

2021 Annual Report

Oatley Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

What an amazing year we as a school community have achieved so far traversing through change and challenge. It has been a changing environment which has needed strength, positivity and resilience. We have tried to continue to achieve the best possible outcomes for our students in developing their competencies which they have for life.

We value thinking and learning through creativity, critical reflection, communication and collaboration. Our Year 6 graduates today have been skilled in understanding the competencies needed for their future learning and we hope they use these skills to create their own successes and become self directed learners.

I particularly want to acknowledge our Year 6 students graduating this year as their final year in primary school has been so interrupted with COVID. Their future holds so many new experiences and we congratulate them on their achievements so far through this journey.

We hold at the very core of our teaching and learning that every child is a success. We value their individuality and their strengths which we harness and cultivate. We also want the students to be happy and engaged students achieving to a high expectation.

We are excited about this future direction for our students and hope that your child does come home using words such as " empathy, teamwork, grit, focus, curiosity, influence, think why and how, make and express meaning, build new ideas.

I want to acknowledge the dedication and enthusiasm of the teachers in this school. Their commitment to your child is a credit to their professionalism. They also maintain a high expectation for your child to be a success. Thank you to that amazing team.

With our continued partnerships in learning our whole school community should be proud of our student's achievements and successes.

Debbie Hunter

Principal

School vision

At Oatley Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning empowering all students to develop as creative, collaborative, communicative and to critically reflect as learners through quality teaching and high impact leadership.

School context

Oatley Public School is a large metropolitan school located in a high socio-economic part of southern Sydney. The school is a focal point of the community and caters for students in Kindergarten to Year 6. Oatley Primary School has 26 teaching staff with a student enrolment of 475. The school has strong relationships with an Oatley Public School Advisory Group and P&C consisting of parents, caregivers, teachers and the wider community. Oatley Primary School has a proud sporting history, provides opportunities in the creative and performing arts, Sciences, Technology and embraces Creativity, Critical Reflection, Communication and Collaboration (4Cs). The school promotes the growth and development of our young people and builds the capacity of our students to develop as a whole child (cognitively, physically, emotionally, socially, morally) and through teaching and learning incorporate capacities which help our students navigate through a changing world of challenges.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum, school evaluation on professional learning and student focus groups on students as learners.

Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically high student achievement but expected growth in both reading and numeracy is an area for explicit focus in the new school plan. We have identified a need to use data driven practices and assessment to ensure all students have access to appropriate differentiated learning outcomes that will meet their needs for growth. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to all students inclusive of students with additional needs including those identified as high potential and gifted, English as Additional Language learners and Aboriginal students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. We are working to ensure greater consistency of continuous growth for all students from the beginning of their early years into their later years in our primary school context.

Transforming school culture

After a year of 4C Transforming school pedagogy inclusive of creativity, collaboration, communication and critical reflection there is overwhelming evidence that the explicit teaching of strategies against the diagnostic tool of the Learning Disposition Wheel of competencies for teachers, students and parents as learners will continue. The 4C approach demonstrates how our school can change teaching and leadership to embed and enact the 4Cs to make them central to dynamic and exciting learning. This evidence based research connected to students curriculum will be assessed in action research practices. This ultimately supports students' Wellbeing and sense of belonging as we shift the culture to student centred learning.

Partnerships in learning

Oatley PS has significant support from the whole school community. We are committed to community satisfaction and community engagement. We are working towards developing a culture especially for parents to be immersed in understanding how education has changed and the impact on their child as future citizens in their community. The school will engage in collaborative approaches to develop effective partnerships across other schools and the wider community ensuring the best use of professional skills, knowledge and experiences are promoted.

Oatley Public School has always nurtured a high professional learning culture. The leadership team promote an ethos of high impact professional learning for teachers to grow student learning outcomes. Throughout this plan three elements of

high impact professional learning will be implemented to support student progress and achievement:

- Professional learning is driven by identified student needs;
- Collaborative and applied professional learning strengthens teaching practice; and
- School leadership teams enable professional learning.



