2021 Annual Report

Oatley West Public School

OATLEY WEST PUBLIC SCHOOL
Learning to Live - Living to Learn

3797

Introduction

The Annual Report for 2021 is provided to the community of Oatley West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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School vision

At Oatley West Public School, we are 'learning to live and living to learn' through quality instruction, positive partnerships with our community, and a respect for the schools' eight core values- respect, fairness, integrity, cooperation, excellence, participation, care and responsibility. Our vision is to prepare our students for a rapidly changing world. Students are empowered to acquire, articulate and value knowledge and skills that will support them as life-long learners. The school will develop resilient students who embrace challenge, adapt to change and take personal responsibility to strive for excellence in all they undertake.

School context

Oatley West Public School is located in Sydney's South in the beautiful surrounds of Oatley Park and has a uniquely peaceful environment which encourages an active lifestyle. Oatley West PS has provided quality education since 1947 and has grown significantly over recent years with a current enrolment of 571 students. The school has increased enrolments of students with a language background other than English with 47% of students in this category. There are 40 different languages spoken at home with the predominant language being Chinese dialect (Mandarin). Oatley West PS is founded on a strong culture of school improvement and success. The staff is committed to achieving high student learning outcomes in partnership with the parents and the wider community. This culture of effective learning is clearly expressed by the school's motto 'Learning to Live - Living to Learn.' The school's emphasis is on developing contemporary well-rounded students with Oatley West PS offering a large range of extra-curricular activities including band, music tuition, chess, choir, dance, debating and public speaking. Our students are encouraged to be active contributors in the decision making of the school through the Student Representative Council. Oatley West PS collaborates with the local community to offer Out Of School Hours (OOSH) care for parents needing this service as well as programs including French, Greek, Taekwondo and Yoga, delivering benefit to both the school and the community. Oatley West PS demonstrates outstanding achievements in the performing arts and sport. Enrolment to the school is highly sought after due to the school's outstanding academic reputation and results. An enormous part of the success of Oatley West PS can be attributed to the high number of parents and carers involved in and around the school. The Parents and Citizens Association has a number of active subcommittees. These include uniform shop, music council, community festival and canteen. There is also a school club. The annual Community Festival is one of the longest running and most revered events in the St George region, and relies on parent and wider community involvement. This showcases the unique aspects of Oatley West PS and local artists. Traditionally, Oatley West PS has had strong volunteer input with support in school programs including reading, BEAR, MiniLit, mentors, gardening, PSSA, school carnivals and school banking.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan; student growth and attainment, high impact teaching and wellbeing and engagement. Through our situational analysis, we have identified a need to effectively use data-driven practices that ensure all students have access to stage appropriate learning as well as an opportunity to develop their learning to meet expected growth. The teaching staff will focus on high impact teaching methods to ensure they are responsive to the learning needs of individual students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Professional learning and direction will continue to focus on making learning visible, with a focus on differentiated teaching, assessment and reporting through collaboration.

Monitoring of student performance data, focusing on how students best learn, will be a continued focus of the whole school to ensure every child at Oatley West PS is able to connect, succeed and thrive.

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	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	Delivering
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: Student growth and attainment

Purpose

To ensure all students achieve maximum growth and attainment through staff expertise in data use and skills focusing on reading and numeracy

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.

- Improving growth in Reading and Numeracy
- Using data meaningfully

Resources allocated to this strategic direction

Literacy and numeracy intervention: $44,847.00
Socio-economic background: $10,688.00
Low level adjustment for disability: $92,478.00
Integration funding support: $132,940.01
Aboriginal background: $6,636.00
English language proficiency: $152,502.40
New Arrivals Program: $16,500.00
QTSS release: $108,418.00

Summary of progress

To maintain the culture of high expectations for our student's including the use of differentiation to support the needs of our students, staff were reintroduced to the Learning Progressions. Professional learning was developed by the "Student growth and attainment" team to engage and inform all staff in the use of the progressions, how it can impact their practice and how to input data using PLAN 2. The sub-strands 'additive strategies' and 'understanding texts' (comprehension) were chosen as areas of focus based on 2019 NAPLAN data. Teachers completed various professional learning sessions that focused on the implementation of specific assessments. The PLAN2 tool was introduced to staff, including beginning teachers and new staff. Staff were provided with opportunities to enter and analyse data to support teaching and learning programs through the instructional leadership model.   Instructional leaders supported their stages to develop and implement explicit lessons in comprehension, phonemic awareness and phonics. Decodable readers were purchased to support the phonics program in K -2. Reading data analysis identified some students as performing above stage expectations and a High Performance and Gifted Education (HPGE) group was formed to support and extend student knowledge and understanding in this area.

