

2022 Annual Report

Oatlands Public School



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Introduction

The Annual Report for 2022 is provided to the community of Oatlands Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

I would like to thank the entire Oatlands Public school community for their perseverance, determination and passion for public education in 2022. I am proud of the school's relentless focus on literacy, numeracy and wellbeing and I look forward to sharing these achievements with you in the 2022 Annual School Report.

Ms Kim Gould

Principal

School vision

At Oatlands Public School our vision is that all students *thrive* and **we are learning to thrive together**. We will engage in targeted, sustained and needs-based *learning* to ensure every student reaches their full potential in literacy and numeracy. We will carefully monitor the progress of every child to make sure all succeed. We will do this *together*, fostering an environment where everybody belongs and students develop the social skills they need to engage in a meaningful life.

School context

Oatlands Public School is located in Western Sydney and has a student enrolment of approximately 195. The school has a strong focus on developing students' skills and abilities across all areas, including academic, creative and interpersonal domains. Students are at the centre of decision making and all stakeholders work collaboratively to ensure every child has the opportunity to succeed.

Oatlands Public School is supported by a strong, diverse multicultural community with 59% of students with a language background other than English. Approximately 4% of students identify as Aboriginal. The positive partnership between the school and home is highly valued and contributes to student success.

The school values its connections with the Parent and Citizens Association as well as local learning communities and our academic partners.

Oatlands Public School has completed a situational analysis involving all sectors of the school community. This analysis provided the school with three areas of focus for this Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

The focus for this direction is to achieve the system negotiated targets in reading and numeracy to ensure student growth and achievement. School priorities include implementing effective systems to closely monitor student progress and enhancing teacher capacity to differentiate teaching in numeracy and reading.

Strategic Direction 2: Enhancing teacher capacity

The focus for this direction is to enhance and restructure professional learning systems to enable sustained evidence informed learning resulting in growth in every teacher. These systems will be regularly reviewed to ensure new learning is applied to teaching practice which results in improved student outcomes.

Strategic Direction 3: School culture and connectedness

The focus for this direction is to increase the sense of belonging experienced by students and the wider community. The school priority will be fostering positive peer and teacher relationships in which students are equipped with the social skills and behaviours they need 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure every student reaches their full potential in reading and numeracy. All students should access high quality evidence informed teaching that responds to their needs.

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.

- Knowing our Students
- Challenging our Students

Resources allocated to this strategic direction

Literacy and numeracy: \$24,601.26

English language proficiency: \$23,877.26

Socio-economic background: \$17,378.99

Low level adjustment for disability: \$57,460.50

Summary of progress

Knowing our Students

In 2022, the Primary Mathematics Specialist Teacher, executive staff and literacy specialist led staff to effectively utilise the school's previously created numeracy and reading data tracking sheets. The leadership team achieved this by supporting staff to design and implement assessments for each marker of success, aligned with syllabus content. This enabled staff to confidently identify student progress in reading and numeracy. In 2022, 100% of teachers tracked and used the data, which was evident in their teaching and daily review programs. Furthermore, teachers were supported by the numeracy team to use the data to identify teaching focus areas and implement relevant teaching sprints to shift results. All year groups made progress each term and assessment data, work samples and report data triangulated to support this.

Improving vocabulary knowledge is a school identified goal within the initiative 'Knowing our Students.' In 2022, during Terms 3 and 4, the reading team delivered professional learning to staff about the theory of teaching vocabulary. Professional learning highlighted strategies used for teaching vocabulary such as tiered words, how to choose a correct text and creating effective lessons. Teachers reported growth in their confidence to deliver explicit vocabulary lessons in the annual staff survey and during professional dialogue. Additionally, staff identified an increased awareness of tiered words and how to distinguish between the different tiers.

In 2023, in this initiative, staff will use the assessments they designed and the literacy and numeracy data they have collected to drive interventions. Executive staff will support staff to do this by leading twice termly data meetings. Professional learning delivered in 2022 regarding numeracy and literacy data and vocabulary will be integrated into lesson design and teaching sprints resulting in explicit teaching programs which clearly address the needs of all students.

