Our school at a glance

Students
Student enrolment in 2014 was 480 increasing to 20 classes. 44% of students come from a cultural background other than English with our major cultural groups continuing to be Chinese, either Cantonese or Mandarin (31.5%), Greek (15%) and Macedonian (10%). Currently there are students representing 30 language backgrounds other than English at Oatley Public School.

Principal’s Messages
WHAT DO WE BELIEVE AT OATLEY PUBLIC SCHOOL?

Our school is about PEOPLE and the relationships we develop to enable our students to have moral and ethical values as they grow up in this world. Their primary age schooling is just the beginning of their journey through education. As a primary school Oatley aligns our goals against the Melbourne Declaration on Educational Goals for Young Australians which was developed in 2008.

Goal 1: Australian schooling promotes equity and excellence;

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Our school is about TEACHING & LEARNING programs that provide relevance to enable our students to connect to the world in which they will live.

We often get sheltered in our definition of learning and try to categorise this into what the Department of Education and Communities categorise as 6 Key Learning Areas in primary education. Mastery of core subjects are essential to student success. Core subjects now include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. These new core subjects are embedded in our new Australian syllabus.

But we know as a community that learning extends far beyond these boundaries. In our partnership together we address global issues on the environment, technology far extending our wildest imagination and social and emotional issues that confront our community. Our world is changing at an incredible pace and we as educators are faced with these challenges every day, therefore within these core subjects are 21st Century Themes. Schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness;
- Financial, Economic, Business and Entrepreneurial Literacy;
- Civic Literacy;
- Health Literacy;
- Environmental Literacy.

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today’s world and those who are not. They include:

- Creativity and Innovation;
- Critical Thinking and Problem Solving;
- Communication and Collaboration.

Today, we live in a technological and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy;
- Media Literacy;
- ICT (Information, Communications and Technology) Literacy.

Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability;
- Initiative and Self-Direction;
- Social and Cross-Cultural Skills;
- Productivity and Accountability;
- Leadership and Responsibility.

Digital technologies are now part of our everyday lives:
Think about our traditional family holiday. In the car…. (map, radio, I Spy, Spotto, etc);
Now think about the holiday today. In the car or plane...(GPS, lastminute.com.au, iPOD, iphones, DVD player, mobile phone: SMS & twitter friends, photos to email as you go, instagram and facebook).

Young people routinely use digital technologies to communicate building networks and knowledge.

Students and their families expect interactive digital technologies to be an integral part of school education.

At Oatley Public School our aim is to provide the opportunities and the skills that can allow our children – the new generation – to understand many view points and develop independent opinions about these changes. We need to teach our children to problem solve and to reflect upon these issues as independent learners.

Our school is about student welfare practices that develop RESILIENCE in oneself to cope in this dynamic world we live in.

We base our behaviour on the values we teach in our school. Fundamental values which we believe every student needs to be equipped with and to understand. This year you will see our students wearing the school medal as they are being acknowledged for their academic success. This medal represents the citizenship, attitude, effort and commitment the student has put into their school life this year. I want to congratulate these students on their brilliant efforts. The Oatley P&C also felt that values education also needed recognition so for the first time this year, each teacher will be acknowledging a student from their class who displays these values all the time. These students have been recognised by the P&C by donating a book in their name to our school Library. Their name will perpetually be recognised among their peers when their book is borrowed.

We as teachers at Oatley believe LIFE LONG LEARNING is what we as educators are making our children passionate about – through the values we teach and model, through the core curriculum and interdisciplinary 21Century themes that we teach, through the student welfare practices that we promote and the creative arts and sporting programs that we enhance at Oatley PS. It is about the whole child.

Working with this team of dedicated educators, parents, community and students, we will continually model and we will be constantly challenged by new learnings.

Oatley has completed a three year plan where we needed to ensure the programs of Literacy and Numeracy were at the forefront of student achievement. The school has been successful in this achievement, with new teacher professional learning initiatives, students as leading learning, student reflective practices and student engagement.

Our next strategic plan asks school communities to define three critical strategic directions that will enable continuous school improvements. Alongside these strategic directions sits a purpose of what the school wants to achieve. The strategic direction looks at ten years into the future of the school with accountability of milestones which need to be constantly evaluated to ensure the school is on track of achieving student improvements.

This new direction must take into account all the information I have elaborated on because we must invest in our students’ futures as they are the learners and engage in these challenges as their teachers.

I want to acknowledge the dedication and enthusiasm of the teachers in this school. Their commitment to your child is a credit to their professionalism. They also maintain a high expectation for your child to be a success. Thank you to that amazing team who have their own expertise in core curriculum and provide that value added to your child’s bank of knowledge and opportunity.

Special thanks to my executive team this year: Mrs Lusty, Mrs Edwards, Mrs Gadaleta and Miss Platt; and in Relieving executive positions – Miss Ward, Miss Durrant, Mrs Lee and Mrs Koorey. They maintained exceptional roles in leading and managing their teams, leading curriculum innovation and student welfare practices. I would like to farewell Mrs Ruth Lusty who will be retiring at the end of this year. She has been a valuable asset to our teaching and executive staff and will be greatly missed.

Thanks also extend to:
SASS staff which includes the office staff, aides, Library staff and our General Assistant;

P&C and School Council which are integral in supporting the school;

Year 6 Parents who are leaving us and have supported the programs, the staff and their child in their primary school years at Oatley Public School.

Thank you to all our parents for your support in your child’s education, which is greatly valued and appreciated.

We look forward to continuing that partnership into the future.

