2023 Annual Report

Oatley Public School

2796

Introduction

The Annual Report for 2023 is provided to the community of Oatley Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

We have had another amazing year of developing in new knowledges and learning new curriculum. The students have been provided with many exciting opportunities to nurture their interests and the teachers are constantly developing in their pedagogical practices to ensure our students have progressive teachers and creative and challenging learning programs.

Our school ethos is that every child a success and every year in our transforming school culture we endeavour to achieve this.

Curriculum Knowledge and skills are critical for all students to learn. Here at Oatley Public School the teachers work really hard in how this curriculum **is delivered** and **why we make this learning authentic and connected to the world around us. We also want the child to be empowered and understand their competencies in how they best learn.**

With this decision comes substantial resources in professional learning, commitment and energy especially in teachers that make the changes we imagine as achievable. We know that the future depended on this transformational journey for our students.

Throughout this year there has been continued consolidation for our students to develop as they move through their primary education to be skilled with capabilities needed for life and their ongoing journey of learning. You would be very familiar with the 4Cs approach which makes explicit the nature and development of self regulation, learning and working with the 4C capabilities; creativity, collaboration, communication and critical reflection.

Throughout this year teachers and students actively engage with the complex mechanisms of deeper learning processes to inform their decisions in teaching and learning. Our own professional learning journey this year focusses on: Students reflecting on the way they learn best and understand the dispositions (capabilities/competencies)that they need to use

I am incredibly proud of my teachers and students in their own learning. Student and teachers focus groups provides the data to ensure we are growing and enhancing the whole child development of all our students and enable us to make future directions.

Thank you parents for supporting Public Education. Have a wonderful Christmas break and we will see how 2024 can continue to grow and challenge us.

Debbie Hunter

Principal

Message from the school community

The Oatley Public School P&C form a positive partnership with the school. Collaborating with the school in fundraising events as well as participating in significant events hosted by the school create a very connected school community. The P&C encompasses sub committees of the uniform shop, the Canteen, Building Fund, Sponsorship and Fundraising.

Message from the students

Student reflections- metaphors about their learning.

My learning journey this year was like a group of candles. Lots of people come together to help me learn different things. The candles shine even brighter when there's more of them.

My learning journey this year was like a dock extending out to the water and the grimy pillars holding it up to represent my brain. As I learned something new, a wave would hit against the pillars, making them cleaner each time by washing away the confusion. My greatest improvement was time management and being able to complete my work.

My learning journey this year represented a city at night. The lights represented the best work that I had done. The dark alleys were the activities that I was struggling with.

My learning journey this year was like a box of chalk. Some of the pieces were broken because I did not know how to put them together yet. Other pieces were whole because I understood some of the work and I felt more confident.

My learning journey this year was like a ferris wheel. As it got higher, I felt more worried about falling. As I went closer to the ground, I began to learn more and felt more confident. When I faced a new challenge, the ferris wheel cycle repeated again. My greatest improvement was writing poetry. I have a better understanding of how to include imagery.

My learning journey this year was like riding a bike. When you start riding a bike, you use training wheels. When you practise and try harder every day, you get better and it gets easier. Sometimes you fall, but you get back up again and keep on trying until you feel confident.

Maths is a good thing to do as it helps your brain work out questions. I really enjoy doing portraits of myself in art. I love music when I get to use my creativity because I express my feelings and it helps my feelings.

At the start of the year, my learning journey represented a group of people looking one way and I was looking the other. I was too scared to face challenges. This semester, I began to look in the same direction as the others because I felt inspired by famous scientists. I persevered and now everyone wants to be like me!

My learning journey this year was like a ladybug on a leaf, floating in a pond. Every time I learned something new, I would grow in knowledge and my wings start to flutter, ready to take off. Some subjects take two or three tries and others only one go to get it right.

My learning journey this year represented me on a skateboard. When I went up, I was learning something new and when I went down it meant that I was using the information that I learned.

My learning journey this year was like a pool of water. When I first entered, I was in the shallow end and only knew the basics in math. As I went deeper, I learned more interesting things and took on more challenges. My greatest improvement was learning all my times tables, because I practiced so much at home. I'd like to improve in mass, area and capacity. To do this, I will need to use more grit and keep practicing at home.

My learning journey this year was like being an ingredient in a pantry. When the learning started, I was mixed with other ingredients which represented the different learning strategies I had to use.

My learning journey this year was like the sun slowly rising. As I began to understand more about each subject, I asked more questions and the sun would rise higher.

