

2022 Annual Report

Oatley West Public School



OATLEY WEST PUBLIC SCHOOL

Learning to Live - Living to Learn

3797

Introduction

The Annual Report for 2022 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 the Georges River Network of schools in Sydney's South in the beautiful surrounds of Oatley Park, and has a uniquely peaceful environment which encourages an active lifestyle. The Bidjigal people of the Eora Nation are the original inhabitants and custodians of all land and water in the Georges River region. Oatley West PS has provided quality education since 1947 and has grown significantly over recent years with a current enrolment of 544 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, Yoga and coding 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 and community festival. 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 Be Excited About Reading (B.E.A.R), early intervention literacy programs (MiniLit), mentors, gardening, interschool sport competition (PSSA), school carnivals and fundraisers.

The school has completed a situational analysis that 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

Integration funding support: \$182,774.00
Low level adjustment for disability: \$93,460.50
Socio-economic background: \$10,744.00
English language proficiency: \$125,953.00
New Arrivals Program: \$8,848.00
Aboriginal background: \$6,636.00
Professional learning: \$4,400.00
QTSS release: \$108,830.00
Literacy and numeracy intervention: \$45,968.00
Literacy and numeracy: \$22,699.00

Summary of progress

To maintain a culture of high expectations, including the use of differentiation to support the needs of our students, staff engaged in Visible Learning (Learning Intentions Success Criteria) professional learning as well as how to use the Literacy/Numeracy progressions to track student achievement to plan future learning experiences. Professional learning was developed by members of the executive team to engage and inform all staff in the use of the progressions, how it impacts their practice and how to input data using Planning Literacy and Numeracy (PLAN 2). The sub-strands 'multiplicative thinking' and 'vocab' were chosen as areas of focus based on the triangulation of 2021 NAPLAN, Check-In and in-school data. Teachers completed various professional learning sessions that focused on the implementation of formative and summative assessments as well as Consistent Teacher Judgement for reporting purposes.

The PLAN2 tool was revised with staff, including beginning teachers and new members of staff. Staff were provided with opportunities to collaboratively analyse data in stage teams to support teaching and learning programs. Instructional leaders supported stage teams to develop and implement explicit mathematics and literacy lessons that included open-ended and inquiry-based learning. Decodable readers were purchased to support the phonics program in K -2. Reading and numeracy data analysis identified some students as performing above stage expectations, and as a result, High Performance and Gifted Education (HPGE) groups were formed to support and extend student knowledge and understanding in these areas.

2022 NAPLAN numeracy data indicated that the Number and Algebra strand remains a strength. Further development is required in developing student understanding of mathematical language to solve word-based problems. The instructional leadership model will continue in 2023 with a focus on working mathematically/reasoning in Measurement and Geometry, and language features and vocabulary. Implementation of the new K-2 English and mathematics syllabuses will be a focus as well as the introduction of the new 3-6 syllabuses throughout 2023.

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
Improvement measures Achievement of 2022 system-negotiated targets: At or above	2022 NAPLAN data indicates 71.9% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated lower bound target.

<ul style="list-style-type: none"> * 73% of students in the top 2 bands (or equivalent) NAPLAN reading (lower bound target) 	
<p>Improvement measures Achievement of 2022 system-negotiated targets:</p> <p>At or above</p> <ul style="list-style-type: none"> * 71.1% of students in the top 2 bands (or equivalent) NAPLAN numeracy (lower bound target) 	<p>2022 NAPLAN data indicates 57.89% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated lower bound target.</p>
<ul style="list-style-type: none"> * Expected growth data not available due to Covid 19. Internal assessment measures used to monitor progress. 	<p>Check-in Reading assessment data indicates the school continues to perform well above state averages from grades 3-6.</p>
<ul style="list-style-type: none"> * Expected growth data not available due to Covid 19. Internal assessment measures used to monitor progress. 	<p>Check-in Numeracy assessment data indicates the school continues to perform well above state averages from grades 3-6.</p>
<ul style="list-style-type: none"> • Learning Culture- High expectations: Partnerships with parents and students support clear improvement aims and planning for learning. (Sustaining & Growing) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of high expectations.</p>
<ul style="list-style-type: none"> • Achieve 'Sustaining and growing' in the theme 'Data use in teaching' within the element 'Data skills and Use'. <i>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension</i> 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</p>