Challenging our Students

In 2022, the Primary Mathematics Specialist Teacher, literacy specialist and executive staff supported teachers to develop or adopt pre-assessments to guide teaching programs and challenge students at their point of need in reading and numeracy. As a result teaching programs reflected levelled numeracy activities differentiated for ability and pre-assessment data was utilised to group students flexibly as students achieved skills in both reading and numeracy. Teachers of students in Kindergarten - Year 2 particularly benefited from the pre-assessments they used in the InitialLit program adopted by the school. They used these assessments to collect data and create needs based groups to enable reading success.

Ensuring consistent and high quality teaching of whole number and additive strategies content was an aim of the initiative 'Challenging our Students' in 2022. The school worked towards this through the delivery of high impact professional learning. Direct support from the NSW Primary Mathematics Strategy team enabled the Primary Mathematics Specialist Teacher to deliver very effective professional learning on whole number, including trusting the count, place value and mental strategies in Term 1 and daily review, 'Teaching Early Numeracy' (TEN) activities and drawing out the mathematics within a lesson during Term 3. The impact of this was improved attainment of key number skills across K-6 as reflected in the school's numeracy tracking data. Teachers are beginning to implement the structure

of 'launch/explore/summarise' or warmup/concept development/guided activities in their programs. There is also some evidence of embedded daily review and 'Teaching Early Numeracy' activities in teachers' numeracy programs. This should be further developed in 2023 and all staff should be supported to include a summarise/conclusion aspect in numeracy lessons to draw out the mathematics.

In 2023, in this initiative, staff should continue to access high quality professional learning to enable them to improve differentiation in numeracy and reading lessons and build a shared understanding. This should be supported through the use of effective pre-assessments to guide teaching and learning. In order to improve the quality of numeracy lessons, teachers will resume building their understanding of spaced practice and drawing out the mathematics in each lesson, beyond a learning intention.

Staff identified that they would like more support with differentiation. In the annual staff survey 55.6% of staff scored their confidence in differentiating numeracy 4/5 and 44.4% scored their confidence in differentiating reading 4/5. Additionally, 89% of teachers agreed they would like more help with differentiating numeracy activities. Thus in 2023, the aim will be to further improve staff confidence to effectively differentiate their teaching of reading and numeracy.

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>Top two NAPLAN bands</p> <p>Uplift of 6% of students achieving in the top two bands to be above the school's lower bound system negotiated target in numeracy.</p>	<ul style="list-style-type: none"> • 36.00% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>Expected Growth Numeracy</p> <p>Percentage of students achieving expected growth to be moving towards the school's lower bound system negotiated target in numeracy.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>Expected Growth Phonological Awareness</p> <p>Percentage of students achieving expected phonological awareness indicators (progressions) for end of Kindergarten to be moving towards school identified target.</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected phonological awareness indicators (progressions) for end of Kindergarten increased to 89% indicating progress toward the school identified target.
<p>Top two NAPLAN bands</p> <p>Uplift of 8.5% of students achieving in the top two bands to be above the school's lower bound system negotiated target in reading.</p>	<ul style="list-style-type: none"> • 59.62% of students achieved in the top two bands in NAPLAN reading indicating achievement of the upper-bound target.
<p>Expected Growth Reading</p> <p>Percentage of students achieving expected growth to be moving towards the school's lower bound system negotiated target in reading.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Enhancing teacher capacity

Purpose

Our purpose is to support teachers in addressing the individual needs of their students through evidence informed, quality teaching. High impact professional learning should enable each teacher to continue to improve and refine their practice.

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.

- Enhancing our Teaching
- Improving our Consistency

Resources allocated to this strategic direction

QTSS release: \$36,659.80

Professional learning: \$17,839.33

Summary of progress

Enhancing our Teaching

In 2022, professional learning structures enabled staff to engage in narrow and deep learning about best practice, use their new learning in the classroom, reflect and then share these reflections with their colleagues. This structure supported teachers to feel more confident teaching reading and numeracy.

