OATLEY PUBLIC SCHOOL
Annual School Report
Our school at a glance

Students
Student enrolment in 2012 was 403 increasing from 15 to 17 classes. 42% of students come from a cultural background other than English with our major cultural groups continuing to be Greek, Cantonese and Mandarin.

Messages

Principal’s message
Oatley develops a culture inclusive of

- Community
- Opportunity
- Environment

in which every child is a success.

We pride ourselves in promoting quality educational programs and opportunities to support our children in their learning to ensure every child is a success.

We achieve this by providing a rich environment to our children full of extra curricula activities while ensuring a high level of academic success.

We embed Quality Teaching & Learning for all students by differentiating programs to meet all learners needs; collaborative teaching & learning programs supported by consistent assessment practices and improving student engagement.

Quality Teaching practices incorporate teachers planning and programming, implementing, assessing and reporting to parents about your child’s learning. The staff has worked very hard this year to provide opportunities for all children to be supported in these quality learning programs. Every opportunity offered to the children provides another experience of learning.

Opportunity encompasses the development of the whole child through academic, creative and performing arts, sporting programs, technology, health and wellbeing programs and most importantly having confidence in yourself and the resilience to be successful are our core elements as educators.

Our School Environment has high expectations whereby our students excel in attaining above regional and state results in our National tests in Literacy and Numeracy curriculum areas and our students participate in many extra curricula activities which allow expression of themselves in areas of public speaking & debating as well as developing in their creative, artistic and expressive talents.

Student Welfare supports the student’s wellbeing and emotional resilience. The school, in partnership with parents, encourages our students to maintain high standards in all activities they perform. These values are clearly seen in the school’s rules. One activity the SRC did this year was to identify and question the representatives about their values and motivations. This led to a deeper understanding of service on behalf of other students to follow up suggestions and put these into practice, respect for organisations such as the Oatley RSL Club by participating in their ANZAC Day march and responsibility by carrying out assigned tasks such as participation in the Seniors’ Luncheon.

The school also endorses a school values education. Oatley Public School encourages responsibility for self and life-long learning and contributing as members of our society.

The school’s leadership body has continued this year with very clear roles and expectations based on service to the school, students, parents and the community. The Young Leaders’ Conference at the beginning of the year gave Year 6 students examples of what can be done when people have sound values.

WHITE RIBBON FOUNDATION has been an integral program in which Oatley students are involved. OPS launched its support of the White Ribbon’s ‘Breaking the Silence’ in Schools Program in 2010, promoting a theme of
developing “respectful relationships and social and emotional resilience” and to speak out.

In 2012 students in Years 3 to 6 participated in a White Ribbon art and poetry exhibition themed – Breaking the Silence: not silent, not violent. Thirteen of our poems were successful and chosen to be displayed at the poetry exhibition. It was also an outstanding achievement to have two of our students selected by the Sydney Region to present their poems at the ‘Breaking the Silence’ Conference in Sydney. We also had twenty students work collaboratively to create seven pieces of visual art including paintings, collages and a sculpture. All art works were successfully chosen to be displayed at the art exhibition held at the DEC head office in Sydney.

GAME BASED LEARNING

PLANE is an acronym for Pathways for Learning, Anywhere, anytime – a Network for Educators. “PLANE is an innovative and fun educator community, networking space, and virtual world; providing accredited professional learning, courses, multi-media resources, ICT skills development, e-portfolio, collaborative tools, games-based-learning, and peer coaching”. The Year 6 boys from Oatley Public School who won the Game Based Learning (GBL) competition presented as part of the Permission to Play strand. The boys also made a video on how to motivate teachers to use the Mindcraft game as part of classroom learning.

Through student centred activities Oatley prides itself on its links with the community partnerships. Programs involving the Oatley Historical Heritage Society, The Oatley Flora and Fauna, the Oatley Permaculture group, Oatley IGA & Lions Seniors Xmas luncheon, Rotary support and Scripture and the way we conduct ourselves within our school community reinforce these values of Public Education and set a solid foundation for life.