School vision

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

School context

Oatley Public School is a metropolitan school located in southern Sydney. The traditional owners were the Bidjigal people of the Eora Nation. The school is a focal point of the community and caters for students in Kindergarten to Year 6. Oatley Primary School has 26 teaching staff with a student enrolment of 385 The school community has positive partnerships with P&C consisting of parents and carers, teachers and the wider community. Oatley Primary School has a proud sporting history, provides opportunities in the creative and performing arts, Sciences, Technology and embraces Creativity, Critical Reflection, Communication and Collaboration (4Cs). The school promotes the growth and development of our young people and builds the capacity of our students to develop as a whole child and through teaching and learning incorporate capacities which help our students navigate through a changing world of challenges.

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

Student growth and attainment

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

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

Transforming school culture

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

Partnerships in learning

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

Oatley Public School has always nurtured a high professional learning culture. The leadership team promote an ethos of high impact professional learning for teachers to grow student learning outcomes. Throughout this plan three elements of high impact professional learning will be implemented to support student progress and achievement:

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

The Year 6 Leadership Team at Oatley Public School demonstrates dedication and proactive efforts to enhance the school community.

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	2023 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 growth and performance	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Differentiated learning
- Data driven practices

Resources allocated to this strategic direction

QTSS release
AP Curriculum & Instruction
Per capita
Low level adjustment for disability
Integration funding support
English language proficiency
Aboriginal background

Summary of progress

Numeracy and Reading

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning to establish **a high expectation of culture.**

The leadership team maintains a focus on distributed **instructional leadership** to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The executive leadership team led high impact professional learning by developing a targeted professional learning plan, knowledge sharing and establishing systems to support continuous and coherent improvement in pedagogy.

The school created Instructional Leader roles using Quality Teaching Successful Students for employing specialist teachers to lead **improvement in Reading or Numeracy.** Their focus was on **high impact professional learning through collaboration** to strengthen teaching practice and ensure professional learning was driven by identified student needs in reading and numeracy. A **distributive leadership model** sustained a culture of effective evidence-based learning and ongoing improvement to support student learning. Professional learning for all staff focused on **unpacking data** from the school evaluation showing triangulation of data from **internal and external sources of evidence.** The school has an ongoing commitment to improve teachers' **data skills and use** to monitor the progress of all students.

Professional learning focused on developing staff competencies to interpret and collaboratively use data to inform planning, identify interventions and modify teaching practice. The **learning goals for students** are informed by ongoing regular check-ins of the analysis of internal and external student progress and achievement data. Teachers clearly understand, develop and apply a full range of **assessment** strategies -assessment for learning, assessment as learning and assessment of learning to adjust their practice to trends in student achievement, at an individual, group and whole school level. The annual progress measure for the initiative in our student attainment strategy is to increase the Year 4 Check-in results in both Reading and Numeracy by 2% (from 2021 to 2023). Self-assessment against the Schools Excellence Framework shows the school as Excelling.

The annual progress measure for our other initiative in our student attainment strategy to develop student growth in reading and numeracy is '**Differentiation**'. Self-assessment against the Schools Excellence Framework shows the school as sustaining and growing.

The collaborative planning of teachers discussing **data use in teaching** became the focal initiative for differentiation in the delivery and monitoring of teaching and learning programs. This provided high expectations within student learning programs. Following this effective feedback strategies enabled differentiation to support student learning goals.

Extra LaST teachers were employed along with the COVID ILSP and EAL/D teachers to support targeted high middle

students (as identified in the Term 2 Check-In) and ASA comprehension assessments. This assessment has led to teacher differentiation of specific targeted skills for these students.

Looking forward to 2024

The executive leadership evaluated their initiatives using the reflect and reset model for school evaluation.

Reading

Evaluation of the school's reading progress measure, indicated that further coaching and mentoring of staff requires continue. Vocabulary will continue to be explicitly taught and embedded into 2023 teacher programs. **Building students' capacity** to transfer vocabulary across different writing genres and KLA's is the next step. Reading groups will be a key focus for Year 3 teachers. This will allow a smoother transition for students from the structured format of the InitiaLit program and provide a framework for literacy blocks for Year 3. Year 1 teachers will be supported by a specialist teacher to assist with differentiation in Literacy (InitiaLit program). Regular and planned collection of pre-and-post reading and comprehension assessment data will be a key element to ensure that teachers are regularly monitoring student reading progress against the syllabus and successfully differentiating for students. The area of inferencing will be monitored. K-2 teachers will be supported by the new Assistant Principal CI to implement the new K-2 English Syllabus.

Numeracy

The establishment of 'focus areas' has ingrained a routine for the regular data collection, recording and monitoring of student progress - this will continue into 2024. Regular robust discussions within teams to identify key 'focus areas' and active involvement staff in decision-making for future directions. **Collaborative teacher efforts** support further adjustments to the mathematics program, introducing explicit, differentiated, and responsive learning opportunities.

Executive team to explore integration of peer observation, or video-recorded sessions and co-reflection with buddy or peer, reflecting on the **application of differentiation** in the classroom. This will enable clear insight into the quality of implementation and support staff to continue to improve their teaching practices. Students have more **agency in articulating their learning** and understand what they need to do next to enable continuous improvement.