Professional learning meetings were grouped by focus area and consecutive weeks were dedicated to the same subject matter to support deeper learning. Additionally, meetings incorporated sharing sessions during which staff reported successes and areas of growth/development for students. Staff also shared how they implemented the learning/strategies they gained from the professional learning sessions. There was a relentless focus on reading and numeracy and professional learning meetings and collaboration meetings (stage based meetings) allowed staff to share what was working well and if possible, model these strategies for colleagues. Executive staff intentionally created opportunities during collaboration meetings to discuss numeracy, reading and vocabulary data and supported their teams to develop teaching sprints to address areas of need.

Staff appreciated this new professional learning structure and 90% of staff reported that it was beneficial having consecutive weeks/blocks of professional learning on the same focus. Additionally, 100% of classroom teachers successfully implemented new learning from professional learning sessions into their classroom practice in 2022 and 80% of staff shared at least one of their strengths in reading and numeracy with their colleagues.

Numeracy professional learning focused on best practice shared by the 'NSW Maths Team' through the Primary Mathematics Teacher Initiative program. The Primary Mathematics Specialist Teacher delivered multiple professional learning sessions on number talks for all staff including components, 'Talk Moves' and samples. Teachers used resources from Thinking Mathematically and Mindset Maths to deliver 2-3 number talks in Term 2. These were set as a deliverable after each meeting about number talks. Subsequent professional learning meetings incorporated a sharing session for staff to provide feedback about their number talks and to help create a shared understanding of number talks at Oatlands Public School. In addition to professional learning meetings, demonstration lessons from numeracy experts, observations and self and peer reflections supported staff to improve their practice. As a result of this structure, all classroom teachers implemented number talks at least once a week in their classroom by the end of Term 3. Additionally, they gained confidence in choosing an appropriate stimulus as well as with their delivery of number talks. As part of the reflection process, some teachers indicated that they may need further guidance with 'Talk Moves' and using number talks with younger grades. 2022 numeracy growth data reflected improvement of student attainment of key numeracy skills each term, particularly skills that required mental strategies.

Reading professional learning sessions focused on how to create fluency pairs and the theory behind this. The reading team aimed to provide practical guidance with setting up fluency pairs in classrooms across K-6. After the delivery of this learning, the reading team modelled how to set up fluency pairs in classrooms and then observed each teacher running these groups so that feedback could be provided and consistency could be achieved across the school. The team began by supporting K-2 teachers first and once fluency pairs were established in these classes they then supported Stage 2 teachers. Professional learning meetings incorporated a sharing session for staff to provide feedback about their fluency pairs to continue to ensure success and consistency. As a result of this professional learning, fluency pairs were implemented across Kindergarten to Year 4. Teachers have demonstrated that they can set up fluency pairs and select

the correct text for each pair. As part of the reflection process, teachers indicated that they needed support to manage their time so that they were able to facilitate fluency pairs at least four times a week. School data and teacher observation supported improved fluency results.

In 2023, in this initiative, the school will continue to structure professional learning to enable deep and narrow learning. This will include dedicating consecutive sessions to the same subject matter and providing staff with opportunities to practise and reflect on new learning. In 2023, staff should be supported to evaluate their own and their peers' practice. This should include using a criteria for evidence based, high impact teaching strategies in numeracy and reading.

In 2023, staff will revisit number talks and fluency pairs to ensure consolidation of learning. Staff should move beyond self-reflections to observing peers and providing feedback. In regards to number talks, different examples, stimuli and 'Talk Moves' focus areas will continue to be explored to ensure teachers build understanding and gain confidence implementing these regularly in their classes. Further professional learning on how to draw out the mathematics from a lesson should support deeper understanding of best practice. Staff also indicated that they would like support with differentiation in numeracy. In the annual survey, 30% of teachers scored 3/5 for confidence in differentiating and 50% scored 4/5.

Staff should continue to be supported with setting up fluency pairs including how to successfully integrate these into the school day several times a week. In order to further improve fluency results, there should be a greater focus on modelled fluency reading, tier 2 and 3 vocabulary words and using texts connected to taught units of work.

Improving our Consistency

In 2022, consistency in teaching vocabulary and delivering number talks was the focus for this initiative.