Supporting Public Education. Thank you for your support in your child’s education which is greatly valued and appreciated. We look forward to starting & continuing that partnership. 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 our P&C & School Council who are integral in supporting the school and provide a forum for parents to communicate.

Debbie Hunter

P & C and/or School Council message

2012 has been yet another extremely busy year at Oatley Public School.

Once again, the support we receive from Debbie Hunter, the staff, the students and their families is just wonderful and a true representation of the community spirit at Oatley. Our fundraising team has been very busy during 2012 and we appreciate everyone’s help and commitment.

P & C expenditure for 2012:

Mathletics $3181.82
Performing Arts Program $5000
Computers $10,000
Hall Sound System $10,690.21
K-6 Reading Resources $5000
Pinboards for demountable classrooms $4000
Gift Voucher $150
22 Netball shirts $528
20 Basketball shirts $500
Singlets for Basketball $1499
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, the Fine Wine and Food Committee 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’s Christmas Lunch.

Our goals for 2013 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.

Cathy Allison – P & C President

Student representative’s message
The students in the Oatley SRC meet fortnightly in the school library. All students represent their classmates and provide ideas and feedback on school business at each meeting. The members of the SRC are aware of their role and responsibility within the school and take their duties seriously.

This year the SRC has focused on local, national and international charities and events. These charities and fundraising events have been chosen due to their particular connections to the school community. The SRC has fundraised for the Australian Cancer Council, Epilepsy Australia and Hands Across The Water.

A particular focus has been our international charity, Hands Across the Water. HATW was established to support the children in Thailand who lost their parents in the 2004 Boxing Day tsunami. The SRC and the Oatley school community raised awareness and funds for an orphanage in Thailand by working closely with Mr Craig Bulmer, a parent in the Oatley school community and HATW ambassador.

All SRC initiatives aim to raise awareness of and funds for selected charities and students’ work with their classes and teachers to make these major events a success.

Miss Wilson
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>14.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14.0</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor 0.2 OPS 0.2 other school</td>
<td>0.4</td>
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<tr>
<td>School Administrative &amp; Support</td>
<td>4.736</td>
</tr>
<tr>
<td>Total</td>
<td>25.036</td>
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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.

Staff retention

Staff have access to leave entitlements such as sick leave. In 2012 the average daily attendance rate for staff, as determined by the Department, was 96.7%.

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>
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Financial summary

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

Date of financial summary 30/11/2012

Income

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>$253860.44</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>$24576.63</td>
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<tr>
<td>Maintenance</td>
<td>$56119.57</td>
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<tr>
<td>Trust accounts</td>
<td>$9022.68</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>$713608.45</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$174869.77</td>
</tr>
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A full copy of the school’s 2012 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 2012

Oatley Public School participate and offer many opportunities in the Performing Arts areas.

Achievements

Arts and Music

Has seen the continuation of our classroom “Music Room” program. The students have participated in sequential grade based music experiences - including musical composition, singing, dancing and music appreciation. This year we have broadened the program by
purchasing the newly developed “Interactive Music Room 3” for our Year 2 classes. This program incorporates learning experiences presented via the interactive whiteboards and now allows all K to 2 students to access the music experiences in this way.

Within the Creative Arts, 2012 has provided Oatley students with a variety of opportunities. Our classroom programs have continued to offer the students rich and varied creative experiences with our teachers working collaboratively to create and share ideas.

Beyond the classroom, children have taken part in auditions for the NSW Public Schools Drama Ensemble and the Create South and the Create East regional drama performances. All students have been kept up to date with information regarding Shopfront Theatre activities and many art competitions run within the community. The students in Stages 2 and 3 have attended Hazelhurst excursions and Raw Art Christmas creative lessons.

2012 has also seen the continuation of the White Ribbon Art initiative. This year students from Stages 2 and 3 were given the opportunity to participate in lunch time artmaking sessions. They created 4 themed artwork collections and were successful in having all of them included in the 2012 exhibition held in the Department of Education and Communities head office in Sydney.

