

2020 Annual Report

Oatley Public School



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Introduction

The Annual Report for 2020 is provided to the community of Oatley Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

We have traversed our year at Oatley Public School with so much challenge throughout the COVID period, however from this came change and optimism.

We faced unpredictability and the unknown with creativity and new ways of engaging in learning remotely.

From this we harnessed new ideas and new ways of growing.

This year will be remembered as the COVID pandemic year. A year of safety and health regulations, of leaving parents at the gate and then taking responsibility for your own safety and the safety of others.

I believe we grew in our resilience, we nurtured the very important things like our family and friends and we developed trust in each other.

I want to acknowledge all the students this year through their skills in leadership, creativity, collaboration, communication and critical reflection and how they maintained the collegiality of each other after returning from their Learning From Home environments back into their school environment.

You are all successful learners and each one of you is unique in your individual achievements.

I am extremely proud of all of our Year 6 students as COVID impacted on so many of their leadership activities and special events that they would normally have participated in their final year in primary school. Please take with you the student agency we have developed in each of you through our 4C program. Remember they are the competencies you take within you as life skills which will empower you as you take your next journey into high school and beyond.

A shout out to our executive leadership team who lead with a high expectation to ensure our students and teachers grow in their learning capabilities.

To our dedicated teachers who have been resilient in the challenging environment in maintaining educational outcomes for our students, a huge congratulations.

Finally to our parents who supported us throughout the year with challenges of their own thank you.

We are now moving forward in a positive direction with new strategic planning targets and renewed strength.

Debbie Hunter

Principal

Message from the school community

2020 presented some challenges for Oatley Public School P&C Association. It was a credit to the team to adapt as the year progressed to minimise the impact to the services provided on behalf of the P&C.

Firstly, on behalf of the parent body I would like to extend a huge thank you to the teachers and executive staff at Oatley Public School. It was a tough year, with teachers being on the front line in an often difficult environment. The school developed innovative solutions to ensure the curriculum continued to be delivered in both face-to-face and remote learning environments. Unfortunately many of the events on the P&C 2020 event calendar had to be cancelled due to venue restrictions, social distancing and a cap in the number of people able to gather. Fortunately we were still able to hold our Tea-towel fundraiser in the first semester and the Teachers Wish List fundraiser in the second semester that were both successful. Overall we raised around \$10k which will provide some great resources to the school. Fingers crossed that we can enjoy a return of some face-to-face community events in 2021.

Our Grants' Coordinator, secured a large local government grant, which will go towards an additional shade structure in our playground. P&C meetings went online in 2020, which saw an increase in the attendance of our meetings. We are hopeful the change to the P&C constitution is permanent so we have the flexibility of inclusion of online participants into the future.

In September our Annual General Meeting was held, where we had a considerable turnover of P&C executive positions. Thanks go to the canteen staff for all of the hard work adapting to new service rules within the school, doing it all without being able to utilise volunteers for much of the year. It was great to see families jump back onto the canteen service as it became available. By term 4 we were seeing similar levels of patronage to the same time in 2019, which is a credit to the staff and parent community in tough times.

The P&C enters 2021 energetically with new ideas, so we look forward to another year supporting our school and bringing our school community closer together.

Lachlan Derwent

P&C President

Message from the students

We all started this year with pretty much no expectations, no clue what 2020 would bring.

The first wake-up call was when we went into online learning, we gave up all hope of having a 'normal' year 6 with Formals, Jamberoo and The Big Day Out. Yet after all this denial we ended up having all these events and more due to the unwavering support of friends, family and teachers.

The Year 6 fun day was amazing, Jamberoo was a blast, the formal was extra special and we went off to our big day out at Sky-la Bay. So even though this year started off shaky we've molded it into an amazing year.

We were denied again by not being able to have assemblies as a school or be near the other stages of the school at break times. And between all of this millions upon millions were being fatally affected by the Covid-19 pandemic.

This year has been tough, I think I can speak for everyone when I say that it's been a lot better than we thought it would be. We have had many laughs, made lifelong friends and we have truly turned this year into something amazing and worth remembering.

Never forget your friends,

Never forget your teachers,

AND NEVER FORGET OPS

Captains 2020

School vision

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

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

School context

Oatley Public School is situated near the Georges River drawing students from a wide range of socio-economic backgrounds, including those living on waterfront, large suburban blocks and rental properties. The school is on a split site separated by Neville Street. Both sites are easily accessed. To improve student safety a boom gate has been installed, effectively closing Neville Street on school days.

The school has spacious, well maintained grounds. Whole school enrolment has continued to increase. Demographics have changed slowly over the past few years, still predominantly Anglo Celtic. The 2020 enrolment is 495 students of which 47% will be from non-English-speaking backgrounds representing 32 language backgrounds other than English. The school celebrated their 100 years in 2017.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Students be successful competent and creative future focused learners

Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Through effective feedback, knowledge construction and collaboration students will become effective future focused learners. Students will be productive and ethical users of technology through meaningful programs supporting critical and creative thinking, teamwork, problem solving, independent and resilient learners.