Staff accessed consistent information about best practice for teaching vocabulary through professional learning sessions. This enabled a shared understanding of how to identify tiered words and how to design a quality vocabulary activity. The reading team also supported teaching staff to create and use a vocabulary tracking sheet with corresponding assessment tasks to monitor student progress. The team then guided teachers to use this information to collaboratively program in stage groups. This ensured consistency in the teaching and assessing of vocabulary in each stage. As a result of the reading team's work in this initiative, all teachers incorporated explicit vocabulary components into their literacy lessons. During professional learning sessions, teachers shared the quality vocabulary activities they used in class which further consolidated the school's shared understanding of best practice for teaching vocabulary.

Consistency in the delivery of number talks was achieved by a relentless focus on number talks and their structure during professional learning meetings. In 2022, there was an emphasis on self-reflection and the Primary Mathematics Specialist Teacher created a self-reflection criteria to support staff to understand what a good number talk looks like. Teachers completed these self reflections and shared with their colleagues to contribute to a greater shared understanding of best practice. As a result of this work, teachers included visuals which promoted reasoning and mental strategies in their number talk plans and their number talk reflections demonstrated they were consistently using wait time, turn and talk and re-voicing. However, the other 'Talk Moves' presented in professional learning have not yet been consistently implemented by all teaching staff.

In 2023, in this initiative, the school needs to revisit Talk Moves with teachers and demonstrate how these can be integrated into number talks as well as model the language that supports these moves. Staff should move beyond self reflections to peer observations to ensure greater consistency of the delivery of number talks across Kindergarten to Year 6.

It would also be beneficial for teachers to observe each other delivering vocabulary routines and lessons using a criteria for success. The shared development in 2023 of a vocabulary scope and sequence will support greater consistency of teaching and the extension of vocabulary instruction beyond literacy lessons and into all Key Learning Areas.

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
The percentage of teachers who engage with professional learning about evidence informed strategies in reading and numeracy is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> Analysis of internal school data indicates that 100% of teachers engaged with professional learning about evidence informed strategies in reading and numeracy in 2022 demonstrating achievement of the school identified target.
Percentage of teaching and learning	<ul style="list-style-type: none"> Analysis of internal school data indicates some evidence of

<p>programs showing of evidence of implementation of the Oatlands Public School literacy and numeracy policy is moving towards 100%.</p>	<p>implementation of the Oatlands Public School literacy and numeracy policies included in 100% of teaching and learning programs demonstrating progress towards the school identified target.</p>
<p>The percentage of community members who understand and articulate school policies for numeracy, literacy and behaviour is moving towards school identified target.</p>	<ul style="list-style-type: none"> • In 2022, the school focused on sharing the numeracy, literacy and behaviour policies with community members and seeking feedback with the aim of increasing understanding of these policies.

Strategic Direction 3: School culture and connectedness

Purpose

Our purpose is for students to develop the social skills they need to engage in a meaningful life. All members of the community should be included and feel a sense of belonging.

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.

- Supporting our Students
- Improving our Sense of Belonging

Resources allocated to this strategic direction

Per capita: \$20,000.00

Summary of progress

Supporting our Students

In 2022, the school employed a behaviour specialist teacher for Term One to improve universal intervention strategies for 'Tier 1 students.' This teacher worked with the wellbeing team to conduct surveys, including student and teacher focus groups. These surveys revealed the need for a greater focus on consistent implementation of Positive Behaviour for Learning and PAX (peace, productivity, health and happiness) Good Behaviour Game across the school. The team also identified a need for more effective data collection of behaviour incidents so that the Learning and Support Team could analyse trend data and support teachers to implement effective interventions.

In Term 1, the team focused on ensuring that the students understood the school expectations of being a 'safe, respectful learner' and what this meant. They also wanted to ensure that staff understood how to proactively reinforce these expectations in the playground. In order to do this, the team delivered professional learning about 'Positive Behaviour for Learning' and created resources such as new fortnightly focus posters, visuals and videos to support staff with this. The behaviour specialist worked with the Kindergarten teachers to help students learn the new expectations. She also helped teachers to develop positive routines to set the year up for success eg lining up ready for learning. An informal fortnightly afternoon tea was established during which staff could drop in and discuss patterns of behaviour they were noticing in the playground which would help inform the next Positive Behaviour for Learning focus for the fortnight ahead.

In Terms 2, 3 and 4 professional learning focused on building teacher capacity and knowledge of universal intervention strategies (Tier 1 intervention) including teacher and student relationships, managing challenging behaviour and the importance of inclusive language.