4Cs- Student Learning

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
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	Excelling
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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Reading and Numeracy and to build strong foundations for academic success we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiated learning
- Data driven practices

Resources allocated to this strategic direction

QTSS release: \$60,000.00

Low level adjustment for disability: \$88,737.00

Literacy and numeracy intervention: \$44,847.00

Integration funding support: \$52,116.00

English language proficiency: \$185,551.00

Aboriginal background: \$2,865.00

Professional learning: \$2,500.00

Summary of progress

Numeracy and Reading

Professional learning for all staff during Term 1 focused on unpacking data from the Situational Analysis with focus on internal and external data to develop staff competencies in **Data Literacy**. Using NAPLAN 2019, PAT Maths and Reading and 2020 Check-in both Reading and Numeracy helped teachers understand the school target areas for growth outlined in the School Improvement Plan 2021-2024 and how the main school initiatives and the activities supported this plan.

This **data use in teaching** became the focal initiative for differentiation in the delivery and monitoring of teaching /learning programs developed in 2021.

The executive leadership team led **high impact professional learning** by developing a professional learning plan, knowledge sharing and thought leadership is facilitated and establishing systems to support continuous and coherent professional learning.

The school created Instructional Leader role using **Quality Teaching Successful Students** for employing a specialist teacher to lead improvement in literacy or numeracy. Their roles were providing mentoring and coaching support as expert teachers, to strengthen quality teaching practices through the analysis of student data to drive ongoing, school wide improvement in teaching practice and student results in Literacy and Numeracy and providing release to establish collaborative teaching practices, allowing teachers to work together and learn from each other through observation and discussion. The Instructional leader focused **on high impact professional learning** through collaboration and applied professional learning strengthens teaching practice and professional learning is driven by identified student needs.

The Instructional leaders would then lead a numeracy and reading Hub. This was to enable a **distributive leadership** model to sustain a culture of effective evidence based learning and ongoing improvement to support student learning and there was teacher representative from each stage group to upskill and to support teacher mentoring. The quality and calibre from this model created a very sustainable culture of **teacher professional learning**.

Evidenced based research using the Big Ideas by Diane Siemon in Numeracy and in reading the research by Deslea Konza Research into Practice resources were a school focus in ongoing professional learning.

During Semester 1 the Numeracy and Reading Progressions and Plan2 were introduced as a means of **whole school monitoring**. The Focus being on Fluency in reading to then moving to Understanding Texts and whole school monitoring in Plan2.

Both hub members developed assessments to plot students to start this process. Formative assessments were created for student tracking and then enable clearer differentiation of identifying where students were in their learning and what

the next steps in their learning are.

Programs also emphasise **explicit teaching** of concepts to be delivered and regular **assessment** practices of students in their learning. Each stage had a focus area to implement.

During Term 3 Learning from home (LFH) occurred for 13 weeks into Term 4. All teachers were maintaining programming and implementing the agreed reading and numeracy concepts in their LFH plans. However, explicit teaching of concepts and differentiation were very difficult to address for all students working remotely.

On return to face to face learning **external data** showed we were on track to meeting our reading target but had a large negative variance in our numeracy data.

The executive leadership team **analysed this latest data** and looked for progress and achievement and found the middle high students in numeracy and reading needed to be explored. In Term 4 in returning face to face we established our specialised teachers to analyse specific assessment on these students and to establish targeted focus groups. Extra **LaST teachers were employed along with the COVIP ILSP and EAL/D** teachers to conduct IfSR PV for targeted high middle students (as identified in the Term 2 Check-In) and ASA comprehension assessments. This assessment has led to teacher differentiation of specific targeted skills for these students.

The **executive leadership** evaluated their initiatives at the beginning of Term 4 using the reflect and reset model. A more **explicit teaching** focus in numeracy on Quantifying Numbers was evidenced as there were too many gaps in student learning to jump straight to the stage identified Big Ideas. Assessments were created for each stage (ES1 and S1 teachers conducted IfSR PV) and teaching for the remainder of the year focused on the identified areas of need.