Further artistic success has come from the Lion’s Club Australia Peace Poster Competition. Raquel Le Grice (Yr 6) has had her entry submitted into the regional competition.

School Bands

The Concert and Intermediate bands took part in the Engadine Band Festival, where they were each awarded “Gold” medals. An outstanding achievement.

Band students also participated in a Band Camp over a 2 day weekend in Term 2.

The bands also performed for the community at the Oatley Uniting Church Arts and Craft Show, The Twilight Concert and at our school’s celebrating Success Day.

Dance

Oatley Public School has a strong performing arts culture and has four dance groups. Due to overwhelming interest, a Kindergarten dance group was created for the first year. Oatley Public School participates in numerous performances throughout the year such as the St George Performing Arts Festival, Open Day, Hurstville Westfields and our end of year Performing Arts night.

Our involvement in the St George Performing Arts Festival included the Junior Mixed dance group, Senior Mixed dance group and the Boys’ dance group performances, choir performances combining with approximately 360 students from our district, 3 concerts (matinee and evening) were held.

Two dance groups performed at Westfield Hurstville for Education Week. The Senior Mixed and Boys dance group.

Dancers participated in the third year of “Performing Arts Night” initiative concert showcasing all dance groups for parents and the community.

Debating

Debating continued this year with both Junior and Senior teams taking part in the Sydney Region Debating Competition.

Sport

Oatley Public School has had another extremely successful year while delivering a varied sporting program where school-based programs included games skills improvement, tabloid activities, lead-up games to netball, soccer, cricket, Oz-tag, tennis and volleyball, tunnel ball, captain ball, newcombeball, athletics, tee-ball, softball and hockey.
Inter-school sport was offered in cricket, tee-ball, softball, soccer, netball, basketball, AFL, Oz-Tag, newcombeball, athletics, cross-country and swimming. This year saw the continuation of a three-season sporting competition for inter-school PSSA sports.

Significant achievements in PSSA sport in 2012 included:

**District champions:** Junior and Senior Girls Basketball, Senior Boys Softball; Senior Girls Tunnel ball, Junior Girls Soccer, Boys’ AFL; Junior Boys basketball; Junior Girls’ T-ball and Senior Boys Cricket.

**PSSA semi-finalists/finalists:** Junior Boys Soccer; Girls’ AFL; Senior Boys basketball; Junior and Senior Newcombeball; Junior Girls’ Cricket; Junior Boys Oz-tag; Junior Boys Touch Football

Two boys represented our district at the regional Tennis Carnival; while four of our boys represented at district in the AFL. Two boys went on to Regional AFL – with one boy making the State side.

Three boys and one girl were picked for the Regional Cricket teams.

Thirty-two cross-country runners competed at district level and thirteen at regional level. Oatley was runner-up in both the handicap and overall trophies at the District Cross Country Carnival.

Thirty six swimmers competed at district level with six students making regional level;

Fifty-three students competed in Athletics at district level and five made it to regional level in the track events and five in the field events. Two boys also went on to State level. We came 4th overall and 6th on handicap in the District Athletics Carnival.

One girl represented the school in the Georges River Soccer team and going on to make the regional team;

One girl represented Oatley in the district netball team;

One boy was selected in the district softball team; who went on to regional level.

One girl was selected in the district basketball team.

One boy also represented in the National Inter-Schools Snow-boarding Championships.

Once again Oatley students were well represented at district level in ten different sports and at regional level in seven different sports, at State level in two sports and at National level in one Sport; reflecting the diversity of skills displayed throughout the school.

**Academic**

International Competitions and Assessments for Schools (ICAS) results for 2012.