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 questions answered correctly, by Year 4 students in the 2024 Check In assessment for Reading, to increase by 2% (from 69.6% to 71.6% based on the aggregate school average).	The school exceeded the annual progress measure in Reading by 8.2% (from 70.1% to 78.3%).
The percentage of questions answered correctly, by Year 4 students in the 2024 Check In assessment for Numeracy, to increase by 2% (from 76.3% to 78.3% based on the aggregate school average).	The school exceeded the annual progress measure in Numeracy by 2.6% (from 75.5% to 78.1%).

Strategic Direction 2: Transforming School Culture

Purpose

Teachers engage in collaborative and applied professional learning to deepen their understanding of student-centred curriculum design and principals of wellbeing and inclusive practice to enhance overall student development. Students connect with the interpersonal, intrapersonal and cognitive competencies required for deep learning, developing their communication, collaboration, creativity and critical reflection skills..

Initiatives

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

- Pedagogical practices
- Student-centred learning

Resources allocated to this strategic direction

QTSS release
Low level adjustment for disability
Professional learning
Socio-economic background

Summary of progress

Pedagogical practices

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.The school maintained the Instructional Leader role to lead improvement in learning and development practices for all staff in 4C's Transformative Learning and the implementation of a new wellbeing initiative called Growing Strong Minds. The school is moving into excelling.

Staff engaged in collaborative and applied professional learning opportunities through Collaborative Classroom Visits, Deep Noticing in Action and sessions to deepen understanding of the 4C coherence makers facilitated by external consultants from the Transforming Schools team.

The staff also engaged in four professional learning opportunities to deepen knowledge of positive psychology, character strengths and teaching strategies for future classroom intervention. This provided a forum for professional dialogue, collaboration, sharing of expertise and innovative practice and opportunities for critical reflection. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Evidence showed the school is at Excelling.

Stage teams engaged in an action inquiry into the design and the assessment of Learning Dispositions and Critical Reflection in the classroom. The elements of the Wonder Web were used to design learning experiences, reflecting evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. The Learning Disposition Rubrics provided a scope for assessment and consistency of teacher judgment. Character Strength knowledge has been utilised across the school to trial such as postcards on display in the classroom and awards being given out at assembly.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The school is sustaining and growing.

Staff engaged in focus groups to collaboratively reflect on their own learning with the 4C's and provide feedback to assist the school in establishing future directions.

The school engaged with the Safeguarding Kids Together team to strengthen systems, processes and practices across three domains to mitigate trand manage risk and enhance safe learning and working environments. This Support Plan strategically focuses on mitigating and managing risk by identifying opportunities to build good practice across 8 focus areas. The following focus areas have been identified based on multiple data sources, including: ebs4/Synergy, SCOUT, third-party software, Strategic Improvement Plan, Annual Report, Principal Survey, Staff Survey and a Good Practice Assessment Tool. The school targeted the three areas of Student wellbeing, Staff Wellbeing and Community Engagement.

Staff have identified through rigorous conversations areas for future development to increase staff wellness which will drive future direction for 2024. These are mapped under the headings that resulted from the staff wellbeing survey completed by the SKT team.

Student Centred Teaching and Learning

Students engaged in a range of processes to develop their skills in collaboration, communication, creativity and critical reflection. A team of Year 6 students were established to drive the 4CTV concept, unpacking each of the 'Cs' across the year through their episodes. Student focus groups were conducted to unpack the impact the 4C learning has had on them as learners and to assist in establishing future directions. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Student focus groups showed evidence of how pedagogical practices impacted on their learning and impact at home. Effective partnerships in learning with Page 9 of 27 Oatley Public School 2796 (2022) Printed on: 7 December, 2023 parents and students mean students are motivated to deliver their best and continually improve. This connection to practice was excelling.

The school engaged with the Safeguarding Kids Together team to strengthen systems, processes and practices across three domains to mitigate and manage risk and enhance safe learning and working environments. This Support Plan strategically focuses on mitigating and managing risk by identifying opportunities to build good practice across 8 focus areas. The following focus areas have been identified based on multiple data sources, including: ebs4/Synergy, SCOUT, third-party software, Strategic Improvement Plan, Annual Report, Principal Survey, Staff Survey and a Good Practice Assessment Tool. The school targeted the three areas of Student wellbeing, Staff Wellbeing and Community Engagement. Students engaged in focus groups to provide feedback and a voice for future planning and initiatives across the school. Future direction of initiatives is being driven by student feedback in the areas of behaviour management and consistency, differentiation of work and more active playground supervision. These will be mapped against the 5 domains of wellbeing - physical, social, emotional, cognitive and spiritual.