In reading explicit teaching focus in the following stages were **ES1**: UnT 1-4 (achieved through story books and IniaLit); **S1**: UnT 4-7 (DoE Resources: Connecting Ideas in Texts and Audience & Purpose); **S2**: UnT 6-9 (DoE Resources: Connecting Ideas in Texts and Main Idea)

And **S3**: UnT 8-10 (DoE Resources: Vocabulary in Context and Main Idea)

The **Instructional leaders** reflected that evidence of regular teacher check-ins to ensure formative assessment data is being collected and used to ensure student progress and **differentiation**.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TOP 2 Bands Reading Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading to be above (or equivalent) lower target baseline of 69.24%.	Actual results for OATLEY PUBLIC SCHOOL (OPS) 2021 overall NAPLAN results for Year 3 & 5 in Reading were 70.68% (SCOUT) of students in the top 2 bands. Data showed that we were above our lower bound annual trajectory of 68.60% and 3% lower than the upper bound annual trajectory. Target = 69.24% Actual = 70.68% resulting in an uplift of 1.44% OPS is performing well above state scores and relative results with SSG schools. Year 3 - Reading - 80% of students achieved in the top two bands of NAPLAN In comparison to SSG schools - NAPLAN Year 3 average school score 498.1; SSG schools average score 479.12; State average score 435.76. OPS is performing well above state scores and 18.98 above SSG schools We need to acknowledge the high percentage of students that achieved beyond the Band 6 in Year 3 in upper Bands of 7, 8, 9, 10. is 28.5% compared to SSG of 24.1% Year 5 - Reading 60.32% of students achieved in the top two bands of

<p>TOP 2 Bands Reading</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading to be above (or equivalent) lower target baseline of 69.24%.</p>	<p>NAPLAN</p> <p>In comparison to SSG schools - NAPLAN Year 5 average school score 542.1, SSG schools average score 543.16, State average score 507.87.</p> <p>Summary:</p> <p>Overall data indicates strong results in reading. OPS achieved the target for 2021 and is on track to achieve targets 2022-2024.</p> <p>The Year 3 cohort is performing at an exceptionally high level with 80% of student in the top 2 bands and beyond. K-2 InitialLit phonemic awareness program has supported these results.</p>
<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above (or equivalent) target baseline of 59.19%.</p>	<p>Actual results for OATLEY PUBLIC SCHOOL (OPS)</p> <p>2021 overall NAPLAN results for Year 3 & 5 in Numeracy were 53.38% (SCOUT) of students in the top 2 bands.</p> <p>Data showed that we were below our lower bound annual trajectory of 58.51%</p> <p>Target = 59.19% Actual = 53.38% resulting in a deficit of 5.81%</p> <p>OPS is performing well above state scores, however OPS is performing 8.31% against SSG schools.</p> <p>Year 3 - Numeracy - 58.6% of students achieved in the top two bands of NAPLAN</p> <p>In comparison to SSG schools - NAPLAN Year 3 average school score 471.1; SSG schools average score 448.55; State average score 407.14.</p> <p>OPS is performing well above state scores and 22.55 above SSG schools</p> <p>We need to acknowledge the high percentage of students that achieved beyond the Band 6 in Year 3 in upper Bands of 7, 8, 9, 10. is 24.3% compared to SSG of 6%</p> <p>Year 5 - Numeracy 60.32% of students achieved in the top two bands of NAPLAN</p> <p>In comparison to SSG schools - NAPLAN Year 5 average school score 525.8, SSG schools average score 534.11, State average score 499.39.</p> <p>Summary:</p> <p>Overall data indicates a strategic focus on numeracy between year 3 and 5 is a focus to achieve set targets</p>
<p>Reading</p> <p>More than 67.16% of students achieve Expected growth NAPLAN Reading to meet the lower bound system-negotiated target.</p>	<p>The school target of 67.16%. The actual 68.33% showed 1.17% increase on that target. indicating progress toward the upper bound system-negotiated target.</p>
<p>Numeracy</p> <p>More than 67.8% of students achieve Expected growth NAPLAN Numeracy to meet the lower bound system-negotiated target.</p>	<p>Percentage of students achieving expected growth in numeracy decreased indicating progress yet to be seen toward the lower bound system-negotiated target.</p>

