Successful grant for Aboriginal incursion and bush tucker garden * Partnership with Aboriginal Community Liaison Officer as well as Learning and Wellbeing Officer	In 2019 the school made a connection with Aboriginal Elder Uncle Chris Tobin through incursion and Aboriginal bush tucker garden. The Aboriginal bush tucker garden was introduced and appropriate plants purchased after consulting with an Aboriginal elder. Excursions and incursions were provided free of cost to students to promote understanding of Aboriginal culture. To further improve this understanding, students participated in workshops around 'acknowledgement of country' Staff were provided training about Aboriginal culture and policy and connected with the Aboriginal Community Liaison officer and Aboriginal Learning and Wellbeing Officer.
English language proficiency	* QTSS funding used to support collaborative planning days and mentoring * EaLD funding used to hire additional SLSOs * Literacy and Numeracy funding and Professional Learning funding used to facilitate 'Seven Steps' training for staff and purchase supporting resources **Funding Sources:** • ($0.00)	Improved academic achievement against EaLD learning progressions. Improved writing results in NAPLAN.
Low level adjustment for disability	$17372	Data collection shows improvement in academic achievements as well as wellbeing outcomes as reflected in Tell Them From Me.
Quality Teaching, Successful Students (QTSS)		Feedback on collaborative practice and instructional leadership, consistency in programs reflects improvement in student outcomes as well as improved practice.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	106	112	121	120
Girls	76	92	92	97

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	95.3	95.1	94
1	95.2	94.5	92.9	90.7
2	93.9	96.1	94.6	91.9
3	92	94.4	93.4	92.8
4	91.5	94.1	93.6	93.6
5	91.4	89.5	94.8	92
6	95	92.6	92.1	93.8
All Years	93	93.9	93.8	92.6
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.

Oatlands Public School 4071 (2019)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.15
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	0.4
School Counsellor	1.4
School Administration and Support Staff	3.22

*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	407,318
Revenue	2,892,743
Appropriation	2,696,124
Sale of Goods and Services	49,930
Grants and contributions	140,520
Investment income	3,243
Other revenue	2,927
Expenses	-2,642,820
Employee related	-2,343,171
Operating expenses	-299,649
Surplus / deficit for the year	249,923

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	95,975
Equity Total	153,807
Equity - Aboriginal	0
Equity - Socio-economic	10,564
Equity - Language	73,755
Equity - Disability	69,488
Base Total	1,717,335
Base - Per Capita	49,978
Base - Location	0
Base - Other	1,667,357
Other Total	564,497
Grand Total	2,531,614

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

PARENT

* The use of student portfolios has received remarkable feedback from parents who have shared the positive impact it has had on their relationship with their child. Parents stated that "their child feels proud to share their work", "enjoys sharing their personal learning goals", "it's a great way to start conversations at home about my child's day" and "I love being able to see what he is doing and being able to provide my child with positive, specific feedback on their achievements"

* At Oatlands, we provide clear and timely feedback to parents/carers on their child's learning achievements and accurate information to support further progress across the curriculum. This is evident through our new reporting structure where 97% of parents stated that the enhanced report format, which contained explicit indicators, made it clearer to understand their child's progress. 92% of parents believed that their child's personalised 'future learning goals' comment allowed them to understand targeted areas for further progress.

* 72% of parents prefer electronic communication, which saw the introduction of 'School Stream' for school notes as well as livestreams in 2019.

STUDENT

* In a student survey, 95% of students indicated that they enjoy using the flexible learning furniture in their classrooms, 79% of students stated that they change where they work in the classroom depending on the task and 96% of students feel that flexible learning spaces cater for their individual learning style in some way or another (1.8). This evidence supports that we are catering for individual learning needs at Oatlands.

*The introduction of Kids Parliament and class suggestion box has enabled students to have high expectations for improving our school culture. After the introduction of class suggestion boxes and Kids Parliament, 85% of students believed that their ideas were valued and heard by teachers, students, SRC and P&C at Oatlands Public School. 85% of students stated that they now have a better understanding of how Kids Parliament works. 64% of students can see the positive changes being made to our school community as a result of the ministers meeting with the principal to discuss the 'carried' motions.

*As a result of formative assessment and differentiated programs, post–assessment data shows significant growth in students' recall of multiplication facts and processes (100% of Stage 2 students showed improvement), writing (in the TTFM survey, 96% of students said that "I can" statements helped them improve their writing and 94% of students achieved their "I can" writing goals.

STAFF

* 60% of teachers are extremely or very confident with teaching social and emotional learning in their classroom. Staff regularly communicates with parents about social and emotional learning measures in place to support individual student needs illustrating *effective partnerships*. These partnerships motivate students to continually improve.