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
Wellbeing data (advocacy, belonging, expectations) to increase to upper bound target of 92.88%	Advocacy at school - 89.95% Expectation for Success - 95.79% Sense of Belonging - 79.26%
School is working towards achieving an excelling strategic and planned approach to develop whole school wellbeing processes that support wellbeing of all students so they can connect, succeed, thrive and learn	**School Wellbeing Mapping** - Programs now recorded and mapped against the five wellbeing domains to align with the Wellbeing Framework for Schools by all teachers in 2023; School mapped 78 programs and/or wellbeing initiatives, where it was evident that the Social Domain is the highest targeted with Spiritual domain lowest.There was evidence of tiered support of programs.Evaluation methods utilised across most programs. Student voice - School Executive and staff have greater knowledge and understanding of student perspectives of the school, and overall student wellbeing; 32 student forums were conducted with 168 students participating from Years 3 to 6.Students acknowledged the positive environment at school, specifically: Supportive Staff; Environment; Opportunities; Sport. Focus groups findings have now been shared with all staff and students.Staff upskilled in processes of capturing the voice of students including their perspectives on how the school can support their wellbeing.

Strategic Direction 3: Partnerships in Learning

Purpose

Build positive connections in communications with the school community, through creating a culture through structures that informs learning; values partnerships and participation in an inclusive environment.

Initiatives

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

- Connecting through community partnerships
- Attendance

Resources allocated to this strategic direction

Summary of progress

Connecting through learning

Improving the effectiveness of our significant community partnerships was a critical component of our Strategic Direction 3 in 2023. We know that effective communication is a two-way exchange between families and schools that involves information sharing and opportunities for schools and families to connect, participate and collaborate. As part of this critical communication, all classroom teachers ensured that they were available to be contacted by a parent or carers via the Sentral Student Portal. Classroom teachers also reintroduced a newsletter for their class, to regularly share student learning and celebrate regular student-centred events with parents and carers.

Attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Improving the effectiveness of our whole school attendance monitoring and reporting was a critical component of our Strategic Direction 3: Partnerships in Learning in 2023. A School Attendance team was formed early in the year with three significant high-level goals: frequently raising awareness of the importance of school attendance with the school community; more timely and accurate roll-marking by teaching staff and more timely updating of absence reasons by all staff, including administrative staff. The School Attendance team assisted all classroom teachers to monitor and track student attendance at their class level and continue to communicate to parents the importance of having a high attendance rate, which does directly contribute to student development and learning. This combined and sustained effort has put us on track to achieve and exceed our annual progress measure of increasing the percentage of students' attendance to 91.85%. The final percentage of students attendance was 92.6% (as of 7th December).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attendance to 91.85%	As of 2nd December 2023, the attendance percentage was 93.1%
Increased percentage of collaborative partnerships with parents/communities and other organisations to support and develop students and school communities.	**Establish and Support a community Engagement team** - Engagement Team have conducted mapping of current Community Engagement practices and activities to inform and develop a comprehensive Community Engagement Action Plan.The situational analysis will identify strengths in community engagement including a rebranded school image, and proactive strategies to seek community feedback. Staff Social Media survey conducted with positive results to have a School Facebook page established. **Develop a community Action Plan** - Community Engagement team

Increased percentage of collaborative partnerships with parents/communities and other organisations to support and develop students and school communities.	developed a Draft Community Engagement Action, Plan reflective of the needs of the school community.A draft communication plan was developed to inform and consult with parents and the community to support student wellbeing and safety.Communication Team developed a community engagement purpose statement which aligns with the school's SIP.

Meet the Teacher Information Sessions at the beginning of a school year.

Funding sources	Impact achieved this year
Integration funding support $46,975.00	Integration funding support (IFS) allocations support eligible students at Oatley Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs and intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to students learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** After evaluation the next steps to support our students with this funding will be to formally incorporate integration decision making in consultation with parents or carers as an ongoing program of support. The Learning Support Team inclusive of LaST, School Counsellor, Principal and LaST coordinator will design, implement, review and adjust the PLSPs termly to ensure targetted support is allowing for student progress.
Socio-economic background $9,913.69	Socio-economic background equity loading is used to meet the additional learning needs of students at Oatley Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Pedagogical practices **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services and providing students without economic support for educational materials,uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** This has allowed equitable access for all students to participate in school activities such as excursions and incursions as well as be supported for learning resources required for their learning programs. **After evaluation, the next steps to support our students will be:** This ongoing funding will be targetted to ensure all students have equitable access to school events and supplies.
Aboriginal background $5,477.49	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oatley Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

| Aboriginal background

$5,477.49 | • Data driven practices

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

The allocation of this funding has resulted in the following impact:
This has supported the engagement of an staff member to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. This staff member also has responsibility to check in on PLPs

After evaluation, the next steps to support our students will be:
The school will support ongoing PLPs by providing all teachers to be engaged with the PLP process. This will provide a significant cultural understanding of student learning with cultural inclusivity embedded in the students learning. |
|---|---|
| English language proficiency

$138,629.41 | English language proficiency equity loading provides support for students at all four phases of English language learning at Oatley Public School.