Debbie Hunter, Principal

School Council President’s Report 2014

The OPS Council has the important job of overseeing the running of the school. This includes finances, policy matters, liaison with the P&C and providing general advice and support to the principal. It is made up of elected representatives of the teachers, parents and the wider community; as well as the Principal and the P&C President. The 2014 OPSC consisted of:

Permanent positions: Principal – Debbie Hunter, P&C President – Simon Chan;

Community representatives – John Chate, Roger Robertson, Mark Coure, Graeme Cartwright (second for John Chate, Mark Coure as required);

Parent representatives – Nick Airey (School Council President & Secretary), Matt Heffernan;

Teacher representatives – Lauren Edwards (Rebecca Platt Term 3) Ros Ingram, George Phillips.

Over the year we considered the school’s budgetary position (answer: good), capital works including flats/fences/playground refurbishment, security including lighting/CCTV, Bring Your Own Device (BYOD) policy, NAPLAN results and what it means, enrolments, both actual and policy, OSCH issues, environmental projects including swales, water management and student initiatives.

I’d like to give my personal thanks to all who participated in 2014. Nominations for the elected positions on the Oatley Public School’s School Council for 2015 can be made through the school office in early 2015.

Nick Airey, School Council President

P&C President’s Report

P & C expenditure for 2013/14:

2014

Got Game Term 1 - $12,000
Extra items purchased off of the Teacher’s Wish List from Spring Fair - $9164.70
Ground hire for athletics carnival - $382
Flats project - $40,000
New fans in the school hall - $16,000
Got Game Term 4 - $12,000
Mathletics - $3,000

2013

Got Game - $22,038
Mathletics - $3,914
Teachers wish list items from Spring Fair - $3,759
Post pads for poles in playground - $2,880
Laptop for school hall - $954
Ipad shell covers - $818
P&C School Disco - $440
Staff Christmas/thank you lunch - $427
Northside painting of toilets - $366
Kindy Welcome Party - $214
Year 6 Farewell cake - $100

These projects were all made possible through the hard work of the many fundraising areas within the P&C including the Canteen, Uniform Shop, Spring Fair and our hard working Fundraising Team and of course the parents of the school community.

The children had many other special days and opportunities throughout the year including Movie Night, Easter Egg Raffle and hampers, Mother’s Day Stall, Dad’s Big Breakfast, Fun-Run-A-Thon, Entertainment Book Drive, Christmas Disco and the Senior Christmas Lunch.

Our goals for 2014 will once again focus on the enhancement of education programs, classroom resources and technological improvements. The rich learning environment we are working together to create will continue to directly benefit the students here at Oatley Public School.

Simon Chan – P & C President
Student representatives’ message

The students in the Oatley Student Representative Council (SRC) meet weekly in the library. All students attending represent their classmates and provide ideas and feedback on school business at each meeting. The members of the SRC are aware of their roles and responsibilities within the school and take their duties seriously.

This year we have worked with students, parent and the wider community to fundraise for several different causes that are important to Oatley Public School. We raised hundreds of dollars for the Cancer Council, for all those who have been impacted by this terrible disease. Students wore mufti and brought a gold coin donation.

Harmony Day was another important event we held this year. SRC students led a whole school assembly celebrating multicultural Australia. Students wore orange clothes and presented the class artworks they had created to celebrate the traditions and stories of students from all backgrounds.

The SRC also raised awareness of another important charity, Stewart House. Students donated unwanted clothing to help those in need and learnt about the great work Stewart House does.

Most students would be aware of the Motor Neurone Disease ‘Ice Bucket Challenge’. The SRC raised money to assist those who have been personally affected by Motor Neurone Disease, including staff and students from our own community. Students held a ‘Crazy Hair Day’ and brought in a gold coin donation. We raised close to $1000 for this worthwhile cause.

Paris Arendsen and Lachlan Matthews 
2014 School Captains

School context

Oatley Public School is situated near the Georges River drawing students from a wide range of socio-economic backgrounds, including those living on waterfront land, large suburban blocks and rental properties. The school is on a split site separated by Neville Street. Both sites are easily accessed. To improve student safety a boom gate has been installed, effectively closing Neville Street between 8:00am and 4:00pm on school days. The school has spacious, well-kept grounds, cricket nets and a basketball / tennis court and newly built synthetic multipurpose court.

The school has provided quality education to K-6 students since 1917. It is a supportive and nurturing environment for students in which learning is valued. Student welfare is a priority and students are encouraged to achieve success. Student welfare underpins all the quality teaching and learning programs for students. Student learning is enriched by a variety of extra curricula activities offered through the school.

Parent expectations of student achievement and opportunities are extremely high and the community actively support the school through participation in numerous programs. 

Data gathered from a wide range of sources across the school continually indicates that literacy and numeracy results for our students are consistently above the state average. This has been an ongoing trend. Oatley Public School staff are embracing quality teaching strategies and the skills development of higher order thinking skills especially with our talented students and in supporting the value added for students from Year 3 to Year 5.