Improvement Measures

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

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

Increase proportion of students to apply knowledge they construct into new and different context to connect information and ideas through collaboration and independent learning of which ICT is a tool.

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

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

Overall summary of progress

COVID year created many setbacks for maintaining consistency of student improvement as the impact was on teaching and learning outcomes. Teachers relied upon using prior year's student assessment data as a way of familiarising themselves with their new cohort in order to provide differentiated learning for their students as they moved into Learning From Home which began mid Term 1. We continued the use of data to identify and respond to students' needs. Focussing on setting Learning From Home (LFH) assessment priorities allowed for some significant summative assessment processes to be used for individual student growth. On the students return the teacher's approach to teaching included regular monitoring through formative assessment practices of student learning to identify individual student's learning needs. Critical relearning took place for the younger students and intervention practices were put in place for students at risk of disengaging through the Learning From Home phase. When Learning From Home finished and students returned back to classes there continued to be three key themes that emerged in relation to teaching practices that have been key drivers of school improvement:

1. Differentiating the curriculum;
2. Explicit approaches to teaching;
3. Student engagement through innovative programming.

In terms of classroom teaching strategies, the importance of knowing where students had missed out on concepts and how best to ensure they catch up was a priority. The importance of making learning relevant to students and placing the curriculum in a 'real world context', as being crucial to promoting and maintaining high levels of student engagement. In this context, some staff spoke about using technology and innovative learning methods (e.g. visual learning especially work that teachers created during Learning From Home phase) to keep students engaged in the classroom and in particular on the google platform. Teachers also engaged in using a flexible approach to programming in their classrooms, where they could adapt their approach to changing class needs throughout a year of change to ensure that student engagement was sustained.

InitialLit continued providing a educationally researched reading resource which teachers needed to review after students returned from LFH. Teachers use reliable and timely assessment to capture information about student learning and then analyse the data to identify learning progress of individual students. This proved valuable in differentiating student learning in the early years of reading. This monitoring and cumulative assessment is delivered regularly throughout the year to help promote consistent and comparable judgement in differentiating student learning and to monitor student learning progress.

Student writing samples demonstrated the positive impact of specific, explicit and timely formative feedback related to defined success criteria, was having on improving students knowledge and skills. Student focus groups data highlighted a common understanding of what feedback looks like/sounds like and provided further insight into what students constituted 'Effective Feedback'. The NAPLAN Writing Criteria Reference has now been adopted as the main form of summative assessment for consistency across the school in internal data tracking. Data from our internal measures

shows that the school has maintained the value added results achieved previously in both Narrative and Persuasive writing.

The school moved into the direction of developing competencies in student learning engaging in the Learning Disposition Wheel (LDW) which is a diagnostic tool of measuring interpersonal, intrapersonal and cognitive dispositions. Framing the LDW are the 4C strategies of creativity, collaboration, communication and critical reflection at the centre of learning. Instructional leaders were involved in leading and developing professional learning opportunities for teachers to facilitate experiences, within their classrooms, to develop students' understanding of the 4C's processes against the LDW and how they are attributes of successful learners. As a result, students built their capacity to reflect on their learning, and themselves as learners, to become more self-directed and independent. The 4C processes, and the metalanguage of the dispositions, were used by teachers to provide feedback to individual students to support personal growth and development. The introduction of the student-led 4CTV program developed from the LFH phase consolidated this initiative. It provided a platform for students to display their understanding and learn from each other. Student focus groups were conducted to include student-voice in evaluating this program. The data collected highlighted its value to students and demonstrated their ability to apply this knowledge in their learning within their own environments inclusive of the school and beyond.

4CTV episodes were posted on the school website and Class Dojo which connected the parent community as partners in learning.

Teachers have recognised the need for a shift in pedagogy to incorporate teaching and learning opportunities that develop students knowledge and understanding of syllabus content whilst also developing the cross curricula skills of critical reflection, creativity, collaboration, cooperation and communication through ICT. Student learning through ICT highly demonstrated the capacity of students especially from the LFH phase. Students showed independent ability to deliver high quality tasks.

Tell Them From Me student survey results, collected at the end of 2020, provided student feedback on the initiative. In answer to the question: 'How do you use the learning dispositions when you are critically reflecting on your learning?', 87% of Year 4-6 students provided positive comments relating to 4Cs learning whilst 13% stated they didn't know or use the disposition wheel. To ensure student equity, it is important for all teachers to embed 4C processes and metalanguage within their teaching and learning programs.

The school has not been equipped with a Mathematics continuum of learning and presently the Mathematics programs are delivered at a Stage level. Although the students results are showing positive results in NAPLAN the school has decided to complete the ACER PAT Maths diagnostic test for all grades 2-6 to develop a continuum of student progress 2-6 in Mathematics.