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

Overview of activities partially or fully funded with this equity loading include:
 • employment of additional staff to support delivery of targeted initiatives. Provision of additional EAL/D support in the classroom and as part of differentiation initiatives.
 Withdrawal lessons for small group (developing) and individual (emerging)support Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms and linking to curriculum outcomes in planning and programming.

The allocation of this funding has resulted in the following impact:
Students from Years K-6 with culturally and linguistically diverse backgrounds who are learning English as an Additional Language or Dialect (EAL/D) have been provided with differentiated teaching and learning programs delivered in either a withdrawal or team-teaching capacity for an average of 2 sessions per week of approximately 1 hour duration per session throughout the year. In 2023, 46.2% of students at Oatley Public School were identified as having a language background other than English with just over 24% able to be supported within the EAL/D program. In 2023 our EAL/D allocation and funding remained consistent at 0.6 (3 days). Throughout the year a range of assessment and data sources were used to determine specific student needs, and specialised learning programs were developed which provided differentiated, explicit and structured learning activities for students which focused on oral language, reading and writing skills.

NAPLAN results for our EAL/D students have been positive this year. In Year 3, over half of the students supported achieved a proficiency standard of strong or exceeding in reading, writing and spelling. In numeracy, over 60% of students achieved strong or exceeding, with the remaining students achieving a developing proficiency standard. In Year 5, students were evenly spread across the proficiency standards of developing, strong and exceeding in reading, writing and numeracy, with strong proficiency results recorded in grammar and punctuation.

After evaluation, the next steps to support our students will be:
Looking forward to next year, unfortunately our EAL/D allocation and funding has been further reduced, with the EAL/D loading now at 0.2 (1 day per week). This will not allow the EAL/D specialist teacher to adequately support the students and class teachers as has been done in previous |

English language proficiency $138,629.41	years. Next year, the EAL/D specialist teacher will largely play a monitoring role, keeping track of student progress through data and providing class teachers with strategies and resource suggestions to support EAL/D students within the classroom.
Low level adjustment for disability $86,212.34	Low level adjustment for disability equity loading provides support for students at Oatley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices • Pedagogical practices **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. Targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes. Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. 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 **The allocation of this funding has resulted in the following impact:** Across the school, 62 students were supported in their learning and/or behaviour with a comprehensive standardised assessment by the LaST which resulted in classroom adjustments and accommodations, and if required suggestions for external health professionals to support their learning. Six personalised learning plans were actioned for students with significant learning adjustments. These plans targeted individual student needs, outlined in an Individual Learning Summary Profile. These students were included in various specialist programs and interventions throughout the year. Seven PLP's were actioned and the PLP documents were used to ensure Aboriginal students and their parents/carers were actively engaged in meaningful planning and decision-making in education. The PLP conversations were of great importance as they identified and strengthened shared understandings of goals, expectations and responsibilities. Four Out of Home Care students were supported in consultation with a range of external providers such as case workers, psychologists and external health specialists discussing strategies to enable us to fully support our families in need. The LaST actioned applications for OOHC funding (OLIF). The funding was used to provide more intensive SLSO support. An additional fifteen new students enrolled throughout the year. These children were formally assessed by the LaST using standardised testing to determine where they were academically and what their starting point would be. This information was extremely valuable for the classroom teacher as it guided their programming and support for that student. **After evaluation, the next steps to support our students will be:** The Learning Support Team will continue to monitor student achievement and evaluate the success of various programs. This data will be used to plan allocation of future resources to maximise impact on learning and meet the changing needs of students with additional needs. Based on assessment, successful targeted support was implemented for identified students with a focus on phonics, reading, sight word acquisition and writing skills in literacy withdrawal programs in Year one. 87% of the targeted Year 1 students scored within the Year 1 achievement level - when they had initially displayed limited ES1 literacy knowledge - with 5 students attaining scores of 90% or higher. The target group's writing skills showed