<table>
<thead>
<tr>
<th>Subject</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Computer</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16</td>
<td>16</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
<td>8</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>9</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td>21</td>
</tr>
</tbody>
</table>

HD = High Distinction  D = Distinction  C = Credit  P = Participation

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.0</td>
</tr>
<tr>
<td>Writing</td>
<td>96.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3) Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Reading – NAPLAN Year 3**

[Graph showing distribution of students across different bands for Year 3 reading]

**Numeracy – NAPLAN Year 3**

[Graph showing distribution of students across different bands for Year 3 numeracy]

**Reading – NAPLAN Year 5**

[Graph showing distribution of students across different bands for Year 5 reading]

**Numeracy – NAPLAN Year 5**

[Graph showing distribution of students across different bands for Year 5 numeracy]
Progress in reading

![Average progress in Reading between Year 3 and 5](chart1.png)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

The school has introduced Acknowledgement to Country in all formal assemblies and is presently developing a strategic plan that implements Aboriginal Education into school programs. 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 2011 Oatley initiated a K-6 program celebrating NAIDOC WEEK.

**Spelling Bee**

The *Premier’s Spelling Bee* is an opportunity for students from NSW public primary and central schools to increase their literacy skills while engaging in an educational and enjoyable activity. There is a Junior division for students in Years 3 and 4 and a Senior division for students in Years 5 and 6. The Premier’s Spelling Bee supports a range of school and classroom activities consistent with the *English K-6 Syllabus* and the Department of Education and Communities’ support document *Focus on Literacy: Spelling*. 

At Oatley Public School, all students in Years 3-6 were given the opportunity to participate in this competition. In August, written Spelling Bee class tests took place to determine the stage finalists, who then competed under the Premier’s Spelling Bee rules and guidelines in the school hall. All interested parents were invited to attend the stage finals. The stage finals determined the two representatives for both the Junior and Senior divisions. In August Stage 2 & Stage 3 Spelling Bee Finals were held in the hall. The words were chosen randomly from the lists provided on the website-[www.artsunit.nsw.edu.au](http://www.artsunit.nsw.edu.au).

**Junior Category Finalists:** Mia, Gabriel, Lachlan, Jemma, Darren, Gavin, Lily, Paris, Hugo and Christine.

**Senior Category Finalists:** Marcus, Yash, Olivia, Rikki, Andrew and Joshua.

Students were chosen to represent our school in the Regional Finals, which were held at Mortdale Public School on Thursday 13 September. Our Junior Regional Representatives were Lachlan and Gavin. Our Senior Regional Representatives were Andrew and Marcus. Congratulations to our Regional Representatives who performed strongly at the Regional Finals. Regional winners proceeded to the State Final, held at the Eugene Goossens Hall, ABC Centre, Ultimo on Wednesday 16 November.

Ms Koorey
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 early this year 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 three 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.

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 through: attending Video Conferences with the Royal National Park; working in and developing the School’s garden; working closely with the School’s Canteen and; showcasing their knowledge in Rockdale Council’s Think Global, Film Local competition.

Italian

Throughout 2012, the Italian language program has provided students with language learning opportunities 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. Students have demonstrated an appreciation of the correct application of linguistic structures and vocabulary required for effective communication in Italian through the implementation of a wide range of assessment tasks.

Exposure to foreign language learning and development of intercultural understanding fosters acceptance of different cultures and promotes student reflection about cultural heritage. Students regularly participate in class-based learning tasks where they continue to build on language knowledge and expand their linguistic repertoire for communication through speaking and writing tasks. The Italian language program is integrated with the HSIE Syllabus, incorporates aspects of the Content Language Integrated Learning model (CLIL) and is essentially guided by whole school curriculum planning.

All classrooms are now equipped with IWBs (Interactive White Boards) thereby adding another dimension to the Italian language program. Opportunities created by the use of new technologies within the classroom continue to provide authentic learning experiences thus promoting communication with students learning Italian in the wider community. Utilisation of connected classroom technologies enhances student engagement in language learning.