As a result of these changes, 100% of staff were able to implement a learnt Tier 1 intervention strategy to improve behaviour and all classroom teachers explicitly taught and implemented PAX games on a fortnightly basis. Staff also reported that they would like more support in 2023 in consistently implementing school behaviour management programs.

The wellbeing team also delivered professional learning sessions to upskill staff members in utilising the school's Sentral system to log behaviour incidents. Based on staff feedback the team made changes to the way data was recorded. One of the key changes allowed staff to choose who would get notifications about the incidents. This enabled greater collective efficacy. For example, the Learning and Support Team were able to analyse trends in a student's behaviour which improved support plans for that student.

In 2023, in this initiative, the school will continue to provide professional learning to ensure consistent language and implementation of universal intervention strategies across all settings. Furthermore, staff should begin to move beyond Tier 1 intervention to learning Tier 2 intervention strategies.

Improving our Sense of Belonging

In 2022, the focus of this initiative was supporting staff to build positive, professional relationships with students across the school.

The wellbeing team achieved this by delivering several professional learning sessions which provided the theory behind why relationships are so important as well as providing practical support. Sharing sessions were included in professional

learning meetings during which staff discussed how they integrated relationship building strategies into their daily routines. By the beginning of Term 3, teachers made a commitment to implementing at least one daily or weekly routine or activity in their stage groups to ensure consistency. This resulted in all classroom teachers providing intentional opportunities for building positive and professional relationships with students and an increase of 5% in students reporting a positive sense of belonging from 2021 to 2022. Furthermore, in the 2022 annual Tell Them From Me survey students rated 'caring teachers' as having the biggest impact on their behaviour.

Additionally, in order to promote positive school belonging the wellbeing team changed the format of the school based rewards system of 'bear tickets'. This reduced the amount of administration required by teachers to administer these and significantly increased the number of bear tickets handed out to students and 70% of students recognised that bear tickets helped them to follow class and school expectations. In 2023, teachers should be more intentional with their language when handing out bear tickets to ensure students understand why they are receiving this reward.

In 2023, in this initiative, the school will need to dedicate time for teaching staff to consistently review strategies for creating positive teacher and student relationships. Additionally, the wellbeing team should revisit social and emotional learning and self-regulation strategies to improve consistency across all classes.

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
In the theme of behaviour the school is moving towards the school identified target of excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of behaviour in the element of Wellbeing.
Belonging TTFM wellbeing data improves to be moving towards school identified target (uplift of 10%) for belonging.	<ul style="list-style-type: none"> Tell Them From Me data indicates 80% of students report a positive sense of belonging at school resulting in a 15% uplift and achievement of the school identified target.
Attendance 7% uplift of students attending school more than 90% of the time to be moving towards the school's lower bound system negotiated target.	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 14.71% indicating in progress yet to be seen towards the school's lower bound system negotiated target.
Aboriginal Education Percentage of staff who have undertaken professional learning around First Nations Histories and Culture is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> Analysis of internal school data shows 80% of staff who have undertaken professional learning around First Nations Histories and Culture indicating progress toward the school identified target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,319.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oatlands 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"> • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students received 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 Personalised Learning Support Plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$17,378.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oatlands 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"> • Challenging our Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Learning and Support Teacher employed two additional days per week. • employment of additional staff to support the implementation of reading interventions such as MiniLit, MacqLit and fluency programs. <p>The allocation of this funding has resulted in the following impact: Year 3 and 5 NAPLAN Reading achievement was above both state and SSSG (statistically similar school groups) in 2022 NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: employment of a School Learning Support Officer to facilitate the literacy interventions four days a week will hopefully result in less disruptions to the intervention programs in 2023 as well as greater consistency of the delivery of these programs.</p>
<p>Aboriginal background</p> <p>\$5,880.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oatlands 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</p>

