

2020 Annual Report

Oatlands Public School



4071

Introduction

The Annual Report for 2020 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

Dear Oatlands Community,

This year has been like no other. There have been unprecedented challenges and uncertainty. Despite this, I have witnessed courage, resilience, persistence and reliability.

Thank you to our students for showing up and trying their best each day while their world changed around them. I know it would have been tough not to be able to come to school and see your friends each day. You should be so proud of your courage and all that you were able to overcome.

Thank you to our parents and carers who had to step into our shoes and take on home learning. Thank you also for your generous support of the school during such a difficult time. Your words and your gestures meant so much to us.

Finally, thank you to the amazing staff at Oatlands Public School who faced challenges and adversity each day to be there for their students. It is so inspirational to see the lengths that teachers will go to help their students. It really makes you believe in the power of public education.

Yours sincerely,

Kim Gould

Principal

Message from the school community

Presidents Report

AGM November 2020

If we survived 2020 we can survive anything, right? This was the year that built resilience, patience, compassion, agility and really made us reflect on what was important. 4 weeks of "home learning" gave us a whole new appreciation for classroom teachers. This year has certainly made my family slow down and forced us to rethink all the busyness.

I'm proud of all that the P&C achieved amidst the shifting sands of COVID and remarkably we raised over \$11,000 this year. Big thanks to Annie for keeping track of all our fundraising transactions this year as Treasurer. We managed to go ahead with our Easter raffle in April and the winners were announced via Facebook Live. We embraced all things digital and with Sonia's guiding hand organised our Mother's Day and Father's Day stalls to be 100% online.

The highlight for me was our very first virtual trivia night. Big thanks to Amie for helping to pull this one together. It was great to see the school's community spirit shining so brightly.

Our final P&C fundraising event for the year will be our Christmas raffle in December. And I thank you in advance for your support.

Vicky has led our grants process and we couldn't have managed those projects without her. She has helped us navigate the Solar My School initiative and oversaw phase 2 our Nature Playground.

A big thank you to the P&C Exec team, our wonderful members, Miss Gould and the dedicated staff. It has been a pleasure to serve Oatlands Public school and this community. Thank you for supporting our school.

Rebecca Purser

*President
Oatlands P&C*

School vision

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 60% of students with a language background other than English and is fortunate to be enjoying a period of increasing enrolments. There are currently 200 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.



Oatlands PS working together! :)

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	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	Sustaining and Growing
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

1.1 Student data indicates improvement in student ownership of learning.

KIDS CURRICULUM - We have collected, analysed and used data from student and parent surveys/feedback to support the wellbeing of all Oatlands students so that they can connect, succeed, thrive and learn to their full potential. After the implementation of the 3-6 Kids Curriculum in Semester 1 (2018), 96% of students stated that they enjoyed attending their chosen elective each week and loved that they could "get to know other peers across the stages and learn a different language or skill". We have received encouraging parent/carer feedback about the impact of the new Kids Curriculum program who have said "it's our son's very special time on Monday", "there needs to be more of it" and "the program leads to a healthy mindset and breaks away from the academic aspects of being a student". As our 3-6 Kids Curriculum program was so successful and in high demand, we have now introduced a modified version across K-2. Establishing widespread positive relationships across the whole school through our Kids Curriculum program has contributed to our students' overall wellbeing, catered for individual learning needs and allowed students to maintain a positive engagement with their learning.

STUDENT VOICE/ KIDS PARLIAMENT - Student voice refers to the way our students view their learning at school. "Listening to student voice is a powerful way for teachers, school leaders and education researchers to systematically look inside the 'black box' of learning from the perspective of the learner" (Black & William 1998). Listening to student voice helps us to understand what the students want and builds a better understanding of the factors that affect student learning.

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.

FLEXIBLE LEARNING -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.

WHERE TO NEXT : Maintain these programs as part of day to day business.

1.2: A minimum of 85% at your above expected grade level across K-6 by 2020

Numeracy -

End of Year (2020) assessment data used for transition shows that 87% (176 out of 203) of students across K-5 achieved the required level of early arithmetical strategies. Some students who did not meet grade expectations are well below the expected level (7%).

WHERE TO NEXT : K-6 end of term flagging shows that only 49.53% of students demonstrate full attainment of the key skills required for numeracy. Review of programs and timetabling of numeracy is required to ensure that students are consolidating their number skills throughout the week and term, not just when it is explicitly taught from the scope and sequence.

Literacy -

Our end of year (2020) data reflects that across K-6, 79% of students have not met grade expectations in reading. 73% of students across K-6 have not met grade expectations in writing.

WHERE TO NEXT : The above data indicates the need for a continued focus on implementing explicit evidence based reading programs. Further analysis of NAPLAN writing data reveals the need for improvement in explicitly teaching sentence structure.