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. Writing of the new National Curriculum for Languages is underway with Italian and Chinese selected as the priority languages. This is a positive step towards raising the profile of languages in primary schools. The language teaching and learning community must continue to work together in order to maintain a focus on the importance of languages education in Australian schools. The Italian language program will be maintained at Oatley Public School in 2013. Under the current structure students receive one hour of a community language program per week. This program continues to be supported by the school’s staffing entitlement and is considered a valuable learning component by students and the school community.
Respect and responsibility

The school, in partnership with parents, encourages our students to maintain high standards in all activities they perform. These values are clearly seen in the school’s rules. The Student Representative Council (SRC), consisting of students from different backgrounds and age groups, has clearly defined roles. One activity the SRC did this year was to identify and question the representatives about their values and motives. This led to a deeper understanding of service on behalf of other students to follow up suggestions and put these into practice, respect for organisations such as the Oatley RSL Club by participating in their ANZAC Day march and responsibility by carrying out assigned tasks such as participation in the Seniors’ Luncheon.

The school also endorses a school values education. Oatley Public School encourages responsibility for self and life-long learning and contributing as members of our society. The values activities have assisted the school to align the values of all stakeholders within the community to ensure whole school agreement and our Student Welfare Policy supports and embeds these values statements within this policy.

Environmental awareness continued with students participating in the ‘Waste Watchers’ program and tree planting with the help of parents and a local conservation group. The school’s paper recycling program continues while the SRC has also had suggestions for water and energy reduction.

The school’s leadership body has continued this year with very clear roles and expectations based on service to the school, students, parents and the community. The Young Leaders’ Conference at the beginning of the year gave Year 6 students examples of what can be done when people have sound values.

White Ribbon

OPS launched its support of the White Ribbon’s ‘Breaking the Silence’ in Schools Program in 2010, promoting a theme of developing “respectful relationships and social and emotional resilience” through our PDHPE, Literacy and Creative Arts programs.

In 2012 students in Years 3 to 6 participated in a White Ribbon art and poetry exhibition themed – Breaking the Silence: not silent, not violent. Thirteen of our poems were successful and chosen to be displayed at the poetry exhibition. It was also an outstanding achievement to have two of our students selected by the Sydney Region to present their poems at the ‘Breaking the Silence’ Conference in Sydney.

In 2012 OPS also had twenty students work collaboratively to create seven pieces of visual art including paintings, collages and a sculpture. All art works were successfully chosen to be displayed at the art exhibition held at the DEC head office in Sydney.

During Term 4, our school supported the White Ribbon campaign by promoting sales of white ribbons and wrist bands and holding a ‘white’ mufti day. We held a whole school assembly that focused on promoting positive relationships and the power of ‘Words’. We showcased our poetry and art work and discussed student behaviour and school culture and how we can develop respectful relationships.

Science

Resources have been purchased to complement existing units of work as well as the acquisition of additional resources required for the new syllabus. Teacher support materials have also been purchased through Primary Connections for the new science syllabus. This will allow teachers to trial the new document with the support of rich resourced programs. All items have been catalogued and positioned in the school’s science storeroom.

The school science club is now in its fifth year. Students showcased some of their favourite experiments at a student led forum attended by the Regional Director, Dr Phil Lambert. The program continues to be successful in providing students with an interest in various components of science to interact with others in developing their knowledge and skills. Topics have included sun safety and uv rays, making bath bombs and crystals, bouncy eggs, science behind fire hydrants, DNA and more. Students meet at fruitbreak and are encouraged to bring along items of interest. Various websites are utilised to
complement topics explored. The link with a scientist (CSIRO Scientists in Schools Program) continues and has been a valuable resource for students and teachers. Plans are underway to incorporate the crest awards via the link with our CSIRO scientist.

The CSIRO has been a valuable resource in providing students in stage 3 with a hands-on experience related to conducting fair testing within scientific investigation and students in stage 2 were involved in a program supporting study on minibeasts and life cycles.

Students in K-6 were also involved in lessons to support their knowledge and understanding of safe practices around electricity during Electricity Safety Week.