<p>Aboriginal background</p> <p>\$5,880.16</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: all Aboriginal families engaged in the Personalised Learning Plan process. The Learning and Support teacher reviewed and trained staff in more detailed and family orientated Personalised Learning Plan, resulting in more authentic conversations and improved outcomes for Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: working with the Aboriginal Education and Wellbeing Advisor to continue to improve personalised learning for Aboriginal students so that their learning environment is inclusive and they are set up for success to improve learning outcomes.</p>
<p>English language proficiency</p> <p>\$23,877.26</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oatlands 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"> • Knowing our Students • Challenging our Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: the introduction of consistent literacy block across K-2 aligned with the new curriculum. All K-2 students were engaged in a systematic and targeted phonics program (InitialLit) each morning including an explicit 'I do, we do, you do' writing lesson. Students who require further support are catered for through additional withdrawal with the reading specialist, learning support teacher or a school learning and support officer.</p> <p>All staff were engaged with professional learning about best practice for teaching vocabulary and demonstration lessons and observations when needed to ensure all students from non English speaking backgrounds improved.</p> <p>After evaluation, the next steps to support our students will be: continuation of professional learning in vocabulary for all staff, including the creation of a shared vocabulary scope and sequence. There will be a focus on literacy interventions and differentiation in the classroom to enable success for all students from non English speaking backgrounds.</p>
<p>Low level adjustment for disability</p> <p>\$57,460.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Oatlands 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"> • Challenging our Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$57,460.50</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • 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: students who required additional learning support were identified and the Learning and Support Teacher supported teachers to implement and consistently review effective learning plans for these students. All students with learning plans in place improved and when appropriate the Learning and Support Teacher worked intensely with small groups of students in areas of need to ensure success.</p> <p>After evaluation, the next steps to support our students will be: additional school learning and support officers employed to deliver impactful interventions that have been successful in 2022. This will enable more students to access support.</p>
<p>Professional learning</p> <p>\$17,839.33</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Oatlands 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"> • Enhancing our Teaching • Improving our Consistency <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a reading specialist teacher to provide teachers with ongoing in class support and deliver professional learning sessions targeting school plan initiatives. • Releasing Assistant Principals to provide in class support and evidence based high impact professional learning aligned with school plan initiatives. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of vocabulary, fluency and numeracy resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: for school leaders to work closely with the newly engaged Assistant Principal Curriculum and Instruction to deliver high impact professional learning with a focus on differentiating literacy and numeracy in the classroom.</p>
<p>Literacy and numeracy</p> <p>\$24,601.26</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oatlands 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"> • Knowing our Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: all teachers engaged with high impact professional learning about best practice in vocabulary, fluency and numeracy. Every grade made progress each semester in key literacy and numeracy skills as per internal school data and notably the percentage of students achieving expected phonological awareness indicators (progressions) for end of Kindergarten</p>

<p>Literacy and numeracy</p> <p>\$24,601.26</p>	<p>increased by 25% from 2022.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning and classroom support for teachers in improving in class differentiation and interventions in reading (vocabulary focus) and numeracy to enable all students to achieve key literacy and numeracy skills.</p>
<p>QTSS release</p> <p>\$36,659.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oatlands 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"> • Enhancing our Teaching • Improving our Consistency <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. 100% of teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice in the form of number talks, fluency lessons and explicit vocabulary activities.</p> <p>After evaluation, the next steps to support our students will be: school leaders to work closely with newly appointed Assistant Principal Curriculum and Instruction to provide targeted professional learning and classroom support for teachers in improving differentiation and interventions in reading and numeracy to enable improved student outcomes.</p>
<p>COVID ILSP</p> <p>\$49,560.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieved significant progress towards their personal learning goals. All targeted students successfully participated in small group tuition using MiniLit and MacqLit interventions, focused follow up activities, literacy sprints and in class reviews. A student focus group revealed that students who participated in the program believed that it improved their learning and were disappointed to be exiting the program.</p> <p>After evaluation, the next steps to support our students will be: to continue implementation of literacy tuition in 2023 and ensure consistency of the program through training of school learning and support officer. All 2022 identified students in the Term 4 Tuition Cycle will need to be reassessed and new learning goals created based on their point of need at the start of 2023. The Covid ILSP coordinated should plan a formalised pre</p>

COVID ILSP

\$49,560.00

and post survey of participants in 2023 reporting on student confidence, reading ability and improvement.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	120	114	110	106
Girls	97	87	74	80

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	90.9	95.8	92.0
1	90.7	90.9	92.1	90.4
2	91.9	93.8	96.0	89.0
3	92.8	92.3	96.7	91.7
4	93.6	94.9	92.6	92.9
5	92.0	91.6	93.3	90.4
6	93.8	90.4	93.7	90.5
All Years	92.6	92.1	94.4	91.0
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
Assistant Principal(s)	3
Classroom Teacher(s)	6.96
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
School Counsellor	1.4
School Administration and Support Staff	2.82

*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.