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

The number of students in the optimal quadrant at Oatlands Public School is significantly above state and 4% above SSSG.

Over the last four years expectations for success has been at 95% or higher. The current value is 100%.

The quadrant with the second largest amount of students in it was low advocacy, high expectations. In order to improve there should continue to be a focus on student advocacy.

Over the last 6 years, 'sense of belonging' has only increased or decreased by 3%, with only one outlier: 2017 when 84% of students experienced a sense of belonging. There is clear potential for improvement.

In a 2020 end of year community survey 70.4% of parents agreed that child is sometimes equipped with strategies to self-regulate their emotions with only 22.2% feeling confident about this. Whilst this reflects some good growth in this area and students may be self-aware, not all students can self-regulate when needed.

WHERE TO NEXT : As a school we need to implement programs to increase a sense of belonging amongst students, continue our work with zones of regulation and ensure all students feel they have an advocate.

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.

Evaluation	Funds Expended (Resources)
<p>In a 2020 end of year community survey 70.4% of parents agreed that child is sometimes equipped with strategies to self-regulate their emotions with only 22.2% feeling confident about this. Whilst this reflects some good growth in this area and students may be self-aware, not all students can self-regulate when needed.</p> <p>WHERE TO NEXT : As a school we need to implement programs to increase a sense of belonging amongst students, continue our work with zones of regulation and ensure all students feel they have an advocate.</p>	

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

Evaluation	Funds Expended (Resources)
Students can identify changes across the school that have occurred as a	

Progress towards achieving improvement measures

result of Kids Parliament and class suggestions.

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)
<p>WHERE TO NEXT : K-6 end of term flagging shows that only 49.53% of students demonstrate full attainment of the key skills required for numeracy. Review of programs and timetabling of numeracy is required to ensure that students are consolidating their number skills throughout the week and term, not just when it is explicitly taught from the scope and sequence.</p> <p>The above data indicates the need for a continued focus on implementing explicit evidence based reading programs. Further analysis of NAPLAN writing data reveals the need for improvement in explicitly teaching sentence structure.</p>	

Next Steps

- Maintain student voices programs: Kids Parliament, Kids' Curriculum and Flexible Learning as day to day business.
- Continued focus on implementing explicit evidence based reading programs. Further analysis of NAPLAN writing data reveals the need for improvement in explicitly teaching sentence structure.
- As a school we need to implement programs to increase a sense of belonging amongst students, continue our work with zones of regulation and ensure all students feel they have an advocate.



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

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

79% of students stated in a 2018 annual survey that they know what they need to do to achieve their learning goals. In the same survey, 75% of students stated that they receive timely written and verbal feedback each day through assessment rubrics and 'I Can' statements. In 2019, our reporting format has changed to focus specifically on students' future learning goals in literacy and numeracy. These are personalised for each student and are referred to in class activities. Students are aware of their goals and they are conveyed to parents through the semester report. 92% of parents believed that their child's personalised 'future learning goals' comment allowed them to understand targeted areas for further progress.

WHERE TO NEXT: Continue work in this area linked to quality evidence-based teaching.

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.

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.

WHERE TO NEXT: Maintain when appropriate.

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.

An annual 2020 survey, indicated that the majority of teachers (62.5%) rated themselves a '3' out of 5 for confidence in implementing interventions for Tier 3 students demonstrating clear potential for improvement. Some teachers noted that they needed more support in identifying effective strategies for these students.

WHERE TO NEXT: Improve systems and support to empower teachers to effectively implement individualised interventions for students.

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)
79% of students stated in a 2018 annual survey that they know what they	

Progress towards achieving improvement measures

need to do to achieve their learning goals. In the same survey, 75% of students stated that they receive timely written and verbal feedback each day through assessment rubrics and 'I Can' statements. In 2019, our reporting format has changed to focus specifically on students' future learning goals in literacy and numeracy. These are personalised for each student and are referred to in class activities. Students are aware of their goals and they are conveyed to parents through the semester report. 92% of parents believed that their child's personalised 'future learning goals' comment allowed them to understand targeted areas for further 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)
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.	

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

Evaluation	Funds Expended (Resources)
An annual 2020 survey, indicated that the majority of teachers (62.5%) rated themselves a '3' out of 5 for confidence in implementing interventions for Tier 3 students demonstrating clear potential for improvement. Some teachers noted that they needed more support in identifying effective strategies for these students.	

Next Steps

- Continue to work on students monitoring their own growth in literacy and numeracy through quality evidence-based teaching.
- Continue to flexibly use environments to suit learning needs of students and employ teaching strategies that promote critical thinking.
- Improve systems and support to empower teachers to effectively implement individualised interventions for students.