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: \$18,200.00

Beginning teacher support: \$15,000.00

Summary of progress

Teachers worked to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Staff professional learning on visible learning and making learning meaningful for our students, through their continued work on learning intentions and success criteria, remained a priority throughout 2022. Learning intentions and success criteria continues to be evident within literacy and numeracy programs across K-6. Students continue to consolidate their understanding of what learning intentions and success criteria are and can articulate what they should know, understand the expectations of the lesson and are working towards identifying their next steps for learning. As an extension of the professional learning conducted through Corwin, learner dispositions were researched and professional learning developed to contextualise the dispositions to Oatley West. These learner dispositions were developed in consultation with staff, students and parents.

The CORWIN leadership module involved a community of practice with Penshurst West Public School, however this was disrupted due to COVID -19 restrictions.

Early Stage 1 staff trialled and engaged in investigative learning (Play-based Learning), providing opportunities for students to actively and imaginatively engage with people, objects and their environment. This total approach teaching and learning tool provided a unique balance between students being active participants in their learning and explicit instruction. Learning intentions were embedded throughout investigative learning to ensure that tasks were meaningful and purposeful.

Valid and reliable assessment of student learning, including Progressive Achievement Testing (PAT) and internal school assessments, identified students who required additional challenge and extension. High Potential and Gifted Education opportunities were provided to students across the four domains of potential. The differentiation tool was utilised to ensure targeted adjustment strategies were implemented to support the specific needs of high potential and gifted students.

A beginning teacher mentoring program was implemented to support early career teachers providing opportunity 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 EduInfluencers program in 2023. The leadership team has collectively identified areas of expansion to support their stage teams. An expansion of the program to include all staff will take place throughout 2023.

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

<p>* showing aspects of 'excelling' in the theme 'Explicit Teaching' within the element 'Effective classroom practice'.</p> <p><i>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies.</i></p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme <i>Explicit teaching</i> in the element of effective classroom practice.</p>
<p>* exhibiting aspects of 'sustaining and growing' in the theme 'Feedback' within the element 'Effective classroom practice'.</p> <p><i>Teachers provide explicit, specific and timely formative feedback related to defined success criteria.</i></p>	<p>Self-assessment against the School Excellence Framework shows the theme of feedback to be sustaining and growing.</p>
<ul style="list-style-type: none"> • Value added data in Scout for K-3 continues to show 'Excelling'. • Value added data in Scout for Y 3-5 is maintained at 'Sustaining and growing'. 	<p>Value added K-3 Scout data continues to show excelling</p> <p>Value added for 3-5 cannot be calculated and is not available as the NAPLAN test was not conducted in 2020.</p>
<ul style="list-style-type: none"> • Learning dispositions are introduced across the school and students are aware of them and are beginning to relate them to their learning. 	<p>Six learner dispositions have been developed in consultation with the staff, community and students. Professional learning and discussion have been utilised as well as data, to decide on the best dispositions for the students at Oatley West P.S. The six dispositions are being a reflective learner, resilience, self-motivated, risk-taking, curiosity, resourcefulness. Focus statements have been developed using research and through staff and student consultation.</p>
<ul style="list-style-type: none"> • Self and peer assessment using success criteria are explicitly taught and introduced to suit literacy and numeracy goals. 	<p>100% of teachers utilise learning intentions and success criteria in their literacy and numeracy programs to establish explicit, challenging and achievable learning goals for all students.</p>
<p>Consolidate the self-assessment of 'sustaining and growing' in the theme 'Collaborative practice and feedback' within the element Learning and Development.</p> <p><i>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.</i></p>	<p>Self-assessment against the School Excellence Framework shows the theme of collaborative practice and feedback to be sustaining and growing.</p>