Whole school enrolment has continued to increase. The 2015 enrolment is 500 students of which 42% will be from non-English-speaking backgrounds representing 23 nationalities. Demographics have changed slowly over the past few years, still predominantly Anglo Celtic, but with a gradual increase in enrolments from - English as Additional Language backgrounds.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profiles

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>175</td>
<td>172</td>
<td>191</td>
<td>200</td>
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<td>161</td>
<td>173</td>
<td>175</td>
<td>188</td>
<td>210</td>
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Student attendance profile

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<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>96.2</td>
<td>96.2</td>
<td>96.3</td>
<td>97.7</td>
<td>97.4</td>
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<tr>
<td>1</td>
<td>96.6</td>
<td>96.6</td>
<td>96.1</td>
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<tr>
<td>2</td>
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<td>95.3</td>
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<td>96.1</td>
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<td>97.0</td>
<td>97.2</td>
<td>95.6</td>
<td>96.9</td>
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<td>96.3</td>
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</tr>
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</tr>
<tr>
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<td>95.7</td>
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<td>96.8</td>
<td>96.5</td>
</tr>
<tr>
<td>Total</td>
<td>95.9</td>
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<td>96.2</td>
<td>95.6</td>
<td>97.1</td>
<td>96.9</td>
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<table>
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<th>2014</th>
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<td>95.0</td>
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<td>94.2</td>
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<td>94.9</td>
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<tr>
<td>3</td>
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<td>94.4</td>
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<td>94.5</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Oatley uses the SENTRAL program for managing student attendance. Attendance rolls are marked daily by teachers, partial absences registered daily by SASS staff and ongoing communication documented regarding student absences.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor - 0.2 OPS 0.2 other</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.582</td>
</tr>
<tr>
<td>Total</td>
<td>27.882</td>
</tr>
</tbody>
</table>

Staff range from beginning to experienced teachers, temporary appointments for staff on maternity leave and unfilled vacancies part time. We have experienced staff sharing a class teaching position. All three executives are in class teaching positions.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Our present staff has no Indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Any teachers entering the profession after October 2004 are under the Institute of Teachers Accreditation System. This will change in 2015 to the National Professional Standards. Fifty percent of teachers at Oatley Public School are either gaining accreditation for proficiency or maintaining proficient accreditation. This process is rigorous and accountable by the leadership team and the accreditation board.
Throughout 2014 quality professional learning occurred for all teachers. An overview of discussion and topics include:

Increase knowledge of the Quality Teaching Framework (QTF) documents;

Staff understanding and apply the QTF model to classroom practices;

Staff implement and reflect on our QTF classroom practices;

**Link the QTF to the Institute of Teachers documents;**

Staff discuss programming within the QTF model;

Staff develop “Rich Task,” implementing elements of assessment from the QTF.

How does the model connect with what we are already doing?

How do we consider the Dimensions holistically?

Consider what we understand by the key terms within each Dimension “active construction” of intellectual quality “work productively” in a Quality Learning Environment “important” learning that has Significance.

Identify how many of the elements we are already practicing in our classroom teaching.

Think about the lessons you teach that exemplify any of the elements.

**Think about the elements that they use frequently and infrequently.**

QTF Planning Day with QT team.

**Lesson Observation**

**QTF (Lesson Observation Organisation)**

**Consistent Teacher Judgement regarding reporting objectives.**

Improving NAPLAN results in Writing;

Critical Conversations for School Planning;

QTF - Reflection of lesson observations;

**Technology** – Teachers are provided with iPads and School Policy Documents with the new BYOD being implemented.

**CPR** – Annual teacher training

**Implementation of Australian Curriculum**

English and Mathematics implementation

Staff looking at the integrated units commercially produced utilising the updated National Syllabus documents in English and Mathematics.

**Beginning Teachers**

In 2014 Oatley Public School had two targeted graduates join our teaching staff. The Department of Education and Communities provided extra professional learning funds under Great Teaching, Inspired Learning for these teachers to ensure opportunities of gaining expertise in their craft was initiated by the school. This included setting professional learning goals, mentoring opportunities and peer feedback using the Quality Teaching framework.

These newly appointed teachers were provided staff professional learning opportunities from MyPL@Edu; they set personal and professional learning goals with a Mentor to guide and support them through the process of quality teaching practice. There were lesson observations and they engaged in the Teachers Federation professional learning opportunities. The teachers were also significantly involved in whole school teacher professional learning which added to their toolkits of quality teaching practices. The beginning teachers also worked through the Strong Start, Great Teachers resource for beginning teachers. In 2015 their written reports for accreditation and proficiency will be completed.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward from 2013</td>
<td>179031.36</td>
</tr>
<tr>
<td>Global funds</td>
<td>341502.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>161053.06</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>425878.42</td>
</tr>
<tr>
<td>Interest</td>
<td>5544.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15921.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1128930.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>52221.52</td>
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<tr>
<td>Excursions</td>
<td>74771.04</td>
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<tr>
<td>Extracurricular dissections</td>
<td>190806.24</td>
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<tr>
<td>Library</td>
<td>3161.91</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7549.30</td>
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<tr>
<td>Tied funds</td>
<td>124708.51</td>
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<tr>
<td>Casual relief teachers</td>
<td>123580.05</td>
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<tr>
<td>Administration &amp; office</td>
<td>127662.72</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>50415.51</td>
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<tr>
<td>Maintenance</td>
<td>51038.43</td>
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<tr>
<td>Trust accounts</td>
<td>15577.44</td>
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<tr>
<td>Capital programs</td>
<td>195975.44</td>
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<tr>
<td>Total expenditure</td>
<td>1017468.11</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>111462.69</td>
</tr>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Oatley Public School provides many opportunities for students to participate in Arts sport and other significant school programs. Academic achievement and other student achievements across all areas of learning are reported in the following sections.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

International Competitions and Assessments for Schools (ICAS)

Students at Oatley Public School are offered the opportunity to participate in the ICAS program. Participation is optional. Results for 2014 are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>M</th>
<th>P</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>7</td>
<td>20</td>
<td>7</td>
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<tr>
<td>Computer</td>
<td>5</td>
<td>15</td>
<td>7</td>
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<td></td>
</tr>
<tr>
<td>Mathematics</td>
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<td>24</td>
<td>9</td>
<td>39</td>
<td></td>
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<tr>
<td>Science</td>
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<td>24</td>
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<td>39</td>
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<tr>
<td>Writing</td>
<td>1</td>
<td>3</td>
<td>21</td>
<td>4</td>
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<tr>
<td>Spelling</td>
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<td>5</td>
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</tbody>
</table>

Key: HD = High Distinction  D = Distinction  C = Credit  M= Merit  P = Participation

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
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</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.3</td>
</tr>
</tbody>
</table>
Other achievements

Creative Arts

Our school has continued to provide a wide variety of creative arts opportunities throughout 2014. Our class programs incorporate elements of dance, drama, music and visual art experiences. Teachers collaboratively plan sequences of learning to allow students to develop their creative talents and performing skills.