Strategic Direction 2: Transforming School Culture

Purpose

Teachers engage in collaborative and applied professional learning models to deepen their understanding of student-centred curriculum design and implementation to support overall student development. Students connect with the interpersonal, intrapersonal and cognitive competencies required for deep learning, developing their self-regulation and agency.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Pedagogical practices
- Student-centred teaching and learning

Resources allocated to this strategic direction

QTSS release: \$30,000.00

Professional learning: \$10,000.00

Summary of progress

Pedagogical Practices

The school created Instructional Leader role to lead improvement in learning and development practices for all staff in 4C's Transformative learning.

The Instructional leader established a teacher Hub. This was to enable a **distributive leadership** model to sustain a culture of effective evidence based learning and ongoing improvement to support student learning. There was teacher representative from each stage group to upskill and to support teacher mentoring. The quality and calibre from this model created a very sustainable culture of **teacher professional learning**.

Staff engaged **collaborative and applied professional learning** opportunities through Collaborative Classroom Visits, Deep Noticing in Action and leadership facilitation sessions with external consultants from the Transforming Schools team. This provided a forum for professional dialogue, collaboration and sharing of **expertise and innovative practice**.

A Learning partnership was established with Kogarah Public School, through the formation of a 'Community of Schools', to enhance **Professional Learning**. Staff had the opportunity to share professional learning experiences on the Staff Development Day in term 2 and collaboratively define future directions to enhance both teacher professional learning and student learning outcomes.

An inquiry team was established to join a Community of Practice (COP), working collaboratively with Miranda Jefferson from Transforming Schools and staff from schools across the district. The COP explored newly developed Learning Disposition rubrics through action research, targeting specific students and monitoring their progression along the rubric as they engaged in teaching and learning opportunities.

Student Centred Teaching and Learning

Staff engaged in explicit teaching and learning of each Learning Disposition. Supported by the HUB providing resourcing, fortnightly challenges and professional dialogue through stage meetings. Students demonstrated their understanding of each learning disposition through work samples and videos showcased on the Oatley Public School student TV show, 4CTV.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students who report positive wellbeing to be	Tell Them From Me data shows 88.89% reported positive wellbeing, including a 91.58 in advocacy at school, 78.31%in sense of belonging and

above the system negotiated baseline target.	96.84% in expectations of success.
Internal measures indicate an increased percentage of staff actively collaborating with internal staff and practitioners from other schools to reflect and improve on teaching practice.	<p>100% of Staff engaged in 4C Professional Learning connecting with Kogarah Public School as a Community of Schools to share, reflect and improve teaching practice.</p> <p>A team of 3 teachers engaged in Action Inquiry with practitioners from schools across the district on Learning Disposition rubrics, which will form a future focus for all staff in 2022.</p> <p>100% of engaged in Collaborative Classroom visits and Deep noticing in Action rounds, sharing teaching practice, student observations and setting personal goals for future growth.</p> <p>In the TTFM 2021 Survey, staff indicated a score of 8.3 for Collaboration across the school context, above NSW Government Norm at 7.8.</p>



4C Learning Disposition Wheel- Dubbo Professional Learning

Strategic Direction 3: Partnerships in Learning

Purpose

Build strong connections with the school community, through creating a culture and structures that build a cycle of professional learning; an inclusive environment that enables learning and growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connecting through learning
- Inquiry based learning

Resources allocated to this strategic direction

Literacy and numeracy: \$10,000.00

Summary of progress

The initiatives in "Partnerships in Learning" were established after unpacking data from the Tell Them from Me (TTFM) and school based surveys as indicated in the Situational Analysis. Although, TTFM survey uptake trend is very low, the data indicated the school scored well below Govt norms in relation to other schools in the areas of 'Parents feel informed' and 'Parents supported student learning'. Hence, the Connecting through learning initiative was established to instil **high expectations** by providing shared opportunities for the community to engage in learning. Also as part of this initiative the executive team monitor and track student attendance, particularly students at or above 90% in order to improve the 2021 attendance rate which is currently 88.33%. Parents are regularly informed of the importance of students having a high **attendance** rate and that this contributes to student development and learning.