* 90% of staff believe their ideas or concerns are listened to by their supervisor or the Principal

What do you like BEST about choosing your class flexible learning zone?

chair
space   **spot**   depending
comfort   **learn**   jellybean
furniture   own
best   calming   fun   sitting
change   move   bean
subject   couch   areas

different

friends   table   everything   set
lap   preferred   ways   relaxing
choice   seats   stand
sit   zones   bags
desk   wobbly   whiteboard
learning

KEY WORDS FROM STUDENT RESULTS:
own space
sitting with friends
wobbly chair
bean bags
different furniture
whiteboard table
relaxing
fun
lap desk
learn in comfort
calming
no set spot
sit where it's best for you
learning zones
choice
everything
jellybean seats
change where you sit
move to your preferred spot
different ways to learn
stand up desk
couch
sit in different areas depending on subject

7:22

〈   **Mrs Pulera's post**

Ritu K (Rishi W's parent)   8d
My boy has enjoyed doing the thing he loves most- working with lego. It seems to be his very special time on Monday.

Alexandra I (Nicoletta I's parent)   3d
My daughter enjoys participating in an activity like cooking during "school time" as it is introducing a skill that leads to a healthy mindset and also breaks away from the academic aspects of being a student. Kids curriculum is a very good incentive to engage students as there is something "exciting" to look forward to.

Jelena O (Sofia O's parent)   2d
Sofia loves kids curriculum! She thinks Mondays are the best days of the week. if anything needs improvement is that needs to be more of it. At least one more day a week. She would love cool science projects and experiments. What Sofia particularly loves about Kids curriculum is that is creative and fun, while they are are still learning.
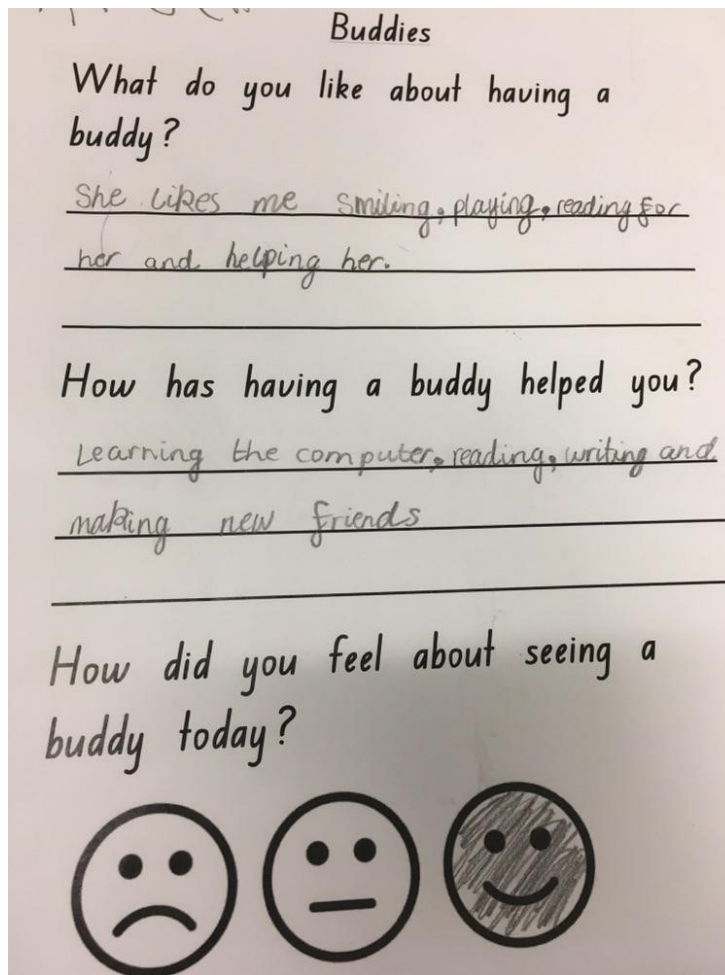
Lynn S (Sofia T's parent)   4h
The kids have enjoyed the creative aspects of creative arts and 3D printing. They enjoy being able to create and use their imaginations. They're also interested in cooking (they're hoping to do this next round) as they feel like it's a useful skill that's fun to learn with others.
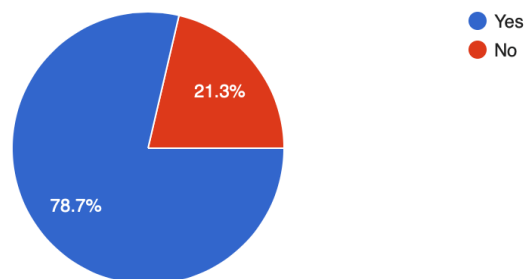
Add a comment...   Send

Buddies

What do you like about having a buddy?

She likes me smiling, playing, reading for her and helping her.

How has having a buddy helped you?

Learning the computer, reading, writing and making new friends

How did you feel about seeing a buddy today?

Do you know what you need to do to achieve your learning goals?

164 responses

- Yes
- No

21.3%

78.7%

Has the improved report format made it clear for you to understand your child's progress?

40 responses

- Yes
- No

97.5%
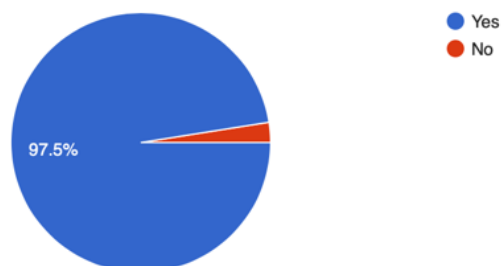
Policy requirements

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.

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.