Low level adjustment for disability $86,212.34	marked improvement over the year - with all students writing texts of 5 sentences or more independently by the middle of Term 4. Impressively, approximately 60% of the students independently included adjectives, punctuation and wrote texts of 10 or more sentences.
Professional learning $28,746.58	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Oatley Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Pedagogical practices **Overview of activities partially or fully funded with this initiative funding include:** • Engaging a specialist teacher to unpack evidence-based approaches to connecting 4Cs into class pedagogy. **The allocation of this funding has resulted in the following impact:** The QTSS funding supported executives to lead learning within the school setting allowing for higher impact of professional learning opportunities which were authentically practiced and supported within the teaching classroom. The school focussed on the high impact professional learning model in collaboration and student data informs teaching practice. This was driven by high engagement of executive leadership in professional learning. Data through many sources using qualitative and quantitative strategies provided growth in teachers' knowledge which transferred into their teaching and student learning programs. This is a strategic focus in developing the school's culture of high expectations and learning culture **After evaluation, the next steps to support our students will be:** Ongoing professional learning focussing on executive leadership as instructional leaders and the growth of distributive leadership among the staff has had a great impact. From evaluation of this model changes will occur and new leadership team will change in 2024 but professional learning against the high impact professional learning model (HIPL) will still remain.
Beginning teacher support $15,673.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Oatley Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this initiative funding include:** • Beginning Teacher Support Funding was used to provided targeted release time to support the professional growth of a beginning classroom teacher throughout 2023. This funding also included release time for a mentor teacher to provide practice-based support to the Beginning Teacher through classroom observation, structured feedback and facilitating personal reflection. **The allocation of this funding has resulted in the following impact:** An Assistant Principal was assigned as a mentor to support the beginning teacher to navigate the school level induction process, refine and develop their practice, and provide ongoing feedback and support embedded within the collaborative practices of the school and guided by the Australian Professional Standards for Teachers. Structured support and guidance to compile evidence to complete the requirements for, and to gain accreditation at, Proficient Teacher. Access to targeted professional learning specifically designed to support the beginning teacher's development. This professional learning aligned with the school's Strategic Improvement plan and also focused on new

Beginning teacher support $15,673.00	curriculum implementation, classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers. **After evaluation, the next steps to support our students will be:** This funding will not continue in 2024.
QTSS release $90,078.05	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oatley Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly effective teaching practices • Pedagogical practices **Overview of activities partially or fully funded with this initiative funding include:** • 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 **The allocation of this funding has resulted in the following impact:** The quality teaching, successful students (QTSS) staffing allocation is provided to improve teaching quality and enhance professional practice in schools with primary student enrolment supported by Curriculum Reform Funding. Four Assistant Principals were provided 2 days each to support above QTSS allocation. They were called Instructional leaders. Committing specific time into executive leadership collaboration and PL weekly with SIP focus. Evidence show positive growth of impact from these Instructional leaders into their stage PL. There was consistency in programming, planning and clear consensus from team of future directions which would work for all stages. Collegial opportunity to work together and distribution of school SIP allocated to strength/interest of executive member. Data informed by qualitative and quantitative gathering of evidence. Consistency in collaborative planning days where effective feedback occurred from stage teams which was led by IL and reflected upon by principal. Focused tasks and clear expectations of what evidence/implementation was needed. Creating ideas to enhance PL opportunities using 4C coherence makers. The regular check-ins provided IL's to deep dive into specific focused areas needed to improve from evaluating school data at that point in time. Looking at class, cohort and grade level provided extensive opportunity for IL's to dive into the SEF data skills and use for teachers. Understanding students of where they achieved and where they needed to go next. Whole school tracking PLAN 2 for consistency for students to progress through a continuum of learning and experience growth whilst acknowledging differentiation in student curriculum needs and wellbeing accommodations. Trust and respect of teachers for their IL b/c all staff in their teams achieved/produced/delivered expected evidence when requested and collaboratively presented their evidence. This evidence was created by the individual teachers. **After evaluation, the next steps to support our students will be:** Maintaining this QTSS strategy as evidence of student growth from this model in our school targets exceeded the target expectation.
COVID ILSP $26,195.84	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

| COVID ILSP

$26,195.84 | **including:**
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • Employment of teachers/educators to deliver small group tuition
Providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