Progress towards achieving improvement measures

Process 1: Student competencies.

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

Evaluation	Funds Expended (Resources)
<p>Due to COVID NAPLAN Check in assessment was administered in 2020 with results showing the following data: Reading data had an upward Trend in year 5 and downward trend in year 3.</p> <p>Year 3 student data showed- 74.0% in Processes of Reading, 62.0% in Vocabulary and 75.5% in Comprehension. Year 5 student data showed- 78.9% in Processes of Reading, 66.07% in Vocabulary and 70.45% in Comprehension.</p> <p>Numeracy data showed an upward Trend in year 5 and downward trend in year 3. Year 3 students scored 80.2% in Statistics and probability, 77.0% in Number Sense and algebra, 60.6% in Measurement and geometry. Year 5 scored 74.3% in Statistics and probability, 70.6% in Number Sense and algebra, 62.3% in Measurement and geometry.</p> <p>PAT Reading was implemented across Years 2-6 for the first time. Benchmarking results indicated that within each year group percentages ranged from 41% - 50% of students achieving in the Above Average to Very High domains. This equates to the top three stanine achievement levels out</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$228885.00) • Integration funding support (\$50846.00) • Literacy and numeracy (\$43754.00) • Low level adjustment for disability (\$54692.00) • Literacy and numeracy (\$19202.00) • Low level adjustment for disability (\$32678.00) • English language proficiency (\$40000.00) • Professional learning (\$15000.00)

Progress towards achieving improvement measures

of nine.

PAT Maths was implemented across Years 2-6 for the second year. Benchmarking results indicated that within each year group percentages ranged from 43% - 51% of students achieving in the Above Average to Very High domains. This equates to the top three stanine achievement levels out of nine. PAT Maths Analysis indicated areas for future growth were in the strands Measurement & Geometry (Time, 3D Shapes, Metric Conversions, Location and Transformation).

InitialLit:

Foundation overall Literacy in the five key components of reading at Cumulative Review 4 showed 92% achieved expected growth which is over 80% of students.

Initiali 1 overall Literacy in the five key components of reading at Cumulative Review 4 showed 94% achieved expected growth which is over 80% of students.

Initialit 2 overall Literacy in the five key components of reading at Cumulative Review 4 showed 89% achieved expected growth which is over 80% of students.

Increased value added results in writing for Year 2 - 6 students using the writing criteria reference marking scale. Data from our internal measures shows that the school has maintained the value added results achieved previously in both Narrative and Persuasive writing. Using the NAPLAN writing criteria scales, students have increased their marks by an average of 28% over the past two years.

Process 2: Future focussed learners.

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

Evaluation	Funds Expended (Resources)
<p>The Learning from Home period provided the opportunity for 3-6 students to develop skills in Google Classroom and develop their collaborative skills through a digital platform. General feedback from students stated the positive gains from using Google classroom as a tool for learning and would continue to benefit in using Google classroom as a means of learning Face to Face.</p> <p>As students returned to school and classes commenced Face to Face, all teachers continued to deliver an integrated unit with focus on STEM and/or Project- Based Learning concepts with relevance to student competencies. Teachers used these units of work as opportunities to formatively assess students' development of content knowledge and application of skills across each challenge. Teachers then reviewed the curriculum provision making necessary adjustments to support student learning</p> <p>Students in Stage 3 were engaged in a number of collaborative tasks including a week-long web quest where students directed their own learning by setting their own timetable, collected information, decided their presentation method and managed their workload. The use of technology underpinned this units of work, Students accessed to Google Earth, Google classroom, they created presentations in Slides, iMovie and Book Creator. The internet was accessed to develop research and digital literacy skills as students used a variety of sources to gather information.</p>	<p>PL- Online learning course - COVID provided DOE online activities and third party providers offered websites free for teachers to support LFH.</p> <p>IT technicians to manage hardware from operational funds</p> <p>School supported 0.1 IT coordinator from operational funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Next Steps

As future direction the school will maintain high expectations of student learning and continue to deliver dynamic teaching and learning programs. Areas that were identified for future direction in Reading included:

- NAPLAN Reading Year 3: Identifying key information, Inferring
- NAPLAN Reading Year 5: Interpreting information (persuasive text/narrative), Inferring

Areas that were identified for future direction In Numeracy included:

NAPLAN Numeracy Year 3: Irregular shapes, surveys, odd numbers and money
NAPLAN Numeracy Year 5: 3D, Metric conversions, Chance, Multiplication & Division

Aligning to the School Excellence Framework the school's future focus include the following areas moving from sustaining and growing towards the excelling statement:

LEARNING DOMAIN:

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

Assessment- Summative- Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Whole school monitoring of student learning, The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

Student Performance Measures- NAPLAN, Students at the school are already achieving above the Premier's Priority which is for 35% of students to achieve in the top 2 bands in numeracy and reading. Understanding this the school still has to set targets to ensure we are maintaining and achieving growth within our own school context.