Professional learning for nominated staff continued during the home learning period. The areas of focus were blending, fluency and understanding texts. Staff were introduced and directed to the DoE Literacy and Numeracy hub to support their teaching practice. Specific intervention reading programs in Stage 1 resulted in a significant increase in reading levels. These programs will continue in 2022 , with MacqLit implemented for 3-6 students. The instructional leadership model will continue to focus on reading. The new K-2 English and mathematics syllabus will be a focus for all teaching staff. 2021 NAPLAN numeracy data indicates further development is required in developing student understanding of mathematical language to solve word based problems.

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
More than 67.1% (system-negotiated target baseline) of students perform in the top two (or equivalent) NAPLAN bands in reading.	70.8% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure.
More than 66.4% (system-negotiated target baseline) of students perform in the top two (or equivalent) NAPLAN	60.8% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure.

bands in numeracy.	
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the baseline of 62.6%.	The percentage of students achieving expected growth in reading increased to 69.74% indicating achievement of the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated target baseline of 72.2%.	The percentage of students achieving expected growth in numeracy decreased to 62.7% indicating progress yet to be seen toward the lower bound target
Self assessed at 'sustaining and growing' in the theme 'High expectations" within the element 'Learning culture' *There is demonstrated commitment within the school community that all students make learning progress.*	Self assessment against the School Excellence framework shows the school currently performing at 'sustaining and growing' in the theme 'High expectations" within the element 'Learning culture'
Self assess at Delivering in the theme 'Data use in teaching' within the element 'Data skills and Use'. *Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.*	Self assessment against the School Excellence framework shows the school currently performing at 'delivering' in the theme 'Data use in teaching' within the element 'Data skills and Use'.

Strategic Direction 2: High impact teaching

Purpose

Teachers will develop a shared understanding of what effective teaching and learning looks like, utilising evidence-based teaching strategies that are consistently informed by the best available research, student feedback, practice and valid evidence of student learning.

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.

- Making learning visible
- Collaboration

Resources allocated to this strategic direction

Professional learning: $16,100.00
Beginning teacher support: $43,697.00
Literacy and numeracy: $22,000.00

Summary of progress

Teachers at Oatley West P.S. are continually developing a shared understanding of what effective teaching and learning look like, utilising evidence-based teaching strategies that are consistently informed by the best available research, student feedback, practice, and valid evidence of student learning. All teaching staff have now completed whole school professional learning modules through Corwin on the impact of Visible Learning in the classroom. After the training was completed, Strategic Direction team 2 "high impact teaching" researched the learning dispositions using various readings provided by the DoE. Professional learning was created to complement Visible Learning training and contextualise the dispositions to Oatley West and its learners. Upon reflection and surveys, professional learning became focused on developing the school's learning dispositions. The future of Visible Learning at Oatley West P.S. will focus on the development of specific learner dispositions to suit the Oatley West context. At Oatley West P.S. literacy programs now include learning intentions and success criteria ensuring that learning is explicit for students. The CORWIN leadership module involved a community of practice with Penshurst West Public School however this was disrupted due to COVID - 19 restrictions.

A beginning teacher mentoring program was implemented to support early career teachers providing opportunity with their mentors to collaboratively plan, reflect and participate in peer coaching. Early career teachers were able to identify areas for future development. The instructional leadership model continued with a focus on monitoring curriculum and instruction through data analysis. The focus was slightly adjusted due to the Covid-19 pandemic. The direction of the leadership team was focused on the instructional leadership model. This evolved to ensure that time was being utilised effectively to support both students and staff. Further development of the leadership team will continue by completing the next phase of the training in EduInfluencers in 2022. The leadership team has collectively identified areas of expansion to support their stage teams.