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	293,127
Revenue	2,873,351
Appropriation	2,725,459
Sale of Goods and Services	31,720
Grants and contributions	112,865
Investment income	3,306
Expenses	-2,918,135
Employee related	-2,620,261
Operating expenses	-297,874
Surplus / deficit for the year	-44,785
Closing Balance	248,343

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	52,319
Equity Total	122,541
Equity - Aboriginal	5,880
Equity - Socio-economic	17,379
Equity - Language	23,877
Equity - Disability	75,405
Base Total	1,635,740
Base - Per Capita	46,493
Base - Location	0
Base - Other	1,589,247
Other Total	710,404
Grand Total	2,521,004

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

2022 Parent/Community Feedback/Satisfaction

Parents/Carers:

Literacy and Numeracy:

- 72.2% of parents and carers agreed that the school provides enough resources and support for parents to help their children with their reading at home.
- The majority of parents are aware that the school uses evidence-based reading programs which focus on 'The Big Six' (phonemic awareness, oral languages, phonics, vocabulary, comprehension and fluency).
- 83.3% of parents believed that their child enjoys participating in Mathematics lessons at Oatlands Public School.

Wellbeing:

- 94.4% of parents and carers were aware that the school used bear tickets to improve student behaviour, however, only 27.8% of parents were aware of the 'Zones of Regulation' program used by the school. This suggests the need for more parent workshops/information sessions in this area.
- 78.9% of parents were aware of the events and celebrations the school held to acknowledge neurodiversity in 2022 and the majority of parents believed that neurodiverse students or students with a disability are included at Oatlands Public School with a small percentage who were unsure. No parents or carers who participated in the survey disagreed. The school aims to ensure all parents/carers agree that neurodiverse students and students with a disability are included at Oatlands Public School.

General Feedback/ Communication:

- We are very happy with the education our children receive at Oatlands Public School" (2022 annual survey).
- We are so lucky to have this little community that we have, such a beautiful school filled with kind teachers and staff".
- A few parents requested clearer information about what their child is learning, particularly in regards to what the expectations are for each grade.

Staff/Teachers:

* 90% of staff found it beneficial to have consecutive weeks/blocks of PLMs on the same focus in 2022.

* All classroom teachers implemented learnt numeracy strategies and activities from professional learning in 2022. When asked, "what is one thing that you have learnt from numeracy PLMs (professional learning meetings) this year that you have successfully implemented in your classroom" all teachers were able to respond. For example, *"Number talks have been my main take away. Knowing the way to elicit responses from students using talk moves and the PLMs have also confirmed my thoughts on the importance of numeracy reviews."*

*All classroom teachers were also able to identify new learning about vocabulary as well as successfully implement a new reading strategy in 2022. For example, when asked "what is one thing that you have learnt from reading/vocabulary PLMs (professional learning meetings) this year that you have successfully implemented in your classroom, one teacher responded *"vocabulary is closely linked to comprehension success so teaching Tier 2 and 3 words in an intentional way is crucial to giving all students an opportunity to access oral and written texts. The editable vocabulary template for Tier 2 and 3 words is useful across all KLAs (Key Learning Areas) and good for consistency across the school."*

Students:

*In 2002, there was a 15% increase of students reporting a positive sense of belonging from 2020.

* 96% of students believe they demonstrate positive behaviour at school which is 13% above the state average.

*The number of students who report being victims of bullying is 16% less than the state average.

* 82% of students were identified as having a positive growth orientation as part of the Tell Them From Me survey.

*84% of students identified that 'caring teachers' helped them to improve their behaviour. 80% of students believed the newly introduced school program PAX Good Behaviour Game helped them to improve their behaviour.

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.