The allocation of this funding has resulted in the following impact:
With the impact of Covid upon the younger learners, students within Year 1 demonstrating beginning of the year InitiaLit screening results of 53 - 75% were targeted in Semester 1. Two "booster" groups were formed to build and consolidate these student's literacy knowledge. The screener data highlighted the student's limitations in sound recognition, decoding phonemes and digraphs in words, recognising common sight words and organising text into written sentences. A program was specifically devised to drill sounds/words, develop spelling and writing confidence and to build reading fluency and comprehension. Of the 15 students targeted, 86% attained Term 2 cumulative review scores of 74% or higher (with 6 students attaining results of above 80%). Considering this review tested new (Stage 1) learning, the targeted students not only consolidated the ES1 content, but were able to transfer this learning and make further progress, utilising it to successfully grasp the Stage 1 content. The success of the support intervention as 87% of the targeted students scored within the Year 1 achievement level - when they had initially displayed limited ES1 literacy knowledge - with 5 students attaining scores of 90% or higher.
The Year 1 students were further supported during Semester 2 with a new emphasis upon the generation of text and writing confidence. Team-teaching and small group withdrawal sessions provided students with explicit teaching and learning opportunities that mirrored the classroom tasks in a scaffolded and carefully constructed manner.
Semester 2 also saw the intervention of Year 2 writing support. Groups of approximately 5 - 9 students, worked with the support teacher to complete the writing task in a small group. The continuation of these lessons in Term 4 further developed the student's vocabulary and writing creativity.
Year 3 and Year 5 students were also targeted in Semester 2, with writing support identified as a focus. In a team-teaching capacity, students were given the opportunity to develop their understanding of writing techniques, structures, and purpose. Narrative, persuasive, and poetry forms were explored within these lessons. Student's requiring additional support or encouragement were provided with specific and targeted scaffolds. The groups were flexible and inclusive of any all students - with intentional support provided to those students with greater learning needs. 97% of the students in these groups could successfully complete the writing tasks independently by the middle of Term 4.
In Semester 2, Kindergarten support was also initiated in conjunction with the EAL/D learning support. 19 Kindergarten students were identified to participate in a weekly lesson. Literacy skills were targeted - including sound recognition, decoding, vocabulary building, story comprehension and basic sentence writing skills. Following the semester of intervention, most of the students demonstrated sound recognition confidence, word decoding skills and orientation to print understanding. 89% of the students can now copy a sentence independently, with 65% of these students writing text independently without copying/tracing. The students exhibited a love of literacy and expressed great enthusiasm for these learning sessions.

After evaluation, the next steps to support our students will be:
This funding will not continue however targeted groups will be actioned through equity funding in the future. |
| AP Curriculum & Instruction

$93,052.80 | Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.

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

AP Curriculum & Instruction $93,052.80	**including:** • Highly effective teaching practices • Data driven practices **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school. Collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum. Coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum. Lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers. Strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. **The allocation of this funding has resulted in the following impact:** The APC&I established systems and processes to support staff through the engage and enact phases of curriculum reform. Collaborative professional learning opportunities were embedded systematically to unpack and differentiate the department resource package, inclusive of the Mathematics and English units of work and tracking and monitoring tools. Teachers planned, implemented and adapted high quality teaching and learning programs, aligning content to syllabus outcomes, literacy and numeracy progressions and differentiated based on internal and external student data. The APC&I developed K-6 school tracking and monitoring process to improve data use in teaching, with the identification of short term numeracy learning goals, driven by individual learning needs and content delivery. Cycles of 5 week data check-ins were facilitated in Stage meetings and collaborative planning days to collectively unpack data and identify future focuses. Staff engaged in high impact professional learning to develop their capacity to use the functions of PLAN 2, connecting numeracy progressions to syllabus content and how to analyse data to support the identification of students point of need. K-6 staff were then able to use the PLAN platform to monitor student progress toward short term numeracy goals in Semester 2. **After evaluation, the next steps to support our students will be:** Curriculum reform will be implemented in Stages 2 and 3, with the focus being on developing pedagogical knowledge through engaging with the Mathematics and English units of work 3-6. Continuing to identify short term Numeracy and Reading goals, embedding explicit systems for data input and analysis across all stages using the PLAN platform should continue to build staff data literacy.

First nation students collaborate with Georges River schools to craft an Acknowledgement of Country video for GRC, celebrating unity and cultural diversity.

Student information

Student enrolment profile

	Enrolments			
Students	2020	2021	2022	2023
Boys	257	236	233	213
Girls	240	235	225	217

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.7	95.5	90.6	95.1
1	94.6	94.3	92.6	94.1
2	94.7	95.6	92.3	92.4
3	94.8	96.6	90.4	93.2
4	94.6	95.3	91.8	92.9
5	94.5	95.3	90.8	93.6
6	95.2	92.9	90.3	93.0
All Years	94.7	95.1	91.3	93.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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.

The Fathering Project initiative supports student's academic, social and emotional wellbeing by actively involving fathers in school events.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.6
Classroom Teacher(s)	15.18
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher EAL/D	0.6
School Counsellor	0.4
School Administration and Support Staff	3.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	276,530.60
Revenue	4,601,649.82
Appropriation	4,066,821.67
Sale of Goods and Services	29,302.28
Grants and contributions	420,832.15
Investment income	16,601.22
Other revenue	68,092.50
Expenses	-4,468,537.54
Employee related	-3,941,256.66
Operating expenses	-527,280.88
Surplus / deficit for the year	133,112.28
Closing Balance	409,642.88

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.

Teacher professional learning enriches classroom practice, fostering student engagement and academic achievement.

Financial summary - Equity loadings

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

	2023 **SBAR Adjustments** ($)
Targeted Total	30,442
Equity Total	240,233
Equity - Aboriginal	5,477
Equity - Socio-economic	9,914
Equity - Language	138,629
Equity - Disability	86,212
Base Total	3,211,615
Base - Per Capita	119,199
Base - Location	0
Base - Other	3,092,416
Other Total	352,764
Grand Total	3,835,054

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.