Students in stage 3 classes were again given the opportunity to be involved with the program called “Murder under the Microscope”, following the success of last year’s results. This is an on-line interactive program. Students are presented with an eco-crime to be solved in 5 weeks. They must work as a team to study and research the issues and crime sites. They research victims and villains and use clues provided by Catchment HQ to try and solve the mystery. Clues are provided via a website that is both engaging and thought-provoking. The first team to correctly name the victim, villain and crime site (possible 10 listed) is the winner.

In preparing a plan students are challenged to think about how their actions affect the environment. They are involved in the following higher order thinking:

**Deep Knowledge:** research data, draw conclusions, present information

**Deep Understanding:** Share knowledge of sites, flora and fauna and apply information to solve the eco-crime

**Problematic Knowledge:** Evaluate findings to draw conclusions, various information sites need to be processed and deductions made

**Higher Order Thinking:** Applying, analysing, synthesising and evaluating knowledge

**Metalanguage:** Use specialist language related to topic

**Substantive Communication:** Within research groups, expert groups and whole class

The program was highly successful and the students reflected on the program positively.

Science continues to be a valued component of the curriculum with excursions planned to support student understanding. Our ICAS results produced both credits and distinctions in this subject.

Paula Richardson

**Multicultural education**

Throughout 2012, Oatley Public School has embraced the cultural and linguistic diversity within the school community. Cultural diversity is promoted through the Connected Outcomes Group units studied across the school and integrated through the Language Other Than English program. The Multicultural Public Speaking competition raises student awareness of multicultural perspectives. The Multicultural Policy embraces community harmony through teaching and learning activities which address issues such as racism and intolerance. The teaching and learning programs aim to provide students with an understanding of the Australian identity within a democratic and multicultural society. The New Arrivals ESL Program encourages students to share their cultural background in an environment where their first language is valued. Students whose English language skills are developing, receive the necessary support from E.S.L. teachers in a team-teach and/or withdrawal capacity. Each year, all Kindergarten students participate in an effective Oral Language Program which promotes the use of specific vocabulary in a planned talking and listening setting. With over thirty language backgrounds at Oatley Public School, all students benefit from learning and socialising in a rich and diverse environment.

**Progress on 2012 targets**

**Our achievements in Literacy**

**2012 NAPLAN TARGETS FOR LITERACY**

**INCREASE THE PERCENTAGE OF STUDENTS IN NAPLAN OVERALL READING ACHIEVEMENT IN THE TOP TWO BANDS BY 10% IN 2014**

| YR 3   | 65%(2011) TO 75%(2014) ACHIEVED IN 2012 – 65.9% |
| YR 5   | 70%(2011) TO 80%(2014) ACHIEVED IN 2012 – 54.9% |
INCREASE THE PERCENTAGE OF YR 3 STUDENTS IN NAPLAN READING COMPREHENSION SKILLS ACHIEVING THE METACOGNITIVE STRATEGIES

2012 TARGETS –

MAKING CONNECTIONS 51% TO 58% ACHIEVED IN 2012 – 59%

QUESTIONING 51% TO 58% ACHIEVED IN 2012 – 56%

SUMMARISING 25% TO 40% ACHIEVED IN 2012 – 64%

INCREASE THE PERCENTAGE OF YR 5 STUDENTS IN NAPLAN READING COMPREHENSION SKILLS ACHIEVING THE METACOGNITIVE STRATEGIES

2012 TARGETS –

MONITORING 31% TO 40% ACHIEVED IN 2012 – 45%

QUESTIONING 38% TO 40% ACHIEVED IN 2012 – 45%

SUMMARISING 42% TO 55% ACHIEVED IN 2012 – 67.5%

2012 NAPLAN WRITING

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<tr>
<td>YEAR 5</td>
<td>Cohesion</td>
<td>Paragraphing</td>
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</tbody>
</table>