Beyond the classroom, our students have the opportunity to participate in many broader spheres. In 2014, students were given opportunities to be part of some highly competitive and prestigious events. These include the NSW Public School Drama Ensemble, Create East (with William Gyllenhammer accepted into the performance band) and Create South (with Liam Ring accepted into the performance band and Leo Airey participating as part of the digital technical team).

Within the field of visual arts, Oatley Public School has also demonstrated excellence. Our students have participated in many community-based competitions gaining recognition for their fine artworks from many local and international audiences. Once more we were successful in having our artworks exhibited in the 2014 Nagoya Art exchange, with a painting by Jackson Ryan and an oil pastel design by Kurt Leeson hanging alongside works by other student artists in this Japan based exhibition. Rahni Ong’s artwork was selected as part of the Lion’s Peace Poster competition and yet again, Oatley Public School took a lead role in the 2014 White Ribbon Poetry and Art initiative. Our reputation as a leading artistic school saw two of our school’s collaborative paintings requested for display during the opening of the event in Sydney’s Town Hall this year.

In addition, as part of the St George Performing Arts Festival, a competition was run allowing students to submit artworks to be included within the official program. Naomi Hage won second place and was successful in having her submission selected for the back cover.

Kindergarten, Junior and Senior Choirs

Throughout 2014, Oatley Public School continued to offer three main choral programs being the Kindergarten, Junior and Senior choirs. Each choir proudly performed at formal and informal school and external events which included:

- school and stage assemblies;
- local Aged Care Villages;
- Education Week;
- Senior Citizens Luncheon;
- the Oatley Public School Christmas Markets; and the end of year Performing Arts Showcase

The Kindergarten Choir, under the guidance of Miss Fernandez, focused on four main aspects this year:

- participation;
- performance;
- use of percussion instruments; and
- exposure to a variety of songs.

The Junior and Senior Choirs, coordinated by Mrs Worthington and Mrs Huynh-Montgomery respectively, increased their choral based knowledge this year with a focus on:

- participation;
- scales;
- breathing techniques;
- Choir tuning;
• performance/concert etiquette;
• harmony;
• interval ear training;
• matching pitch;
• melismatic singing;
• score; and
• exposure to a vast range of concert based repertoire.

The Junior and Senior Choirs worked very hard and took part in the St George Performing Arts Festival representing Oatley Public School alongside approximately 360 students from several other schools in the district. Three concerts (matinee and evening) were held and choral performances consisted of four brackets with three songs in each bracket.

All three choirs have showed great commitment and have achieved remarkable growth and success throughout the year.

School Bands
2014 saw a pleasing increase to our new Training Band with 30 members. Our Intermediate and Concert Bands remain strong with 23 members each.

Our Annual School Band Camp, for all bands, was held on the school grounds over the weekend of the 15th and 16th June. As usual there was an amazing ‘lift’ to the performances at the Sunday concert following the intensive focus and time spent rehearsing together.

The Concert and Intermediate Bands also participated in the Annual Engadine Music Band Fest in June and were rewarded with Gold and Silver Performance Awards respectively. This was an outstanding achievement!

Our final performance was at the December “Performing Arts Concert” where all 3 Bands delighted the audience with a selection from the year’s repertoire. A definite highlight of the evening!

Year 5 and 6 Debating
This year Oatley Public School took part in two debating competitions. Year 5, coached by Miss Downs Tuck, entered the Sydney Region Debating Competition. Year 6, coached by Mrs Adams, entered the Premier’s Debating Challenge.

Whilst neither team made it through to the finals, both teachers saw significant growth in each team member. The students undertook weekly training during lunch times in the formalities of a debate as well as how to structure a persuasive argument. The Year 5 team also attended a training day accompanied by Miss Downs Tuck.

We are looking forward to entering both competitions again in 2015 and seeing the teams’ debating skills develop even further.

Oatley Oracle Student Online Newspaper
The Oatley Oracle is an online school based newspaper published on the school website each term. It is coordinated by a group of talented writers in Stages Two and Three who meet weekly to discuss, create and edit the online newspaper, ensuring that student voice is acknowledged with the leadership of our school captains.

The Oatley Oracle celebrates student achievements, school programs, editorials, interactive sites and special events. The newspaper is linked to the Oatley Oracle BLOG that has been created with all K–6 students as members. The link allows all students to access the newspaper and have their say. The Oatley Oracle is now in its third year of publication as an online student newspaper.

Oatley Oracle BLOG:

Oatley Oracle Online Student Newspaper:

Helen Koorey - Facilitator

Dance
Oatley Public School has a strong performing arts culture and our school has four dance groups: Stage 1 Dance; Stage 2 Dance; Stage 3 Dance; and Boys Dance. These groups are taught by Craig Maguire from Pulse Studios each week.