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

Professional learning: \$8,860.00

Summary of progress

Student and staff wellbeing again remained a priority in 2022. Whole school training in the Peaceful Kids program upskilled staff enabling them to begin implementing mindfulness and positive psychology techniques within their own classrooms. In addition, a further two staff members were trained as facilitators, bringing the total number of trained facilitators to 10. The Peaceful kids program ran each Wednesday for the duration of the year targeting students from K-6. Pre and post student survey was very positive with a large percentage of students indicating their participation in the program helped them feel calmer, more relaxed, less stressed and happier. In addition, three staff were trained in Rock and Water. In 2023 this will enable 6 staff members to implement this program, allowing the school to assist identified students develop their social skills, self-confidence and resilience. Timetabling will be structured to allow for weekly sessions of this program to run. Staff survey data (Resilient Youth Survey and Tell Them From Me) continued to remain positive. An overwhelming majority of staff believe there are systems in place at Oatley West PS to try and minimise unnecessary stress at work. Staff undertook rigorous professional learning in trauma informed practice this year due to an identified increase of students with social and emotional needs as a result of trauma. Staff feedback was extremely positive with measurable improvements in wellbeing and engagement being reported in their classrooms. Oatley West PS undertook training in the Inclusive, Engaging, Respectful School Reform. School communications were updated to reflect the new Student Behaviour Procedures K-12. In Term 1 2023, the executive team in consultation with staff and the community will undertake the formulation of the School Behaviour Support and Management Plan prior to its implementation Term 2, 2023.

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 <ul style="list-style-type: none">• Students attending school greater than 90% of the time to be at or above the lower bound system negotiated target of 90.6%.	The number of students attending greater than 90% of the time is 90.9% indicating achievement of the lower bound target.
<ul style="list-style-type: none">• TTFM Wellbeing data (advocacy, belonging, expectations) increases to meet lower bound target of 94.4%	Tell Them From Me data indicates 92.34% of students reporting positive wellbeing outcomes. This is 2.06% short of the lower bound 2022 target of 94.4%. 2022 data includes a 1.04% increase in advocacy at school, 2.44% increase in sense of belonging, while expectations of success data remains consistent with 2021 TTFM data at 99%.
<ul style="list-style-type: none">• Resilient Youth survey show an improvement in Positive Attitude (<i>I forgive myself when I mess up</i>) from 68% to 70%.	The Resilient Youth survey indicates that 63% of students feel they demonstrate a Positive Attitude 'I forgive myself when I mess up' indicating a 5% drop from 2021 data (68%).
<ul style="list-style-type: none">• Stages one, two and three will include	Years 3-6 included student reflection in the Semester 1 report for 2022 in

<p>a student reflection of their learning goals for literacy and numeracy on each semester school report.</p>	<p>literacy and numeracy. Through further refinement, Stage 1 will adopt a simplified version and include a student reflection in the 2023 student Semester 1 report.</p>
<p>Engagement</p> <ul style="list-style-type: none"> • Peaceful Kids program offered to targeted students. Internal school data demonstrates students find the program beneficial, providing coping mechanisms and reduced levels of anxiety • Rock and Water program is delivered by trained staff to targeted students developing social skills, self confidence and resilience through martial arts techniques. Internal Sentral data demonstrates a reduced number of recorded negative incidents concerning students involved in the program. 	<p>Peaceful kids programs continued to operate effectively in 2022. The program was offered to nominated students. 82% of students feel that by participating in the program it "has mostly helped them/helped them a lot" to feel calmer, more relaxed, less stressed and happier. Data also highlights that 50% of students 'can find ways to cope and make themselves feel better when they are worried, anxious, stressed or upset'.</p> <p>A further three staff members were trained in the Rock and Water program late in 2022. Teacher shortages, statewide, meant that the program was interrupted for most of Semester 1. Semester 2 saw greater program implementation with identified students undertaking the program once a week. With 5 staff members now trained, the school will look to expand the program in 2023.</p>
<p>Staff Resilient Youth Survey</p> <ul style="list-style-type: none"> • The percentage of staff feeling that they are acknowledged for their contributions to increase above 2021 progress measure data-. <i>Feel my hard work is acknowledged.</i> • The percentage of staff feeling that the school has systems in place to try and minimise stress to be above 2021 progress measure data. -This school is committed to minimising unnecessary stress at work. 	<p>Resilient Youth Staff Survey indicates that 71% of staff feel that their hard work is acknowledged indicating a decline in the 2021 progress measure figure of 83%.</p> <p>Resilient Youth Staff Survey indicates that 76% of staff feel that 'the school has systems in place to try and minimise unnecessary stress at work' indicating an increase of 14% compared to 2021 survey data (62%).</p>
<p>Demonstrating aspects of 'excelling' in the wellbeing element in the theme of 'planned approach to wellbeing'.</p> <p>The school has implemented evidence based change to whole school practices,</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'excelling' in the 'Wellbeing' theme-Behaviour. The Parent Tell Them From Me Survey was again distributed in 2022 providing the school with valuable feedback for the purposes of 2023 planning. 81% of parents stated that 'My child is clear about the rules for school behaviour',</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$8,848.00</p>	<p>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.</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"> • Improving growth in Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: NAP students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: a continuation of the NAP program in 2023 providing ongoing language support for New Arrival students who still qualify.</p>
<p>Integration funding support</p> <p>\$182,774.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oatley West 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"> • Improving growth in Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. 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.</p>
<p>Socio-economic background</p> <p>\$10,744.00</p>	<p>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.</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"> • Improving growth in Reading and Numeracy <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 MiniLit program implementation.