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
School Excellence Framework target Effective classroom practice Self assessed at 'sustaining and growing' in the theme 'Explicit Teaching' within the element '**Effective classroom practice** '. Teachers are skilled at explicit teaching techniques such as questioning and	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme 'Explicit teaching' within the element 'Effective classroom practice'. Oatley West P.S. is currently developing systems and processes to ensure that a whole school approach is used to optimise learning processes for students from a range of abilities.

assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.	
Self assessed at 'delivering' in the theme 'Feedback' within the element **'Effective classroom practice'** Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme 'Feedback' within the element 'Effective classroom practice'.
Value added data in Scout for K-3 continues to show Excelling; Value added data in Scout for Y 3-5 increases to 'Sustaining and growing'.	Scout data indicates Years 3-5 achieving at Delivering in the theme 'Value-add' within the element 'Student Performance Measures'. Years K-3 Value add data in Scout indicates Years K-3 achieving at Excelling in the theme 'Value-add' within the element 'Student Performance Measures' (2019). 2021 data not available due to COVID.
Learning dispositions are created to suit the school setting and defined.	After rigorous consultation, professional learning and collaboration with the school community the learner dispositions have been finalised and will be launched in 2022.
Learning Intentions are reintroduced to to staff, students and the community.	100% of teachers utilise learning intentions and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students.
Consolidate the self-assessment of 'sustaining and growing' in the theme 'Collaborative practice and feedback' within the element Learning and Development. *Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.*	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme 'Collaborative practice and feedback" within the element 'Learning and Development'.

Strategic Direction 3: Wellbeing and engagement

Purpose

Student wellbeing and academic learning are inextricably linked. Belonging and engagement have the demonstrably largest effect size on student wellbeing and academic achievement.

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.

- Peaceful Community- students, teachers and parents
- Belonging and Engagement

Resources allocated to this strategic direction

: $2,200.00
Professional learning: $6,416.00

Summary of progress

Student wellbeing and academic learning are inextricably linked. Belonging and engagement have the demonstrably largest effect size on student wellbeing and academic achievement. Internal school based and external (Tell Them From Me and Resilient Youth) data indicates positive trends in staff and student wellbeing despite a very disruptive 2021. A modified version of the Peaceful kids program continued to be implemented remotely, and across the school, to identified students (parent and teacher identified) during home learning period, ensuring student anxiety continued to be addressed in a time of uncertainty. In 2021, an additional three staff members were trained in the Peaceful Kids program, bringing the total number of trained facilitators to eight at Oatley West PS. An additional two staff will be trained in 2022 to continue to support the wellbeing of students. Peaceful Parents training will be offered in 2022 to compliment the Peaceful Kids program to further support and improve social and emotional wellbeing and to strengthen home/school relationships. The Rock and Water program was implemented successfully in Semester 1 of 2021. The program was delivered weekly to groups of primary aged students with the aim to develop the social skills, self confidence and resilience through martial arts techniques. Two additional staff members were to attend training during Term 3 but due to COVID this did not eventuate. This has been rescheduled for 2022 to further support the self-confidence and resilience of identified students. In class support structures were formulated and implemented by SLSO staff, both pre and post home learning, to support the increasing number of identified students with behaviour and social/emotional issues, as well as students with anxiety. This will continue to be a 2022 focus. Staff wellbeing continued to remain a priority at Oatley West PS in 2021. Home learning saw a school need to make greater attempts to keep staff positive and connected due to the remoteness and unpredictability of their teaching roles. Opportunities were provided by the school leadership team through regular meetings and conversation and informal social events to ensure individuals were better equipped to take a proactive approach to their own wellbeing. This helped to develop mindsets and behaviours to support them through a challenging time. Staff wellbeing survey data conducted post home learning continues to remain extremely positive.

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
Attendance More than 85.6% (system-negotiated target baseline) of students attend school more than 90% of the time.	The percentage of students attending greater than 90% of the time or more is 87.18%. indicating achievement of the baseline target measure.
TTFM Wellbeing data (advocacy, belonging, expectations) is greater than the baseline of 92.6%.	Tell Them From Me data indicates 90.91% of students reporting positive wellbeing outcomes has decreased by 0.4 % across the positive wellbeing measures. This includes a 1% increase in advocacy at school, 4% decrease in sense of belonging, while expectations of success data remains consistent with 2020 TTFM data at 99% .