In 2014, dancers from Oatley Public School participated in numerous performances including the St George Performing Arts Festival, our Open Day and the Oatley Public School Christmas
Markets. Our involvement in the St George Performing Arts Festival included the Stage 2 Dance group, the Stage 3 Dance group and the Boys’ Dance group.

All dancers also participated in the fourth year of our ‘Performing Arts Concert’, which showcased all dance groups for parents and the community.

Chess

During Semester Two students in Years 2 – 6 were invited to join a Monday lunch time Chess Club. Oatley Public School worked with the Sydney Academy of Chess to provide our students with experienced chess instructors, who attended weekly to provide tuition for both advanced and beginning players.

During lessons our students participated in sessions utilising technology such as the interactive whiteboard to discuss and learn new strategies. The students then played a game of chess against a partner. Chess is used to improve problem solving skills, promote strategic thinking and enhance concentration. We began our first semester with 30 students participating, learning new skills and making new friends.

Italian

The Italian language program has provided students with a variety of activities designed to further develop knowledge and understanding about language as a system. Students are encouraged to make linguistic connections with Italian, English and other community languages which may be spoken at home.

Exposure to foreign language learning and development of intercultural understanding fosters acceptance of cultural diversity and promotes student reflection about cultural heritage. Students continue to build on language knowledge and expand their linguistic repertoire for communication through speaking and writing tasks. While the Italian language program is integrated with the HSIE Syllabus directly, the whole school curriculum forms the basis of programming and planning.

Year 6 students participated in an Italian cooking incursion with Chef Luca from Piatto Perfetto. The students enjoyed learning about how to identify quality Italian products, the simplicity of making pasta and ‘la salsa delicata’. The program was delivered in the Italian language and selected students were chosen to compile an iMovie of the experience with the iPad.

The Italian language program utilises available technology within the classroom context. Opportunities arising from the use of new technologies provide the 21st Century learner with authentic learning experiences. Utilisation of connected classroom technologies enhances student engagement in language learning and can connect students to the wider community of language learners. The integration of iPad technologies provide students with opportunities to create innovative learning tools ideal for peer sharing and peer tutoring.

Quality Teaching, in association with the Professional Standards for accomplished teaching of languages and cultures, underpins the core values promoted through the Italian language program at Oatley Public School. The Italian language program is delivered as a component of the RFF allocation together with Library. Under the current structure students receive one hour of a community language program per week. The program continues to be supported by the school’s staffing entitlement and is considered a highly valued learning component among teachers, students and the school community.

Sport

Oatley Public School has had another extremely successful year delivering a varied sporting program. School-based programs include games skills improvement, tabloid activities, lead-up games to Netball, Soccer, Cricket, Oz-Tag, Tennis and Volleyball, Tunnel Ball, Captain Ball, Newcombe Ball, Softball and Hockey.

Inter-school sport was offered in Cricket, Tee-ball, Softball, Soccer, Netball, Basketball, Mixed Rugby League, Boys Oz-Tag, Girls Touch Football, Newcombe Ball, Athletics, Cross Country, Swimming and, for the first time, Mixed Hockey.

This year also saw the continuation of a three-season sporting competition for inter-school PSSA sports. An unfortunate situation occurred in Season 2 where the finals were washed out, resulting in no final placings being established.

Significant achievements in PSSA sport in 2014 include:
**District champions**: Senior Mixed Hockey, Senior Boys Basketball.

**PSSA semi-finalists/finalists**: Junior Boys Basketball; Girls’ Senior and Junior Basketball; Junior Newcombe Ball; Senior Girls’ Cricket; Junior Mixed Hockey; Boys Softball; Senior Girls Oz-Tag; Girls Tee-ball and Softball.

Two girls represented our district at the regional Tennis Carnival.

One boy was picked for the Regional Cricket team.

Thirty-two cross-country runners competed at district level and a record eleven at regional level. One of the boys also went on to represent our school at the State championships. Oatley Public School came third in both the handicap and overall trophies at the District Cross Country Carnival.

Thirty-one of our fabulous swimmers competed at district level with an amazing eleven of them making it to the Sydney East Carnival.

We ran our Athletics Carnival off-site, at Sylvania Heights Athletics Track, for the first time this year and it was a huge success!

Fifty-six students competed in Athletics at district level and we had 12 students qualify for the Regional Sydney East Carnival, including three of our relay teams. We had one very impressive representative from our school make it all the way to the NSW Athletics Carnival.

One girl and one boy represented the school in the Georges River Soccer teams.

Oatley Public School entered the State Futsal Championship this year. After finishing 2nd in the Juniors and 1st in Seniors at the Menai Area Games, our Senior Boys and Girls went onto the Championships at Penrith, where the Boys made it to the semifinals. It was a very enjoyable experience for the girls’ first time and was a rewarding and extremely exciting time for the boys.

Once again, Oatley Public School students were well represented at district level in twelve different sports, despite the second season finals being cancelled. These included: at a regional level in seven different sports (Soccer, Swimming, Basketball, Cross Country, Athletics, Cricket and Futsal); and at State level in two sports (Futsal & Cross Country), reflecting the diversity of skills displayed throughout the school.

We were able to offer *Got Game* in Terms One and Four for all students K–6. Students were able to learn and practice many new skills that can be applied across a range of sports, including training for the Athletics Carnival.

**Got Game**

In 2014 Oatley Public School implemented the Physical Education program, *Got Game*. *Got Game* provided highly energetic, education teaching professionals to coordinate Personal Development, Health and Physical Education (PDHPE), programs for students in K–6 throughout the year.

In Term Two, Years K–6 students participated in student centred learning of fundamental skill development in Athletics. The unit was then followed by our school Athletics Carnival, which saw students inspired and motivated to succeed on the sporting field.