Over the last three years we have aggregated our past results and have set school targets aiming for 61.9% in a lower target to an upper target of 66.90% in the top 2 bands in Numeracy and 71.8% in the lower target to an upper target 76.80% in the top 2 bands in Reading.

TEACHING DOMAIN:.

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

Data skills and use- Data literacy-All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Data analysis-The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Professional standards-Literacy and Numeracy Focus-All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.



Student Engagement-Graffiti Wall

Strategic Direction 2

Promoting Collective Teacher Efficacy

Purpose

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

Improvement Measures

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

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

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

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

Overall summary of progress

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

In 2020, having a whole-school approach to professional development was seen as vital to the success and subsequent implementation of strategies learned through professional development opportunities. The school also employed an external consultant and resourced two Instructional Leaders for consistency in delivery and understanding. Staff have deepened their understanding of how 4C processes can be used to enhance students' ability to critically reflect on their learning experiences. This has enabled students to set goals and future targets for growth in learning.

Staff engaged in a range of professional learning experiences to develop an understanding of the 'why' and 'how' of 4C Transformative Learning. The Instructional Leaders developed a bank of digital resources to enhance 4C teaching and learning in classrooms. This was further supported through team teaching and mentoring throughout the year to build staff capacity. Teachers engaged in collaborative classroom visits allowing them to reflect on their effectiveness of applying 4C processes to deepen student learning.

Collaborative practices and 4C processes were incorporated into stage meetings to deepen teachers' understanding. The structure of these meetings moved from management to professional learning which improved teacher's pedagogy in literacy and numeracy. A focus of these meetings was unpacking data to ensure teachers became aware of gaps in student learning and how to address these.

Teacher Professional Development Plans (PDPs) are supported by a coordinated whole school approach to developing professional practice, informed by research. The embedded and explicit systems of data collection have been used to facilitate professional dialogue. As part of the PDP project the school identified the areas of improvement in the PDP process and an action was set in place for impact in teacher pedagogy development and student learning. 100% of staff completed the Classroom Practice Continuum (AITSL 2018). The staff were provided with professional learning devised from the teachers who were part of the Professional Learning Community (PLC). The professional learning aimed to challenge and strengthen teacher pedagogy through differentiating professional learning with a direct impact on level of student engagement. The three areas of professional learning included Student-Centred Learning, Differentiation and Collaborative Practices. Teacher reflected on differentiated professional learning, using the school developed framework, and documented the ways they were going to implement strategies in the classroom from their learning. Students were targeted in all classes (K-6) where Student Engagement behaviours were used to observe their engagement and application to learning. In their self-allocated professional learning teams, the staff shared feedback on student engagement in relation to strategies used in the classroom. Although teachers noticed an increase in engagement the impact to student engagement was difficult to measure and the data collected only provided a sample target group from each class across the school.

All staff members used the PDP project as a means of collecting and documenting evidence against their goals for 2020.

Collaborative meetings were held with their supervisor and Deputy Principal at various sessions throughout the year. The annual review was completed and documentation was stored electronically on Google Suite files.

The Leadership team maintains a focus on distributive leadership to maintain a culture of evidence based teaching and ongoing improvement.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

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

Evaluation	Funds Expended (Resources)
The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers. Staff have opportunity to provide feedback about the impact of change that can be monitored. Professional learning protocols in place to promote high engagement and consultations for future directions. The Instructional Leaders and embedded collaboration strategies provided teachers with the opportunity to observe, reflect, plan, challenge and develop all the strategies necessary for improved teaching practice.	<p>The Instructional leaders lead with the expertise of an external consultant supporting our collaborative professional learning practices.</p> <p>Effective feedback professional learning is the focus on our Quality Teaching Rounds that support pedagogy.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$94289.00)• Professional learning (\$30000.00)

Process 2: ICT Collaboration

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

Evaluation	Funds Expended (Resources)
<p>Due to COVID changes and Learning from Home there was a strong need for all staff to engage in ICT professional learning. All staff regularly utilise the Google tools (G Suite) as part of their programming for their class and to embed digital learning into their units for each key learning area. These staff members also regularly utilise G Suite tools to effectively collaboratively plan with their stage or as a whole school. Staff continue to benefit from collaborative practices and effective communications through an increase of scheduled stage meetings, use of electronic calendar and introduction of booking resources through Sentral, continued use of G Suite and maintaining electronic meeting minutes for communication and the use of G Suite for planning.</p> <p>The DOE and third party suppliers of APPS this COVID year allowed access for teachers to many APPS for LFH at nil cost.</p> <p>The Tell Them From Me teacher survey data showed an increase of 0.4 in the area of Technology as Driver of Student Learning from 6.9 to 7.3 compared to the Govt Norm of 6.7. Due to COVID changes and Learning from Home 100% of staff engaged in ICT professional learning.</p>	Online Professional Learning courses supported by DOE and third party suppliers during COVID