Developing an understanding of the Learning Dispositions enables us to identify our strengths and yet to be strengths as a learner.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.
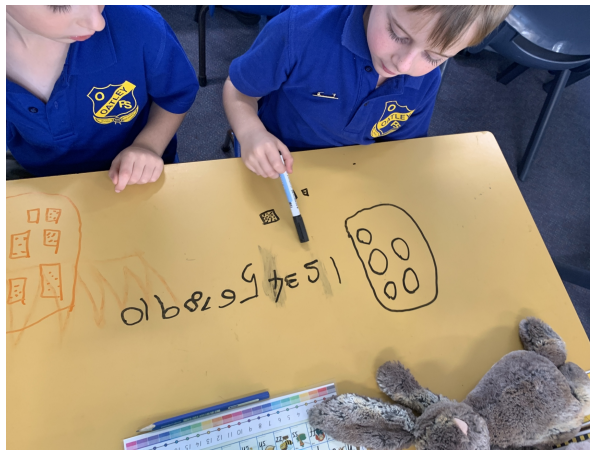
Number Talk Investigations to promote creative and critical thinking.
Students work collaboratively and provide feedback to each other

Parent/caregiver, student, teacher satisfaction

Throughout 2023 Oatley Public School used a **School Assessment Tool** (Reflection matrix) **to measure Strengthening family and community engagement in student learning.**

This assisted members of the school community (students, parents,staff and community members) to assess current family and community engagement practices and to evaluate their progress when implementing practices to improve engagement. The tool aligns to seven dimensions of effective practice identified by Family School partnerships Framework - a guide to schools and family (2008). By using the assessment tool , Oatley PS was able to identify where we were placed on a continuum of engagement and where we could be celebrated and further develop. (Developing, Building and Sustaining..)

DImensions are as follows along with stage of engagement and current practices. This was evaluated as school evaluative data at the end of the school year. Future directions for 2024 will incorporate moving through the continuum of stages of engagement supported by Strategic Direction 3 - Parent Partnerships.

Communicate: Sustaining

Families, the community, and school staff communicate in numerous interactive ways, both formally and informally.

School in collaboration with the parent representative body offers information to families to assist them to participate collaboratively in parent teacher conversations.

Parent survey results are reflected in the school plan.

The school has formal and informal structures to support families to hold conversations with school leaders.

Connect Learning at home and at school: Building

Teachers and school leaders regularly contact families with positive news as well as concerns about their children. Families have an easy way to communicate with teachers on a regular basis.

The school provides families with tools to support student learning in a variety of settings.

Teachers explain to families what students are learning throughout the year and what good work looks like for the student's stage of learning.

School staff, students and parent leaders reach out to new students and their families, offering an orientation to the school, opportunities to participate in school activities and to meet other students and families.

Build community and identity: Developing

Families are made feel welcome when they enter the school.

The school is easy for visitors to navigate, and the community knows what is going on at the school.

The parent representative body and school staff jointly develop programs to help parents connect with each other.

School collaborates with families and community agencies representing all backgrounds to improve cultural understandings.

Recognise the role of the family: Building

The school uses information provided by families to develop individual learning plans and school activities.

Schools provide culturally appropriate resources in relevant community languages to support families with their child's learning.

School consults with families to find out what would help them to support their child's learning at school or at home.

Teachers find out what they can do to help parents support their children's learning at home.

Consult on decision making:

The school informs families about issues or proposed changes, and gives them an opportunity to respond.

The school develops a policy to ensure that families and community members contribute to whole-school planning and evaluation processes.

The school encourages and supports the development of a parent representative body. School and parent leaders reach out to families who are not involved at the school to identify interests, concerns and priorities.

Parent representative body leaders reach out to parents from diverse backgrounds and invite them to become involved in the school.

Collaborate beyond the school: Developing

School leaders and teachers work with community agencies to identify resources and programs that support student learning.

The school is an active member of regular inter-agency meetings where information is shared and strategies to promote services are developed.

School staff and the parent representative body create a family-friendly space within the school where staff and parent volunteers inform families about services and programs and plan activities.

School and parent leaders work with community and business representatives to develop programs to support student learning.

Participate: Developing - Building

Teachers and families work together to develop resources to support teaching and learning programs.

Families and community members are invited to participate in school-wide training programs to support teaching and learning programs.

School and parent leaders work with parents on a regular basis to develop ways to improve parents' capacity to support student learning.

School events are an integral component of our wellbeing strategy to celebrate and acknowledge cultural and national events

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.

Oatley Public School's personalised Acknowledgement of Country embraces unity and cultural respect.