During Term Four, Years K–6 classes participated in a fundamental ball skills program, which is aimed at developing essential ball skills that progress into complex movement patterns forming part or most team sports. It is hoped that with improved skill development, students will be successful during class sporting activities, PSSA sporting competitions, community sporting programs and they will lead a healthy lifestyle.

**Active After–School Communities Program**

The Australian Government’s Active After–School Communities (AASC) program is a national initiative that provides primary school children with access to free sport and other structured physical activity programs. The program runs in the after-school time slot of 3:30 – 4:30pm at Oatley Public School.

The program aims to engage children in sport and other structured physical activities. Through a positive and enjoyable experience, it aims to develop a love of sport and inspire children to join a local sporting club.

At Oatley Public School we are fortunate that six of our staff members have completed registration requirements and received professional development and training with the Australian Sports Commission to coordinate the program for
our students. Christopher Blood, who coached our students in the sport of Fencing, enhanced the AASC program this year.

Many students have participated in our K–2 and 3–6 AASC programs, meeting new friends and developing their skills in a variety of sporting activities.

**Significant programs and initiatives – Policy and equity funding**

**Environmental education**

The Green Sparks Environmental Group meets weekly and consists of the School Leaders and students from Years 1-6. The group was established in 2012 in order to provide students with the opportunity to develop the knowledge and skills needed to maintain a sustainable environment.

The Green Sparks have been focused on achieving five main environmental initiatives this year:

- Developing and maintaining the school vegetable patch and fruit orchard by planting seedlings, watering the plants and harvesting the fruit. This will supply the canteen with fresh organic fruit and vegetables to sell.

- Maintaining the worm farm, compost heaps and weed bins to produce organic fertilisers for the school’s gardens.

- Encouraging recycling and re-using within the school by monitoring the disposal of recyclable and compostable materials.

- Creating and maintaining a healthy and organic environment for chickens so that we may generate eggs for our school canteen to use as well as, develop a knowledge and understanding of the processes involved in keeping chickens.

- Installing and maintaining sensory gardens for the K-2 playground to provide students with plants that stimulate senses such as smell and touch.

The Green Sparks are aware of the impact that they have on the environment and they have demonstrated an understanding of the key environmental initiatives taken on by our school. They achieved this understanding by working in and developing the school’s garden with teachers, parent volunteers and volunteers from the community including, Bunnings employees and working closely with the School’s Canteen.

**Science**

The students of Oatley Public School have participated in many scientific experiences this year. The new Australian Science Syllabus has been implemented, fostering students’ sense of wonder and curiosity about the natural and made world. Through the utilisation of rich teaching programs, via Primary Connections, students have further developed an understanding of the relationship between science and technology. Resources were obtained with allocated school funds as well as a generous contribution made possible from P and C fundraising. The equipment purchased complemented units of work, providing students with a variety of hands-on materials.

The school’s Science Club is now in its seventh year. The program continues to be successful in providing students with an interest in various areas of science to interact with others in developing their knowledge and skills. Topics covered this year have included chemical reactions, electricity, magnets, volcanoes, living organisms and more. Students meet at fruit break and are encouraged to bring along items of interest. Our strong link with the CSIRO supports Science Club through the Scientists in Schools Program. We have two scientists linked with Oatley who come throughout the year to share their knowledge and assist students and teachers in developing their skills. Dr Mary Kavurma has been with us since the partnership began in 2009 and we welcomed our new scientist, Dr Peter Osman who joined us early this year.
In addition to the support offered to Science Club our new scientist, Dr Peter Osman, has visited students in classes (3–6) throughout the year to further enhance the teaching of science from the units currently covered in Primary Connections. Students were provided with hands-on investigations in electricity, states of matter and forces. He has also assisted some of our students in our CREST group (the CSIRO’s program – Creativity in Science and Technology) freely giving his time to teach skills in electronics. This is our second year in offering the CREST program to interested students in Stage 3 during a lunch break. Seven students completed their Green level. Additional students joined late in the year to work with Dr Osman in electronics and four students who completed their Green level worked on an individual project. This involved an investigation into the difference in reactions between Australian and the USA’s Mentos lolly when mixed with a soft drink. The group presented their findings using a creatively produced multimedia text.

Students in K–6 were involved in science incursions which supported studies in class. Kindergarten students were visited by a Guide Dog Australia representative, (and a guide dog), to provide a real world appreciation of the senses (in addition to other areas). They, along with students in Years One and Two, enjoyed a visit from the Jollybops, who presented scientific explanation of some phenomena in a highly entertaining way. Students in Stage 2 attended a session within a planetarium set up in the school hall as part of their science studies. Students in Stage 3 participated in electricity workshops conducted by the CSIRO.

Science Week was celebrated at Oatley Public School with a two day visit by Dr Osman who conducted workshops for students in Stages 2 and 3 and visited Year Two classes to present a session on scientists. Students from CREST provided workshops to Year One classes and our community partnership with Mrs Jenny Westwood enabled students in Kindergarten to experience living minibeasts up close. Mrs Westwood also assists Science Club to share her knowledge and passion in biology. Our school competition provided students with the opportunity to research the topic, “Food for our future: Science feeding the world”, as well as an environmental topic they felt passionate about. Many students entered the competition and the models were on display in the school foyer.

Once again this year, students in K–6 were involved in lessons to support their knowledge and understanding of safe practices around electricity during Electricity Safety Week. A program supplied by Ausgrid provided resources for each stage level. Science continues to be a valued component of the curriculum with many opportunities provided to support students’ knowledge and skills and to foster positive values and attitudes towards science and technology.