Next Steps

Aligning to the School Excellence Framework the school's future focus include the following areas:

TEACHING DOMAIN

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

Feedback, Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

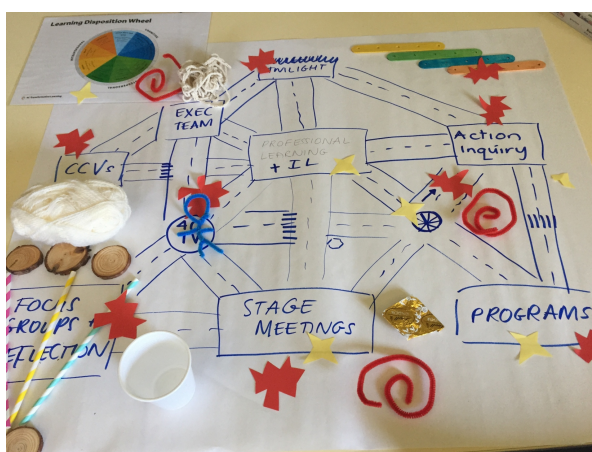
Data Skills & Use-Data use in teaching, the school will focus on developing assessments and use regularly across stages/year levels or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Learning & Development-Collaborative practice and feedback, Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

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

LEADING DOMAIN

Educational Leadership-Instructional Leadership, the leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.



Transforming School Culture-Professional Learning

Strategic Direction 3

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

Purpose

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

Improvement Measures

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

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

Overall summary of progress

In 2020, Meet the Teacher was the sole event held at the beginning of the year before COVID restrictions came into place. The event is a significant form of communication the school employs to inform the community of student learning and communication from a whole school and stage level. Data and survey responses from the community indicate the value of Meet the Teacher evening as a positive and informative practice by the school. The leadership team continuously makes changes to the school practice to align with feedback to improve service delivery and enhance high expectations.

The school conducted the TTFM surveys to monitor and refine a whole school approach to student wellbeing and engagement to improve learning. The parent community has responded to how the school delivers student wellbeing in the areas of: social and emotional development, informing parents of student behaviour, knowing the child's interest, needs and abilities to support their learning, school encouraging students in support of their learning and sense of belonging.

The school's annual practice of providing Kindergarten Orientation sessions were conducted mainly through Zoom sessions and they were extremely well received from new and current parents. The new Kindergarten students attended half a day orientation session to meet staff, their peers and get to know their school environment. The continued changes and innovative improvements by incorporating interagencies and providing parents with in depth educational knowledge about curriculum and policies ensures commitment.

The school is in continued partnership with Parents and Citizens (P&C) and Oatley Public School Advisory Group (OPSAG) to regularly solicit and address feedback on school performance from staff, parents and wider community. The consultative process ensures the school is providing an opportunity to receive advice and uses this forum to drive future directions for the school in developing consultative service delivery. Due to COVID restriction in 2020, the area of community engagement and parent involvement was quite unique in the way the school connected with the community. All P&C scheduled meetings were held via Zoom.

Oatley Public School successfully ran three Fathering Project events this year, despite the challenges with social distancing.

The first event was 'Pizza and Table Tennis' where dads were able to re-group, socialise and discuss the fathering tip: '*Communication is Key*'. It was held straight after our 'Meet the Teacher' night, giving us a captured audience as parents were already onsite.

Our next event was an 'Online Game of Scattergories' to acknowledge and celebrate Father's Day in early September. We had an overwhelming response, with 80 parents and students across K-6 coming together online via Zoom videoconference. The game was fun and challenging for all - it even kept the teachers on their toes!

In early November, we hosted a dads and kids 'Rock-Climbing' event. By then, social distancing restrictions had started to ease, so we were able to invite 60 attendees to this offsite event.

Each event was exciting and engaging and most importantly it enabled dads to connect with their child's school life and network with other OPS dads. We will continue to focus on increasing our OPS dad's group members and we look forward to running new and exciting events in 2021.

The use of ICT become very significant in our communication with the community during the Learning from Home period of 2020. The school effectively implemented processes and practices to ensure the community stayed connected during

the COVID period.

The school leadership team enabled staff to gain access to online Google Classroom courses and the administration office contacted the parent community through emails, phones and school website to ensure parents had access to Class Dojo as that was a whole school approach to staying connected at a class level.

The school website was the central hub for information that related to Learning from Home plan, worksheets, and general COVID safe regulations and school routines. Through the COVID year Oatley PS website had to change hosting site to departmental to allow for updates to the community for COVID regulations. This has created some communications being closed from the website for community communication. This will be a focus moving forward into 2021.