<p>Socio-economic background</p> <p>\$10,744.00</p>	<p>The allocation of this funding has resulted in the following impact: 100% of students who have participated in both MiniLit and MacqLit programs have made progress.</p> <p>After evaluation, the next steps to support our students will be: continue to engage in the MiniLit and MacqLit programs to support students in reading in order work towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$6,636.00</p>	<p>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.</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"> • Improving growth in Reading and Numeracy <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 • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in the following impact: 85% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * engaging an Aboriginal Education Officer (AEO) to facilitate improved, positive community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process * update the sports house flags to include the house colours in Aboriginal language, in consultation with the Student Representative Council and school community * consultation with Aboriginal students and department representatives, to develop an Acknowledgement of Country that reflects the school and the local area.
<p>English language proficiency</p> <p>\$125,953.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oatley West 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"> • Improving growth in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Improved teacher confidence in identifying student EAL/D levels through the analysis of writing samples</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of EAL/D programs, providing additional</p>

English language proficiency \$125,953.00	support for identified students through the employment of qualified EAL/D teaching staff.
Low level adjustment for disability \$93,460.50	<p>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.</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"> • Improving growth in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
Professional learning \$31,460.00	<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 West 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"> • Improving growth in Reading and Numeracy • Making learning visible • Collaboration • Peaceful Community- students, teachers and parents • Belonging and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to undertake professional learning in syllabus familiarisation • teacher release to support the whole school implementation of learning dispositions • staff training in play-based learning initiatives • staff training in wellbeing and mindfulness programs to support student learning and engagement. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in teaching and learning programs, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted whole school staff professional learning in team building, self-reflection, goal setting and accountability to further develop teacher collective efficacy.</p>
Beginning teacher support \$15,000.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Oatley West Public School during their induction period.

<p>Beginning teacher support</p> <p>\$15,000.00</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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to work with mentor • teacher release to undertake lesson observations and to collaborate with colleagues • attendance at identified Professional Learning as identified in Personal Development Plans • teacher release to undertake accreditation requirements. <p>The allocation of this funding has resulted in the following impact: improved confidence and beginning teacher knowledge through the establishment of a 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.</p> <p>After evaluation, the next steps to support our students will be: to further allocate beginning teacher funds to staff in their second year of teaching facilitating mentoring opportunities and collaborative practices.</p>
<p>QTSS release</p> <p>\$108,830.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oatley West 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"> • Using data meaningfully <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 following impact: improved staff confidence and teaching practice. Teachers are using learning intentions, success criteria and have a strong focus on formative assessment. Evidence based, high impact teaching strategies are embedded in classroom teaching practice.</p> <p>After evaluation, the next steps to support our students will be: Assistant principals to work in collaboration with newly appointed AP C & I to further identify and lead improvement in teacher practice, resulting in improved student outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oatley West 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"> • Using data meaningfully <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release of Assistant Principals to address literacy and numeracy learning