As a future direction, the school will conduct parent engagement opportunities to ensure ongoing educational practices to support student development through communication platforms, surveys, parent focus groups, P&C and OPSAG group.

In developing a **high expectation culture**, the leadership team introduced a professional learning community of teachers to devise "Inquiry base learning" programs. These programs were delivered to students to provide opportunities to further develop and support our **high potential and gifted students**. In particular, this year student engagement and teacher development was closely monitored in Stage 3 where the Metro Project was effectively implemented and designed to strengthen the cognitive engagement of students at school. This area of focus was chosen in response to a consistent downward trend data from TTFM student survey.

The **teaching and learning program** was aligned to NSW syllabus outcomes in English, Mathematics, Digital Technology and Science, as well as the general capabilities and designed in collaboration with Western Sydney University and Sydney Metro Transport. Through interest-based and student formed groups, Stage 3 students worked through the inquiry process to gain a deeper understanding of the Metro project and then the students chose the method they would use to demonstrate their understanding and how they would be assessed. To celebrate their learning journey, students participated in a 'School Expo' and presented to a real-world audience made up of academics, Sydney Metro experts, curriculum consultants, and community members. The 'Expo' was filmed professionally, which provided teachers with a powerful mechanism for reflecting on the impact of inquiry-based teaching and learning. Collection of subsequent student survey, reflection and assessment data indicated the powerful effect this rich, real-world open-ended learning had on increasing student engagement and depth of understanding.

Teachers presented their unit of work to colleagues, across other school networks, for peer-review and it has since been placed on the Sydney Metro website as a resource for other schools, further developing **expertise and innovation** in staff and building their capacity in this area. The Inquiry Project resulted in a significant change in the pedagogical practices of these teachers and developed their capacity as future leaders. Through **collaborative practice and feedback** opportunities teachers have evaluated and redesigned other units of work and their assessment methods, in line with this student-centred approach to learning.

The initiative has provided a sense of **shared engagement** with the community to improve student learning and development. The practices and processes that have been embedded during the inquiry support the nature of creating a culture of high expectations through regular feedback and student centred learning.

As a future direction teaching and learning programs will be designed with a focus on Inquiry base learning across K-6 where teachers can demonstrate and share their expertise and ensure dynamic curriculum is delivered to motivate and engage all students. The Inquiry base learning will have a direct link to the school's 4C pedagogical change in

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An improvement in the themes of 'High Expectation' and 'Teaching and learning programs' to the level of Excelling as measured by the School Excellence Framework.	Self-assessment against the School Excellence framework shows the theme of High expectations to be Excelling.. Self-assessment against the School Excellence framework shows the theme of Teaching and learning programs to be sustaining and growing.
An increase in student attendance above base line data	The number of students attending greater than 90% of the time or more has increased by from 2020-2021 by 4.6%.



Inquiry Based Learning- Sydney Metro Project

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,116.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oatley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>Three students maintaining this targetted funding allocation which is significantly used to ensure their ongoing learning programs are developed, implemented, regularly assessed and reviewed with the support of a teacher's aide. Two teacher's aides work collaboratively with the class teacher to ensure the student's learning programs are connected with the NESA learning curriculum while maintaining a high priority on their wellbeing learning accommodations.. Individual learning programs may have significant independent learning components when student needs to be withdrawn as well as being supported in the class and on the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Interim reviews are conducted each term with the final reviews in Term 4. This review is in consultation with class teacher, teachers aide, Principal, School Counsellor, parents and LST coordinator to develop future recommendations for the student. Thee IPs are transferred to the student's following class teacher.</p>
<p>Socio-economic background</p> <p>\$9,875.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oatley Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Providing students without economic support for educational materials, uniform, equipment, excursion and incursions and other items resourcing.. This allowed for equitability of resources and services supplementation of extra-curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The allocation for this resource will continue to enable equity of educational outcomes and resources for all students who may need this support.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oatley Public School. Funds under this</p>