The implementation of Community Engagement practices are important as it allows for the school and community to work together in partnership as clear and consistent communication ensure effective management of all inquiries from the community. The embedded practices enable the school and community to connect on various platforms to celebrate positive school achievements and promote "Good News" stories and the school's profile.

Progress towards achieving improvement measures

Process 1: Community of Learning

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

Evaluation	Funds Expended (Resources)
The Fathering Project has noted an incremental growth in participants since the project started in 2019. Currently there are over 50 participating dads across K-6.	Fathering Project- \$1100 annual website fee school funded from schools and community

Process 2: Community Engagement

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

Evaluation	Funds Expended (Resources)
There has been an increase in the users of School Stream App with the total number being 1265 users from 933 and data shows 97.26% have School Stream on mobile device. The school is re-imaging the Oatley Organiser Newsletter to be accessed via School Stream App. The Tell Them From Me survey, stated-informal meetings, Class Dojo and Formal Interviews as preferred modes of communication with the teachers. Their preferred methods of communication from the school were School Stream, Notes and Class Dojo.	The school funds website annual site licence fees under community and schools funding. Many APPs are purchased for specific program needs so school endorses this through community and schools funding.

Next Steps

Aligning to the School Excellence Framework the school's future focus include the following areas:

LEARNING DOMAIN

Learning Culture- High Expectations, There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

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

Wellbeing- A planned approach to wellbeing, the school will continue to collect, analyse and use data including valid

and reliable student, parent and staff surveys/feedback will be used to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. We will be working towards target of 93.6% as our lower target to 93.7% as our upper target. The school will continue to work on promoting and building a Sense of Belonging as a whole school community.

Leadership team will continue to inform/engage distributive leadership across the school in the aim to continuously improve.

LEADING DOMAIN

School Planning, Implementation & Reporting-Continuous improvement- The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.



Fathering Project-Rock Climbing event

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$3500 ECO Schools Grant -</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$3 517.00) 	<p>At Oatley Public School, teachers collaboratively planned how to incorporate Aboriginal Perspectives across all Key Learning Areas in a meaningful way. Teachers embedded the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and perspectives, into their teaching programs. The use of integrated units across K-6 provided students with rich and authentic learning experiences. In 2020, the school maintained Acknowledgement of Country in all formal assemblies as well as recognising significant days in the Aboriginal and Torres Strait Islander Calendar. Students also participated in NAIDOC Week activities aligned to the theme, 'Always Was, Always Will Be', to celebrate the histories, cultures and achievements of Aboriginal and Torres Strait Islander peoples.</p> <p>Furthermore, an Eco School grant of \$3500 provided by the NSW Environmental Trust enabled the school to install an Indigenous bush tucker garden and yarning circle this year. Called 'Wingara' - an Eora word meaning 'to think', the garden space provides an outdoor learning space for learning and reflecting and has allowed the cross-curriculum priority of sustainability to be linked to our Aboriginal education programs.</p> <p>All students are engaged in rich curriculum that incorporates Aboriginal perspectives, this included 100% of students across K-6 that participated in the NAIDOC week activities. The students have continuous access to information regarding indigenous bush tucker as part of the addition of the "Wingara" garden space. The outdoor learning space is used intermittently by all year levels to engage students in learning.</p>
English language proficiency	<p>Both these equity sources are supporting Strategic direction 1</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$228 885.00) 	<p>Oatley Public School provides specific teaching and learning programs to support the needs of targeted students from culturally and linguistically diverse backgrounds. English language support is provided through targeted programs, delivered in either a team-teaching or a withdrawal capacity. Support is provided through specialised teaching and learning activities which focus on oral language, reading and writing skills. EALD teachers work collaboratively with classroom teachers to provide explicit, differentiated learning opportunities to support student learning. Some EALD students are also given the opportunity to be included in the MiniLit reading intervention program. EALD assessments throughout the year provide data to accurately measure student growth and development and inform future programming. Biannual EALD reports are written for students who are withdrawn for targeted learning.</p>