Resilient Youth survey show an improvement in Positive Attitude (*I forgive myself when I mess up*) from 66.5% to 68%.	The Resilient Youth survey indicates that 69% of students feel they demonstrate a Positive Attitude 'I forgive myself when I mess up' indicating achievement of the baseline target figure of 68%
Stages two and three will include a student reflection of their learning goals for literacy and numeracy on each semester school report.	As a result of home learning for all of Term 3 , 2021 resulted in the school adopting a revised departmental COVID reporting format issued in Semester 2. Due to limited exposure to onsite learning, a student reflection of their learning goals in literacy and numeracy was not implemented in 2021. Oatley West PS will look to adopt this for the Semester 1 report in 2022.
Engagement • Peaceful Kids program offered to targeted students. Internal school data demonstrates students find the program beneficial, providing coping mechanisms and reduced levels of anxiety. • Relevant staff are trained in the Rock and Water Program and it is being consistently implemented by trained staff across the school.	The Peaceful kids program was offered to nominated students in 2021 both at school and during home learning. Internal school data indicates that 79.4% of students feel that by participating in Peaceful kids it "has mostly helped them/helped them a lot" to feel calmer, more relaxed and happier. Data also highlights that 70.3% of students 'can find ways to cope and make themselves feel better when they feel worried, anxious, stressed or upset'. The Rock and Water program was implemented successfully in Semester 1 of 2021. As the program only ran for half of the year, gauging the effectiveness of the program through a reduction in recorded negative behavioural incidents has been difficult.
Staff *Resilient Youth Survey* • The percentage of staff feeling that *they are acknowledged for their contributions* to be above the baseline figure of 63%. *Feel my hard work is acknowledged.* • The percentage of staff feeling that *the school has systems in place to try and minimise stress* to be above the baseline figure of 47%. -*This school is committed to minimising unnecessary stress at work.*	The Resilient Youth Staff Survey indicates that 83% of staff feel that '*they are acknowledged for their contributions and hard work'* indicating achievement of the baseline target figure of 63%*.* The Resilient Youth Staff Survey indicates that 62% of staff feel that 'the school has systems in place to try and minimise unnecessary stress at work' indicating achievement of the baseline target figure of 47%.
Demonstrating aspects of 'sustaining and growing' in the wellbeing element in the theme of 'planned approach to wellbeing'. *The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback .*	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the 'Wellbeing' theme- A planned approach to wellbeing. The Parent Tell Them From Me Survey was again distributed in 2021 providing the school with valuable feedback for the purposes of 2022 planning.

Funding sources	Impact achieved this year
New Arrivals Program $16,500.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Oatley West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving growth in Reading and Numeracy **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • supporting identified students in mainstream classes to assist in developing language skills **The allocation of this funding has resulted in:** identified NAP students achieving well above SSSG and State averages in both the Check-in and NAPLAN assessments in Reading. **After evaluation, the next steps to support our students with this funding will be:** to provide further ongoing, explicit language acquisition and literacy development for identified NAP student in 2022.
Integration funding support $132,940.01	Integration funding support (IFS) allocations support eligible students at Oatley West Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving growth in Reading and Numeracy **Overview of activities partially or fully funded with this targeted funding include:** • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of School Learning Support Officers (SLSO's) to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students with this funding will be:** to ensure the use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. In addition, next steps will be to further expand the impact of the learning support team to provide additional support for identified students through the employment of trained SLSOs.
Socio-economic background $10,688.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Oatley West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.

| Socio-economic background

$10,688.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving growth in Reading and Numeracy **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support MiniLit program implementation. • additional staffing to support EALD beginning and emerging students with additional needs **The allocation of this funding has resulted in:** - MiniLit- 100% of students made progress in their recognition of CVC and CVCC words. Of these students, 36% have made significant gains in their reading; 50% made considerable gains in their reading, while 14% made some gains in their reading. - Identified EAL/D students in the 'emerging' and 'developing' phases achieving above state average in the 2021 Check-in assessments in reading and numeracy (years 4 and 5) and in numeracy (year 3). In addition, 60% of EAL/D student in the 'developing' phase achieving in the top two bands for reading and numeracy in years 3 and 5 2021 NAPLAN results. **After evaluation, the next steps to support our students with this funding will be:** - continue to provide regular, timetabled in-class and withdrawal support for identified EAL/D students. - continue the implementation of the MiniLit intervention program for identified Year 1 students. In addition, older low-progress readers will be targeted and provided support through the MacqLit program. This is to be delivered by trained school staff throughout 2022
Aboriginal background