Our students after presenting at a national sustainability conference around solving problems of our future.

Strategic Direction 3

high performance culture

Purpose

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

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

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

Our internal data supports that all executive staff are instructional leaders. This is also supported by qualitative data such as "as a beginning teacher, I was privileged to be able to team teach with an experienced teacher, who has previously taught this stage. This helped to shape my teaching practice by observing and learning alongside this teacher, including the organisation of teaching and learning sequences, classroom management strategies and consistent teacher judgement regarding student progress" (VT 2019).

90% of teachers believed that the executive staff worked collaboratively with them according to the 2019 annual survey.

WHERE TO NEXT: Systems need to support consistent collective teacher efficacy, particularly in regards to literacy and numeracy.

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

As per below - school culture/ community engagement.

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.

As per below - school culture/ community engagement.

School Culture/ Community Engagement:

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 week) 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.

The annual community satisfaction survey indicated that parents and carers overwhelmingly wanted to receive communication electronically. As part of Strategic Direction 3 in our 2018-2020 school plan, Oatlands Public School have embedded practices to achieve a 'high performance culture' with excellent service delivery. The survey results provided by the community regarding electronic communication, evidence the school's responsiveness to community feedback. The school's excellence in the areas of service delivery and customer experience is also reflected in the commentary provided by parents and carers in the Class Dojo application. The leadership team consistently measure community satisfaction and inform the community of the actions and responses taken based on the findings. The example of the introduction of School Stream, an electronic notes application, clearly highlights the process by which the school improves service delivery through analysis of community satisfaction data.

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. The communication details plans to improve school programs and introduce new initiatives which aim to promote achievement for all students. 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. This impact has been measured through student surveys. An example of this was survey results shared with the P&C, stipulating that 96% of students in 2019 are engaged when using the sensory garden.

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. Strategic Direction 3 in our previous plan, 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.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Our internal data supports that all executive staff are instructional leaders. This is also supported by qualitative data such as "as a beginning teacher, I was privileged to be able to team teach with an experienced teacher, who has previously taught this stage. This helped to shape my teaching practice by observing and learning alongside this teacher, including the organisation of teaching and learning sequences, classroom management strategies and consistent teacher judgement regarding student progress" (VT 2019).</p> <p>90% of teachers believed that the executive staff worked collaboratively</p>	

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The annual community satisfaction survey indicated that parents and carers overwhelmingly wanted to receive communication electronically. As part of Strategic Direction 3 in our 2018-2020 school plan, Oatlands Public School have embedded practices to achieve a 'high performance culture' with excellent service delivery. The survey results provided by the community regarding electronic communication, evidence the school's responsiveness to community feedback. The school's excellence in the areas of service delivery and customer experience is also reflected in the commentary provided by parents and carers in the Class Dojo application. The leadership team consistently measure community satisfaction and inform the community of the actions and responses taken based on the findings. The example of the introduction of School Stream, an electronic notes application, clearly highlights the process by which the school improves service delivery through analysis of community satisfaction data.</p>	

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)
<p>Teachers worked with academic partners across Australia on an ACER coding project. They also collaborated with a Mathematics expert, all resulting in improved student outcomes.</p>	

Next Steps

. 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.

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.

Systems need to support consistent collective teacher efficacy, particularly in regards to literacy and numeracy



Oatlands appeared on the ABC.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Liaison Officer Cengage readers SLO support	In 2020 the school continued work on its Aboriginal bush tucker garden. Appropriate plants purchased after consulting with an Aboriginal elder. Staff participated in training about promoting Aboriginal culture and the school purchased many culturally safe resources to help promote inclusion and awareness. The school continued to work with the Aboriginal Liaison Officer, organise case meetings and implement individual learning plans to ensure success for our Aboriginal students.
English language proficiency	EaLD funding used to employ additional SLSOs 0.6 allocation AP mentor	Increased capacity of teachers to teach reading effectively in the early years, improved academic achievement against EaLD learning progressions, improved reading and writing results.
Low level adjustment for disability	Targeted reading programs especially for phonics introduced	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			
	2017	2018	2019	2020
Boys	112	121	120	114
Girls	92	92	97	87

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	95.1	94	90.9
1	94.5	92.9	90.7	90.9
2	96.1	94.6	91.9	93.8
3	94.4	93.4	92.8	92.3
4	94.1	93.6	93.6	94.9
5	89.5	94.8	92	91.6
6	92.6	92.1	93.8	90.4
All Years	93.9	93.8	92.6	92.1
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.6
School Counsellor	1.4
School Administration and Support Staff	2.82

*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.