English language proficiency	<p>Both these equity sources are supporting Strategic direction 1</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$228 885.00) 	<p>EALD teachers have provided all staff with additional teaching resources to enhance curriculum and support EALD students in their class.</p> <p>As a target group EALD students in both Years 3 and 5 Check in assessments were comparable with the school cohort score. Year 3 EALD scored 74.5% questions correct in Reading- Cohort scored 71.7% and Year 5 EALD scored 73.1% questions correct in Reading- Cohort scored 71.8%.</p>
Low level adjustment for disability	<p>Both these equity funded resources support Strategic direction one in student engagement and learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$87 370.00) 	<p>Students with substantial needs require the preparation and distribution of Individual Education Plans to teachers and parents. Adjustments, as mandated in the Education Standards for Disability 2005, in consultation with classroom teachers and parents, make the curriculum and/or school environment more accessible for identified students with additional learning and social needs. These plans form, along with supplementary adjustments to the curriculum an integral part of the regular class teaching programs in line with the Education Standards.</p> <p>The Learning Support Teacher (LST) supports the inclusion of students with learning difficulties and disabilities in mainstream classrooms. The program is created to meet the specific needs of the students that have been referred by teachers and adjustments are created to meet their learning needs. Standardised assessment is provided at point of entry for all new enrolments to assist with appropriate placement within the school, in liaison with the principal. The LST is in consultation with Preschool teachers for any students that have been flagged as 'at risk' of needing additional support, assessment or early intervention prior to entering Kindergarten. The LST also coordinates with external specialists such as Occupational Therapists, Speech Pathologists etc. to support and improve educational outcomes for those students. The learning support team provide adjustments to differentiate learning for all identified students. The team works collaboratively with classroom teachers to gather data and analyse and determine individual growth for students.</p> <p>All students had completed ILP in consultation with parent, classroom teacher, LaST and school counselor.</p>
Quality Teaching, Successful Students (QTSS)	<p>The QTSS . \$94289 was supported by school funding for an FTE 1.0 + the school funded another Instructional Leader FTE 1.0 which allowed for</p> <ul style="list-style-type: none"> strengthening quality teaching practices through lesson observations, modelling, feedback, co- 	<p>The leadership team build in professional learning time in QTSS timetable to support teacher development in the areas of 4Cs and Learning Disposition Wheel, through executive leadership mentoring program. The QTSS funding allowed for the beginning of Collaborative Classroom Visits (CCV) for teachers to showcase and practice their development in the area of the 4Cs Transformative schools.</p>

Quality Teaching, Successful Students (QTSS)	<p>planning, co-reflection, mentoring and the use of student data as evidence of improvement.</p> <ul style="list-style-type: none"> • providing release opportunities allowing collegial feedback amongst teaching staff to improve practice based on the professional standards. Both these Instructional Leader roles support Strategic Direction 2 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$94 289.00) 	<p>Teacher reflections stated the value in learning from experts to improve their classroom practice. The Instructional Leaders provided teachers with the opportunity to observe, reflect, plan, challenge and develop all the strategies necessary for improved teaching practice. Teacher reflections articulated the best strategies for professional learning had been the positive impact that the Instructional Leaders had for improvement and development in their teaching programs - Seven Steps, Feedback, Quality Teaching Rounds and the 4Cs.</p>
Socio-economic background	<p>These funds supported focussed strategic directions of the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$8 006.00) 	<p>This supported all students to have access to the curriculum either through being supported to participate in a program or to be involved in intervention programs.</p>
Support for beginning teachers	School based funds	Oatley Public School did not have any beginning teachers in 2020.
Targeted student support for refugees and new arrivals		Oatley Public School did not receive any specific funding for targeted student support.



Public Speaking Awards

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	269	287	263	257
Girls	264	260	267	240

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	94.7	94.3	94.7
1	95.6	92.7	93.3	94.6
2	94.5	95.8	92.4	94.7
3	95.3	94.7	94.7	94.8
4	97	95.6	91.2	94.6
5	95.7	95.7	94.1	94.5
6	94.7	94.3	92.9	95.2
All Years	95.6	94.8	93.3	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Building friendships with peers

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.46
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	0.4
School Administration and Support Staff	3.98

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



4C Professional Learning

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	690,439
Revenue	4,367,620
Appropriation	4,117,772
Sale of Goods and Services	27,632
Grants and contributions	220,542
Investment income	1,674
Expenses	-4,560,256
Employee related	-4,115,550
Operating expenses	-444,707
Surplus / deficit for the year	-192,636
Closing Balance	497,803

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.

	2020 Approved SBA (\$)
Targeted Total	22,713
Equity Total	327,778
Equity - Aboriginal	3,517
Equity - Socio-economic	8,006
Equity - Language	228,885
Equity - Disability	87,370
Base Total	3,401,976
Base - Per Capita	127,467
Base - Location	0
Base - Other	3,274,509
Other Total	282,419
Grand Total	4,034,886

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.

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.