$6,636.00 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oatley West Public School. Funds under this 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Improving growth in Reading and Numeracy

Overview of activities partially or fully funded with this equity loading include:
 • staffing release to support development and implementation of Personalised Learning Plans
 • maintenance of a native Aboriginal school garden

The allocation of this funding has resulted in:
an increase in Aboriginal families engaging in the PLP process, and more importantly conversations became more authentic as a result of the welcoming and informal process. Tell Them From Me data indicates that 84% of Aboriginal students feel like their culture is valued at school.

After evaluation, the next steps to support our students with this funding will be:
utlising the services and support of Aboriginal Education Officers to further strengthen the PLP process so that they continue to remain individualised and authentic. |
| English language proficiency

$152,502.40 | English language proficiency equity loading provides support for students at all four phases of English language learning at Oatley West Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: |

English language proficiency	• Improving growth in Reading and Numeracy
$152,502.40	**Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase **The allocation of this funding has resulted in:** EAL/D students demonstrating good growth in their language acquisition and development with 80% of students making progress to either the developing or consolidating phases. Specialist teacher observations and student work samples indicate a greater percentage of students who are more confident and prepared to take risks with their language use. **After evaluation, the next steps to support our students with this funding will be:** to continue to update student levels on ERN to ensure targeted EAL/D receive the individualised support they require, both individually and in small groups, particularly the beginning and emerging students. The engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms will again be a focus for 2022.
Low level adjustment for disability $92,478.00	Low level adjustment for disability equity loading provides support for students at Oatley West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving growth in Reading and Numeracy **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention, MiniLit, to increase learning outcomes **The allocation of this funding has resulted in:** an increase in identified student reading and numeracy check-in assessment results from Term 2 to Term 4, 2021. 100% of identified students made progress in their understanding of CVC and CVCC words., while 86% of students made considerable to significant gains in their reading as a result of participation in the MiniLit program. **After evaluation, the next steps to support our students with this funding will be:** a continuation of the 2021 model with Oatley West PS engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. In addition, the school will look to further expand the impact of the learning and support team through the identification of high performing and/or gifted students.
Professional learning $22,516.00	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 West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Professional learning $22,516.00	**including:** • Making learning visible • Peaceful Community- students, teachers and parents • Belonging and Engagement **Overview of activities partially or fully funded with this initiative funding include:** • engaging CORWIN to unpack evidence-based, visible learning approaches to teaching and learning **The allocation of this funding has resulted in:** engaging in a community of practice with neighbouring schools to deepen and strengthen collaborative conversations surrounding best practice. In addition, 100% of staff have completed the high impact visibile learning professional learning. **After evaluation, the next steps to support our students with this funding will be:** further exploration of the Visible Learning dispositions through student, staff and community consultation in order to develop a repertoire of behaviours to help students and teachers successfully navigate the challenges they encounter in the classroom and everyday life.
Beginning teacher support $43,697.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Oatley West Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • the release of a teacher mentor to work one on one with beginning teachers to develop teacher knowledge and skills • release of beginning teachers from face to face teaching to undertake professional learning that aligns with their Personal Development Plans • release of beginning teachers form face to face teaching observe quality teacher practice **The allocation of this funding has resulted in:** the establishment systematic and structured teacher mentor program supporting beginning teachers through a variety of measures including; a quality induction program, lesson observations, one on one support for professional learning, the allocation of additional time for planning and programming, as well as professional formal and informal conversations guided by the Australian Professional Standards for Teachers. **After evaluation, the next steps to support our students with this funding will be:** to further allocate beginning teacher funds to staff in their second year of teaching facilitating mentoring opportunities and collaborative practices
School support allocation (principal support) $29,812.00	School support allocation funding is provided to support the principal at Oatley West Public School with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • employment of a Business Manager 2 days a week **The allocation of this funding has resulted in:**

| School support allocation (principal support)

$29,812.00 | systematic and efficient financial support of the school management team.