<p>\$2,865.00</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: staffing release to support development and implementation of Personalised Learning Plans in consultation with class teacher and parent and Learning Support Coordinator.. The PLPs were to focus on the student's cultural awareness and how this can be supported by the learning plan. A high expectation of achievement is also important for the student in their competencies in numeracy and literacy strategies. Within the plans interagency supports were on school site to support student learning and wellbeing and collaborative class programs supported by specialist EAL/D and LaST teachers in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: maintaining recommendations from Term 4 PDP reviews and ensuring ongoing support with in class teaching and learning program and specialist teachers inclusive of interagency support.</p>
<p>English language proficiency</p> <p>\$185,551.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oatley Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: At Oatley Public School EAL/D teachers provided specific teaching and learning programs to support the needs of students from Years K-6 who have culturally and linguistically diverse backgrounds. English language support was provided through differentiated programs delivered in either a withdrawal or team-teaching capacity for 2-3 sessions per week of approximately 1 hour duration. Using a range of assessment and data sources to determine specific student needs, specialised learning programs were developed which focused on oral language, reading and writing skills. EAL/D teachers worked collaboratively with classroom teachers to provide explicit and structured learning activities in the classroom which differentiated the curriculum for EAL/D students and supported their learning.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>English language proficiency</p> <p>\$185,551.00</p>	<p>funding will be: Maintain the equity specialist teacher support funding with an EAL/D teacher ensuring all EAL/D students can access the mainstream curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$88,737.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oatley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Under the Learning Support Team banner the LaST, School Counsellor work collaboratively to identify and support students with differentiation and intervention to access mainstream curriculum. We had a very interrupted year due to COVID therefore we resourced the employment of four Last teachers supporting each stage team through this equity funding. Each stage team utilised their LaST teacher significant to the students' needs. There were minilit programs operational, booster groups of middle high students and individual support for smaller groups. Data was collated weekly (inclusive of: anecdotal notes, observations, student-teacher dialogue, benchmarking, referrals received from the Learning Support team, conversations with classroom teacher (hereafter CT) and InitialLit cumulative assessments). This informed future practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Through data driven practices we were looking at growth in students' achievements and found this model very successful in supporting students who had gaps in their learning due to COVID and Learning From Home.</p>
<p>Professional learning</p> <p>\$41,601.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Oatley Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Pedagogical practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and numeracy targets <p>The allocation of this funding has resulted in: The QTSS funding supported executives to lead learning within the school setting allowing for higher impact of professional learning opportunities which were authentically practiced and supported within the teaching classroom. The school focussed on the high ipact professional learning</p>

<p>Professional learning</p> <p>\$41,601.00</p>	<p>model in collaboration and student data informs teaching practice. This was driven by high engagement of executive leadership in professional learning. Data through many sources using qualitative and quantitative strategies provided growth in teachers' knowledge which transferred into their teaching and student learning programs. This is a strategic focus in developing the school's culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning focussing on executive leadership as instructional leaders and the growth of distributive leadership among the staff has had a great impact and this model will continue into 2022.</p>
<p>Literacy and numeracy</p> <p>\$29,202.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oatley Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inquiry based learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Opportunities for teachers, students and community to be engaged in an authentic experience which engaged higher order thinking skills in learning as well as enhancing technology skills in students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain the momentum of these STEM challengers to students creating opportunities in other curriculum areas.</p>
<p>QTSS release</p> <p>\$90,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oatley Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Pedagogical practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The velocity and strength of professional learning was of high intensity because the executive release model of instructional leaders enabled the consistency and evaluation of high quality professional learning along with supporting differentiation of learning. It also engaged opportunities of distributive leadership among other teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: This model works and has such high impact that it will be sustained as the</p>