2020 NAPLAN

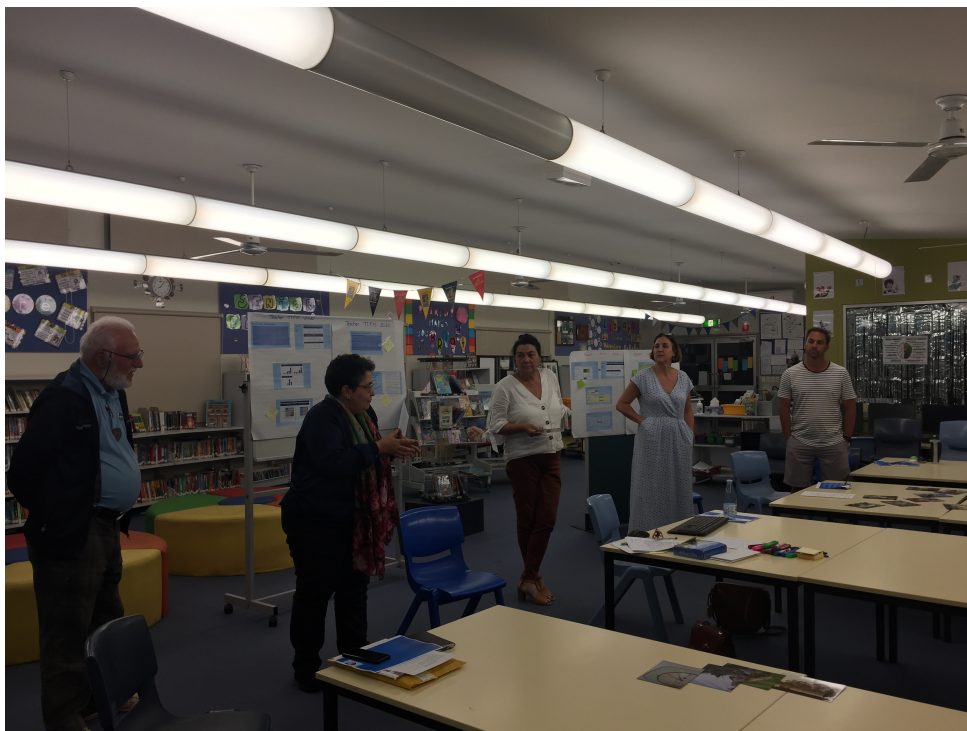
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

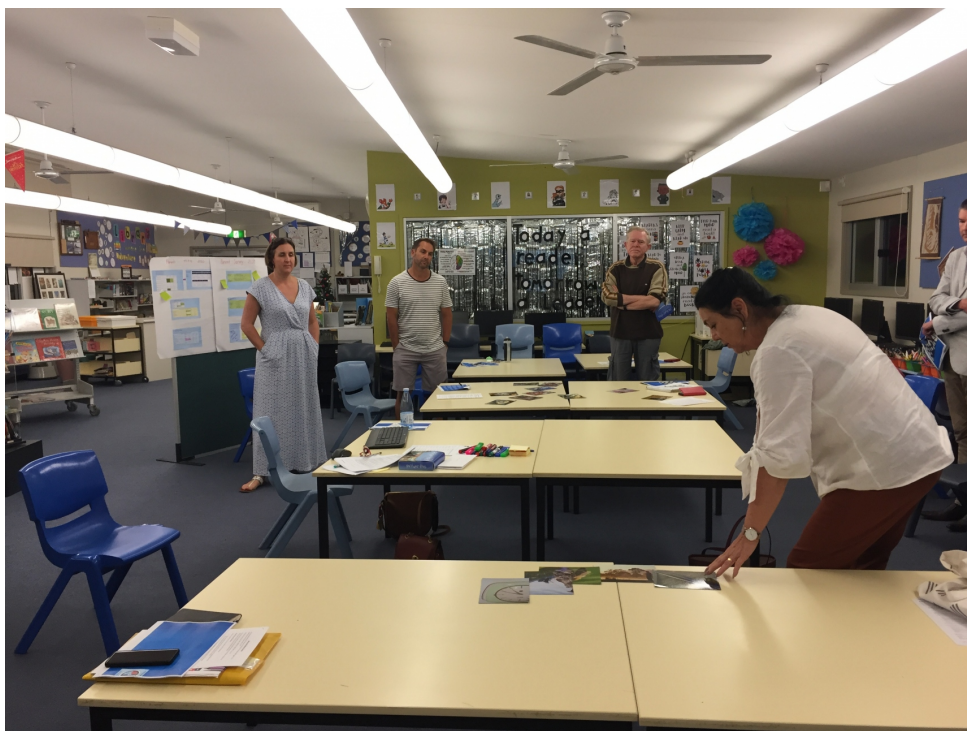
Parent/caregiver, student, teacher satisfaction

Oatley Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from the P&C, OPSAG, parent, student and teacher focus groups.

In 2020, the P&C meetings, which were held via Zoom were instrumental in providing feedback to the school about the School Management Plan and developing various ICT platforms to effectively disseminate communication. The OPSAG had the unique opportunity to meet onsite and conduct a feedback session on the Tell Them From Me survey data.



Oatley Public School Advisory Group members



Community feedback through 4Cs process

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.

The school's Multicultural Policy embraces community harmony through teaching and learning activities that address issues such as racism, intolerance, acknowledgement and respect. In 2020, OPS participated in the incursion "World Games", where students K-6 were immersed in greetings, games and holiday traditions from around the world.



Wingara-"a thinking and learning place"