After evaluation, the next steps to support our students with this funding will be:
a continuation of the Business Manager model in 2022 to again support the principal in the financial management of the school in line with school improvement processes. |
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| QTSS release

$108,418.00 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oatley West Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Using data meaningfully

Overview of activities partially or fully funded with this initiative funding include:
 • additional staffing to support staff collaboration in the implementation of high-quality curriculum
 • assistant principals provided with additional release time to support classroom programs

The allocation of this funding has resulted in:
improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.

After evaluation, the next steps to support our students with this funding will be:
further supporting the professional development of the Instructional Leaders in order to continue to lead improvement in an area where teachers need support, such as literacy or numeracy. |
| Literacy and numeracy intervention

$44,847.00 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oatley West Public School who may be at risk of not meeting minimum standards.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Improving growth in Reading and Numeracy
 • Using data meaningfully

Overview of activities partially or fully funded with this initiative funding include:
 • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy
 • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students

The allocation of this funding has resulted in:
differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.

After evaluation, the next steps to support our students with this funding will be:
engagement of additional teaching staff using flexible funding to extend small group reading intervention programs. In addition, a continuation of the Instructional Leadership model will ensure individualised teacher support is identified and supported across the school. |
| COVID ILSP | The purpose of the COVID intensive learning support program is to deliver |

$39,816.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • employing staff to supervise and monitor progress of student groups engaging in online tuition during home learning • providing targeted, explicit instruction for student groups in reading comprehension numeracy strategies **The allocation of this funding has resulted in:** the majority of the students in the program achieved significant progress towards their writing goals, focusing on a range of elements including, text features, structure, spelling and grammar. Students successfully completed 80% of the criteria in the learning progressions sub-element of creating texts as recorded in PLAN2. **After evaluation, the next steps to support our students with this funding will be:** continue the implementation of literacy and numeracy small group tuition, and in-class support, using data sources to identify specific student need.
Literacy and numeracy $22,000.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oatley West Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • employment of Instructional Leader to facilitate and support K-6 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students **The allocation of this funding has resulted in:** - authentic differentiation being evident in teaching and learning literacy programs school wide - rigorous data analysis ensuring student need in literacy are being addressed through remediation and extension opportunities **After evaluation, the next steps to support our students with this funding will be:** a continuation of this model with an emphasis on CTJ and structured and systematic data informed professional learning opportunities in stage teams.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	295	311	311	311
Girls	284	278	263	258

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	96	95.2	96.1
1	95.9	94.8	94.4	95.6
2	96	94.3	92.8	95.6
3	94.7	94.9	94.7	95.6
4	95.5	95	94.7	95.3
5	94.8	96.4	95.5	94.4
6	92.9	93.8	94.6	93.4
All Years	95.2	95	94.6	95.2
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.88
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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.

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	472,776
Revenue	5,242,927
Appropriation	4,975,393
Sale of Goods and Services	208
Grants and contributions	266,513
Investment income	613
Other revenue	200
Expenses	-5,471,895
Employee related	-4,760,259
Operating expenses	-711,636
Surplus / deficit for the year	-228,969
Closing Balance	243,807

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	169,066
Equity Total	261,575
Equity - Aboriginal	5,892
Equity - Socio-economic	10,688
Equity - Language	152,503
Equity - Disability	92,491
Base Total	4,015,359
Base - Per Capita	141,501
Base - Location	0
Base - Other	3,873,858
Other Total	399,554
Grand Total	4,845,554

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.

Parent/caregiver, student, teacher satisfaction

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

Key findings from the survey include:

- 90% of students try hard to succeed in their learning
- 95% of students value schooling outcomes, they believe school is useful in their everyday life
- 89% of school staff emphasise academic skills and hold high expectations for all students to succeed
- 82% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice

Staff

In Term 4, staff were asked to provide feedback with a focus on school leadership, teaching and learning.

Key findings from the survey include:

- 80% of staff believe school leaders have supported me during stressful times
- 85% of staff set high expectations for student learning
- 82% of staff work with school leaders to create a safe and orderly school environment
- 86% of staff establish clear expectations for classroom behaviour

Parents and caregivers

In Term 4, parents and carers were asked to provide feedback with a focus on teaching, learning and parent perception of their child's experiences at school.

Key findings from the survey include:

- 75% of parents feel teachers listen to concerns they have
- 79% of parents believe their child is encouraged to do their best work
- 90% of parents agree or strongly agree that the physical environment of the school is welcoming
- 80% of parents believe their child feels safe at school

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.