White Ribbon

Oatley Public School continued its support of the White Ribbon’s ‘Breaking the Silence’ in Schools Program in 2014, promoting a theme of developing “respectful relationships and social and emotional resilience” through our Personal Development, Health and Physical Education, Literacy and Creative Arts programs.

In 2014, students in Kindergarten to Year 6 participated in poetry writing with a theme of ‘Breaking the Silence: not silent, not violent’. Teachers selected finalists in their classes and the poems were published and displayed in the school hall for our White Ribbon Assembly.

Students in Years 3 to 6 volunteered to participate in a variety of creative art activities and worked collaboratively to create two major pieces of visual art. The art piece entitled, ‘Precious Tears’ shows colours blending together which represents the blending of all people together as one. The circle shape stands for the meeting place and was taken from the campsite idea used in indigenous art. Gold and silver colours run from the circle to represent tears of sorrow. In the centre there is a small white swirl to depict a white ribbon.

The art piece entitled, ‘Invisible Masks’ sends the message that many of us hide our true emotions; we hide behind masks. In this composition the masks are hidden in the design. The use of black, white and grey shows us that when we hide our feelings our life is without colour.

All art works were successful in being chosen for display at the art exhibition held at Town Hall in Sydney.
Aboriginal education

In 2014 the school maintained Acknowledgement to Country in all formal assemblies and is presently developing a professional learning plan that implements Aboriginal Education into school programs from new Australian syllabus. A committee has been formed and the school has joined the Australian Principals Council initiative program of Dare to Lead which supports professional development for staff. Celebrations acknowledging NAIDOC Week are integrated into the school’s teaching program. The purchase of resources will continue and recognition of special days for our Indigenous culture is relevant in our teaching programs. In 2014 Oatley continued a K-6 program celebrating NAIDOC WEEK.

Multicultural education and anti-racism

The school’s cultural diversity provides valuable opportunities for an inclusive multicultural education within our classrooms. The teaching and learning programs at Oatley Public School aim to provide students with an understanding of the Australian identity within a democratic and multicultural society. The school’s Multicultural Policy embraces community harmony through teaching and learning activities, which address issues such as racism and intolerance. During 2014, students participated in the Multicultural Public Speaking competition, a valuable tool in raising student awareness of multicultural perspectives. This year, the whole school community came together to celebrate the Second Annual International Food Festival; an evening in which culturally diverse culinary delights were showcased. Many families generously provided food from their country of origin, which were shared and enjoyed by all and the evening was a resounding success. In addition, Oatley Public School participated in Harmony Day, where respect and understanding of other cultures was the central focus.

English language proficiency

Oatley Public School embraces the cultural and linguistic diversity of the school community. Students who are learning English an Additional Language or Dialect (EAL/D) are provided with appropriate, needs-based support to develop their English language and literacy skills so that they are able to participate fully in school activities and achieve equitable educational outcomes.

There has been consistent growth in the number of students and classes and as a result, the school has had a relative increase in the number of EAL students. Overall, 44% of students at Oatley Public School come from a language background other than English. These students represent a total of 30 different language groups. Oatley Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. In 2014, there has been funding for three EAL/D teachers working a total of seven days (or 1.4 loading) to provide this program. Subsequently, class teachers are also supported by EAL staff in meeting the learning needs of these students. Students whose English language skills are developing, receive the necessary support from EAL teachers though targeted programs which is delivered in a team-teach arrangement within the classroom and/or in a withdrawal capacity. Due to the explicit nature of EAL teaching, the staff has found the team-teaching model a more effective option for the class as a whole. The staff has embraced whole-class resourcing from the EAL teachers and this has proven a valuable support tool for all students in literacy as well as HSIE/SCIENCE programs.

The school’s New Arrivals EAL Program encourages students to share their cultural background in an environment where their first language is recognised and valued. EAL teachers withdraw newly arrived students daily in small groups in order to assist them in their English language acquisition where there is an emphasis on context and vocabulary. Planned excursions which complement teaching and learning units have proven to be successful avenues for students to engage effectively within the
curriculum. Each year, all Kindergarten and New Arrival Students participate in a highly effective Oral Language Program which promotes the use of specific vocabulary in a planned talking and listening setting. This program allows all students to benefit from explicit talking and listening activities within a rich and diverse environment.

Technology within the EAL setting continues to be a focus when utilising the schools’ iPads during teaching activities. These iPads allowed EAL students to access a variety of highly educational and interactive applications and tools to enhance their English proficiency and were extremely popular among the students.

The new EAL model for NSW Public Schools included the transition to a new title of EAL (English as an Additional Language) instead of ESL (English as a Second Language). This change acknowledges that English does not necessarily have to be a student’s second language; rather it is an additional language that the student is exposed to and/or proficient in. Also undergoing change was the way in which students were phased in terms of their English language proficiency. Previously identified as being in one of three broad phases of English language competence, the new phasing tool, now known as the EAL/D Learning Progression is a four step tool for EAL teachers and will allow the linguistic progression of students to be closely monitored.

2014 saw the continuation of using the new English Syllabus, which incorporated the ESL scales. Teachers at Oatley Public School were provided with Teacher Professional Learning on the alignment between these two documents to better equip staff in assessing and catering for the varied learning needs of these students. EAL teachers were also able to align and track their students along the literacy continuum and the school’s Data Wall. Further professional development in this area is scheduled for 2015.

School planning and evaluation 2012—2014

School planning 2012-2014:

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

School priority 1

Teachers have improved skills in the use of data analysis to inform teaching and learning.