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	657,241
Revenue	2,631,182
Appropriation	2,480,786
Sale of Goods and Services	37,066
Grants and contributions	112,156
Investment income	1,074
Other revenue	100
Expenses	-2,626,267
Employee related	-2,350,665
Operating expenses	-275,603
Surplus / deficit for the year	4,915
Closing Balance	662,156

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	122,781
Equity Total	194,400
Equity - Aboriginal	1,405
Equity - Socio-economic	14,273
Equity - Language	103,636
Equity - Disability	75,087
Base Total	1,587,937
Base - Per Capita	52,189
Base - Location	0
Base - Other	1,535,748
Other Total	562,433
Grand Total	2,467,551

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

Reading: Through analysis of focus groups and surveys we have determined that students, parents and teachers value reading for enjoyment. Parents value communication including how they can support their children to achieve reading goals. Students want more opportunities to read by themselves and would like to know more about how to achieve their reading goals. All stakeholders value the Big 6 of reading and the explicit teaching of comprehension strategies.

Teachers have gained an understanding of some effective reading strategies during 2020. They have begun to develop differentiated reading and phonics programs for English, however they believe support is still required to effectively implement the 'Big 6' of reading as well as gradual release of responsibility, particularly in regards to comprehension strategies.

Teachers value the interventions already available at the school, such as MiniLit,

Analysis of class assessments, NAPLAN data, Check-In Assessments and student work samples indicate that some students may not be effectively challenged at their point of need. This further supports the need to improve differentiation of teaching and monitoring systems.

Numeracy: Student voice (focus groups) dictates that not all classes and teachers utilise group work in numeracy - some teachers use differentiated worksheets, however students complete these independently. Students also valued playing games to practise numeracy skills and concepts but agreed that these needed to be at the right level when working with a partner or they feel it is not fun, too easy or not fair. 44.4% of parents play games at home with their children to practise mathematics at least weekly, however they feel limited in explaining concepts to their child as their learning experiences differ and they do not want to confuse their child further (14.8% of parents don't feel confident to help their child).

As discussed in staff focus groups, teachers have begun to provide differentiated activities for mathematics, however there is a need to ensure that these activities are based on pre- and diagnostic assessments that target students at their individual points of need. Teachers use guided and independent activities when grouping students according to needs, and the next step is to ensure that these activities build on prior knowledge and meet students at their point of learning, as reflected in the staff survey with 50% of teachers not feeling confident in horizontally differentiating to challenge high achieving students. Teachers stated they needed support to build their capacity in catering for a wide range of needs and learning styles.

Systems of support

Teacher, parent and community and student surveys and focus groups indicated some inconsistency of understanding in key areas of development: literacy, numeracy and wellbeing. This points to the need for clearer, more explicit expectations around teaching success at Oatlands Public School. F

Wellbeing

TTFM trend data from 2019-2020 indicates that 74% of OPS students reported a 'sense of belonging' at school compared to the state average of 81%. Sense of belonging pertains to students' feelings of being accepted and valued by their peers and by others at school. Students' sense of belonging at school is related to their academic achievement and wellbeing. As a school, there is evidently a need for us to build on this concept of 'teamwork'. A 'positive classroom climate' had a school mean of 6.8 for understanding that there are clear rules and expectations for positive behaviour in the classroom compared to the state average of 7.2.

Parent/Teacher/Student Focus Groups Data- Focus group data revealed that all stakeholders (parents/teachers/students) believe that teaching prosocial behaviour at school sets up individuals to be successful citizens of the future. All focus group members agreed that behaviour is a "form of communication, normally not isolated and that many students have an issue with appropriately regulating elevated emotions".

Teachers at OPS, stated that there is a "collaborative approach to sharing strategies" and a "positive acceptance/care of all students, including those with disabilities" across the school. The general consensus was that consequences for negative behaviour weren't instant enough (particularly for K-2) and that 3-6 students might require different consequences for negative behaviour compared to K-2 students. It was also agreed that there should be a positive approach to handling negative behaviour. It was noted that Tier 2 & Tier 3 students require extra time to practice these positive behaviours/strategies when they are in the green zone.

General feedback regarding the school's current behaviour management systems identified the need to make some significant changes to:

-updating the behaviour policy so that it contains simplified language/ flowcharts/ infographics accessible to all

stakeholders. Parents and students weren't really aware of the behaviour levels and what behaviours warrant them.

-sharing this policy regularly to remind all stakeholders of the school's high expectations.

-the wording of our 3 step classroom management plan to align with the 'Got It' language of '1st Warning, 2nd Warning, Thinking Chair' to normalise the self-regulation step and not always give it a negative connotation.

-classroom teachers discussing negative matters that arise with their students and parents before potential escalation to executive staff (CRT>Exec>Principal).

-consistent behaviour expectations on the playground.

-rewards for positive behaviour need to be reviewed based on student voice/feedback.



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.