<p>Literacy and numeracy intervention</p> <p>\$45,968.00</p>	<p>needs, in stage teams, and implement differentiated and personalised intervention for students</p> <ul style="list-style-type: none"> • 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 the following impact: Differentiated teaching through on-going formative assessment. Targeted literacy programs for identified students performing below the expected level of the stage.</p> <p>After evaluation, the next steps to support our students will be: Assistant principals to work in collaboration with newly appointed AP C & I to further identify and lead improvement in teacher practice, resulting in improved student outcomes. In addition, the continuation of small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$31,467.00</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 2022.</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 following impact:</p> <ul style="list-style-type: none"> - Majority of students showing increased enthusiasm to attend and participate in COVID ILSP lessons - Average % of questions correct for 'Stage 3 Reading Check-in Assessment' (Term 4) were only 4.16% below state averages - Year 4 students showed growth of 19.4% in correct answers for 'Comprehension Check-In Assessment' (comparing Term 1 to Term 4) - Plan 2 data indicated 80% of Stage 2 students achieved ALL AdS6 (Additive Strategies) indicators. <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Literacy and numeracy</p> <p>\$22,699.00</p>	<p>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.</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"> • Using data meaningfully <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of Assistant Principals to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: Differentiation evident in teaching and learning programs in literacy and numeracy. Data analysis and collaborative planning ensuring student need in literacy are being addressed through remediation and extension opportunities.</p> <p>After evaluation, the next steps to support our students will be: Continuation of this model in collaboration with the newly appointed AP C and I.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	311	311	311	297
Girls	278	263	258	246

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	95.2	96.1	91.2
1	94.8	94.4	95.6	90.4
2	94.3	92.8	95.6	90.5
3	94.9	94.7	95.6	88.7
4	95.0	94.7	95.3	89.8
5	96.4	95.5	94.4	88.5
6	93.8	94.6	93.4	88.1
All Years	95.0	94.6	95.2	89.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	20.86
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Oatley West Public School continued to support and mentor beginning teachers. Three staff achieved proficiency through the accreditation process in 2022.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	243,807
Revenue	5,518,616
Appropriation	5,066,367
Sale of Goods and Services	712
Grants and contributions	446,209
Investment income	5,227
Other revenue	100
Expenses	-5,356,513
Employee related	-4,827,153
Operating expenses	-529,361
Surplus / deficit for the year	162,102
Closing Balance	405,909

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.

	2022 SBAR Adjustments (\$)
Targeted Total	167,781
Equity Total	238,385
Equity - Aboriginal	6,854
Equity - Socio-economic	10,774
Equity - Language	127,679
Equity - Disability	93,077
Base Total	4,098,768
Base - Per Capita	143,775
Base - Location	0
Base - Other	3,954,994
Other Total	432,148
Grand Total	4,937,082

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.

Oatley West PS scored well above NSW norms in the following areas:

- Students feel safe going to and from school
- Students feel safe at school
- Staff take an active role in making sure all students are included in school activities.

Student in Years 3-6 also completed the ***Resilient Youth*** survey.

Key findings form the survey include:

- 86% of students believe they are doing well at school
- 86% of students feel they are doing as well as the other students
- 86% of students feel safe at school
- 89% of students are **not** bullied at school
- 92% of students try hard at school
- 85% believe they can find ways to solve a problem.

Staff

Staff from Oatley West Public School completed the ***Tell them From Me*** survey in Term 4. Staff were asked to provide feedback with a focus on teaching, learning and school leadership.

Key findings include:

- 80% of staff believe school leaders have supported me during stressful times
- 85% of staff believe they work with school leaders to create a safe and orderly school environment
- 90% of staff set high expectations for students
- 90% of staff make an effort to include students with special needs in class activities.

Parents and caregivers

In late Term 3, 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 include:

- 84% of parents/carers agree/strongly agree the school is well maintained
- 84% of parents/carers agree/strongly agree the physical environment is welcoming
- 81% of parents find the school newsletter the most useful source for finding information out about the school
- 82% of parents would recommend Oatley West PS to other parents/carers.

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.