<p>QTSS release</p> <p>\$90,000.00</p>	<p>impact of student learning and engagement has been positive and showing growth.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oatley Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Covid left many gaps in our students so employing extra staff to support students throughout the last part of 2021 was critical. Middle high students in Stage 2 and Stage 3 were targetted and small group intervention supported these students. Data informed growth of these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing support using this funding but the data will inform which students can be supported.</p>
<p>COVID ILSP</p> <p>\$43,660.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: The Learning Support role commenced from Semester One and ceased in Semester Two, Term 4, week 10. The purpose of the intervention and the subsequent programs delivered to Stage One, selected students (16 from diverse socio-economic/cultural backgrounds) were to reinforce the essential building blocks for effective literacy development. This, in turn, was anticipated to increase students' confidence in reading, writing and spelling-based tasks in conjunction with allowing selected students to have equal access and opportunities to the curriculum (working at a pace that was adequate). Data was collated weekly (inclusive of: anecdotal notes, observations, student-teacher dialogue, benchmarking, referrals received from the Learning Support team, conversations with classroom teacher (hereafter CT) and InitialLit cumulative assessments). This informed future practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Final noticing(s)/data were entered in PLAN2 for future CTs to utilise and traverse through. What should be mentioned at this juncture is, the MiniLit program is to be continued in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	287	263	257	236
Girls	260	267	240	235

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	94.3	94.7	95.5
1	92.7	93.3	94.6	94.3
2	95.8	92.4	94.7	95.6
3	94.7	94.7	94.8	96.6
4	95.6	91.2	94.6	95.3
5	95.7	94.1	94.5	95.3
6	94.3	92.9	95.2	92.9
All Years	94.8	93.3	94.7	95.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Environmental Education- Greensparks group



Physical Education



4Cs- Problem solving activities

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.42
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Staff Wellbeing- Professional Learning



Pedagogical Practices



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	497,803
Revenue	4,374,598
Appropriation	4,137,982
Sale of Goods and Services	24,488
Grants and contributions	211,515
Investment income	613
Expenses	-4,412,309
Employee related	-3,905,877
Operating expenses	-506,432
Surplus / deficit for the year	-37,711
Closing Balance	460,092

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.



Wingara- A Learning Place

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	52,116
Equity Total	287,027
Equity - Aboriginal	2,865
Equity - Socio-economic	9,875
Equity - Language	185,551
Equity - Disability	88,737
Base Total	3,429,986
Base - Per Capita	122,519
Base - Location	0
Base - Other	3,307,467
Other Total	310,663
Grand Total	4,079,792

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 Leadership Team



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.



Learning in the early years



Technology in the classrooms



Parent/caregiver, student, teacher satisfaction

Oatley Public School is committed to building 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 direction 'Partnerships in Learning' was established to instil high expectations by providing shared opportunities for the community to engage in learning about current educational practice and furthermore develop ways to support student development. In 2021 various practices were embedded to connect and build strong partnerships these include; Meet the teacher information night, Student/parent interviews, Fathering Project, Kindergarten Orientation and due to COVID parents had direct access to Learning from home plans that showed explicit learning experiences for each year level and ZOOM sessions that were accessible for student learning during this period.

The school shared information and communicated with the community through the Principal post, Oatley Organiser, P&C committee, School website and School Stream App. The parent community were provided with information that related directly to curriculum, good news articles and events such as the "Adopt a Health Care" worker initiative, Attendance information and procedures and, critical COVID health information and school procedures that were necessary for student, staff and community safety.

The school actively seeks feedback from the P&C, OPSAG, parent, student and teacher focus groups.



Community Engagement



ANZAC Ceremony-Connecting with the Community

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



Inclusivity and Respectful Relationships