Evidence of achievement of outcomes in 2014:

Literacy

2014 NAPLAN TARGETS FOR LITERACY:

Increase the percentage of students in NAPLAN overall reading achievement in the top two bands by 10% IN 2014

Year 3 Target: 75% in 2014.


Year 5 Target: 80% in 2014


Increase the percentage of YEAR 3 students in reading comprehension skills achieving the metacognitive strategies.


Inference: 2011 – 51%, 2012 – 56%, 2013 – 70.8% and 2014 – 64% Target not reached.


Increase the percentage of YEAR 5 students in NAPLAN reading comprehension skills achieving the metacognitive strategies.


**Literacy**

**Strategies to achieve these outcomes in 2014**

Gather information on a regular basis on the effectiveness of literacy activities.

Develop strategies with teachers to enhance literacy instructional time.

Promote and model teaching strategies that maximise student learning in literacy.

Ensure that the school facilitator has time to participate in professional learning sessions that focus on innovative ways to teach comprehension in the FOR professional learning model.

Explore new ways to support staff and students as they implement successful numeracy programs and initiatives.

Ensure that students use and apply numeracy skills using ICT.

Continue to incorporate numeracy across all KLAs.

**School priority 2**

Increase school leadership capacity to lead evidenced based and strategic planning.

**Evidence of progress towards outcomes in 2014:**

Strategies to achieve these outcomes in 2014: The development of a K-6 Teacher Professional Learning Plan. To be determined as project progresses.

Engage students in a range of assessment tasks (peer, teacher, self).

Facilitate professional learning for staff in assessment strategies.

Teachers undertake training in the use of SMART data and BEST START data (Individual Learning Plans) to inform planning for Teaching and Learning.

**Literacy**

**NAPLAN Writing**

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<td>Spelling</td>
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<tr>
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<td>Vocabulary and Persuasive Devices</td>
<td>Elaboration of ideas Cohesion</td>
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<td>2014</td>
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<td>Persuasive Devices, Cohesion, Varied Sentences and Vocabulary</td>
<td></td>
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**Numeracy**

The new National Mathematics Curriculum will be the primary Mathematics focus. Staff and students will be supported as they explore and implement numeracy programs and initiatives. The school Mathematics Scope and Sequence has been aligned with the new National Mathematics Syllabus, as well as leading to the development of a school Numeracy Continuum.

Mathematic resources, including Interactive materials and apps for the iPads, will continue to be closely monitored and developed to ensure that appropriate and current resources are available for each grade and stage. Presentations and reviews of new ICT resources for IWB and iPads will be ongoing.

Assistance will be given to the Every Student, Every School initiative to provide improved, differentiated learning and assistance in mathematics for students with special learning needs through a focus on professional learning and support for teachers and support staff.

An extension of last year’s Focus on Reading program, with an emphasis on the Language of Mathematics and problem solving will be undertaken.
A close examination of NAPLAN numeracy results was undertaken which identified students and areas of comparative weakness, informing teachers of explicit teaching areas and strategies. Targeted support for individual learning needs has been developed after the analysis of the NAPLAN Numeracy and other school based data. Students who have not achieved National average have been identified and targeted.

Areas of weaknesses and strengths have been identified and will be targeted.

In 2014, 100% of Oatley Year 3 students were above the state average in Numeracy
And 47% of year 5 students saw more than 100pts growth from Year 3 to Year 5.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

The writing of the school plan 2015 – 2017 commenced in 2014 with three professional learning conversational opportunities for Principal and Strategic Management Team. Discussion needed to ensure that school evaluation from the previous three year plan 2012 – 2014 was embedded in the directions of this strategic planning model. This provided continuous school improvements as increase school leadership capacity to lead evidenced based and strategic planning and teachers have improved skills in the use of data analysis to inform teaching and learning still maintains a high focus in our school strategic direction.

Parents, students and teachers were asked to provide their vision for Oatley PS as they and their child entered and exited primary school. This information was collated to provide clear statements of vision. This also supported the school’s strategic targets and purposes.

Further consultation occurred in two parent forums, one for all parents K-6 and the other for new Kindergarten 2015 parents enrolling their child into the school. Further consultations occurred in P&C meetings and School Council meetings. These forums included excerpts from Melbourne Declaration and Framework for 21st century Learning (Partnership for 21st century skills.)

The school also provided school evaluation data so that this also informed the school community of successes achieved and statements of future directions. These directions articulate the school’s priorities over the next three years and into the future planning for quality teaching and learning for teachers and students, quality relationships and quality systems for our school community. The strategic directions are high level and future-focused and will drive a whole school culture of educational and organisational excellence.

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Strategic direction 1**

Students be successful competent and creative 21st Century learner.

**Purpose:** To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students’ literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learners.

**Strategic direction 2**

Teachers are high performing, collaborative and dynamic.

**Purpose:** To ensure that whole school practices enable all students to be highly engaged in school and technologically competent. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically obtaining evidence in a monitored disciplined process.
Strategic direction 3

A high performing school and a community that is inclusive, informed and engaged.

Purpose: To build stronger relationships enhancing community engagement and participation in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning creating effective partnerships which contribute positively to the school community promoting student learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Deborah Hunter  Principal
Ruth Lusty  Assistant Principal
Lauren Clements  Assistant Principal
Joanne Gadaleta  Assistant Principal
Rebecca Platt  Assistant Principal
Katrina Durrant  Rel. Assistant Principal
Kristi Lee  Rel. Assistant Principal
Amanda Ward  Rel. Assistant Principal
Nick Airey  School Council President
Simon Chan  P&C President

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: http://www.schools.nsw.edu.au/learning/emsad/asr/index.php