2012 FOR/BEST START PROFESSIONAL LEARNING STAFF REFLECTIONS

Early learning Plans to program and support children in classroom for Guided Reading Groups. Early Learning Plans to create my guided reading sequence each week - created a common focus across the cluster groups and then differentiated the learning based on the reading level and needs of students. Shared Reading: Common focus for the whole class then differentiate depending on the needs of my students (reading levels)

We trialled writing 2 week units for ‘Big Book’ studies. Questioning Techniques including “I Wonder” and “What if?” type questions. Also getting students to be the generators of and the focus of questioning. These were successful because they gave greater ownership of the questions to the students and led to the questions becoming more thought provoking and stimulating for the students. Partner activities including “Turn, Talk & Listen”, “I Remember”, “Partner read & Think”, “Think ,Pair, Share".

These activities were highly successful because they encouraged and promoted students working and learning together. Teacher modelling of “thinking aloud” was an excellent strategy, providing a demonstrated model that students could employ. Literature Circles allowed the students to talk about the texts in meaningful and interesting ways. However they do take quite a bit of time to be implemented effectively.

Regularly stated purpose of task/skill. Questioning the author (author’s purpose).Think/pair/share (literature circles), Groupings, More open discussion time – Less teacher questioning. Discussions involving content metalanguage. Referring to posters to select strategies (scaffolds). Provided more explicit feedback following discussions. Teacher modelled thinking process to complete a task (thinking aloud)

Explain the steps and/or strategies that you have implemented in your classroom to enable students to successfully engage in teaching routines?

Using visual cues & posters to remind children to use these strategies during reading groups.
Modified tasks to support student outcomes
Talking Partners, Think, Pair, Share, I Remember... for writing and discussion after shared reading. Talking triangles. When working with texts activities focus the critical aspects of the literacy continuum – using selected markers.

How have these skills and strategies enabled your students to move along the comprehension continuum?

My class especially became skilful in ‘making connections’ to themselves, other texts and the world. Students have progressed along the comprehension continuum with explicit comprehension strategies used in reading groups gained from the Best Start Comprehension book of suggested activities. Students have more ownership over their learning. I feel like I know my students’ needs better since having the Best Start training. I feel better equipped to cater for all the learning needs. The new texts are also more engaging and the students are excited to read them.

Describe how you used the Interactive Literacy Continuum for Comprehension to plan and implement a differentiated program?

Lesson resource ideas of differentiation for students. The continuum was also useful for assessing students’ progress. Where to go next with each specific group. It underpins all of my teaching. The ELP grouped students according to their achievement. If students were grouped in cluster 3 – their focus was cluster 4. The markers allow for the explicit teaching of students at their particular level on the continuum. When you have located the student’s position on the continuum it is easy to see from the markers what the next and appropriate learning strategies will be. Students benefit from the structured lessons coming from and indicated by the markers. Once students have mastered the skills as indicated by the markers it is easy to plot their movement along the learning continuum with specific evidence to validate that decision. It also assists greatly in confirming consistent teacher judgement. Explicit teaching towards “marker” context has allowed progress to be systematically gauged and recorded. Students are benefitting in structured lessons concentrating on “marker” skills. Students have developed skills in summarising, making text connections, relevance, substantive conversation, giving evidence to support their findings/answers, using talk and other marker criteria. While skills are developing they are yet to be consolidated – more time is needed to develop our teaching learning assessing. This learning process has been very rushed.

Future Directions

- New Australian Curriculum
- K-6 FOR Professional Learning Focus
- Picture Books K-6 focus
- FOR Student Reflection Journals – explicit teaching strategies
- Data Wall Tracking
- Interactive Literacy Continuum - Reading & Writing
- Writing – Audience, Purpose, Grammar focus

Our achievements in Numeracy

Findings.

Teachers continued to create and design problem-solving activities in the various Mathematics strands. This involved the use of rich tasks and backward mapping, integrated with information technology. It included a strong focus on problem-solving, working mathematically, the language of Mathematics, developing higher order thinking skills and differentiating the curriculum with respect to Mathematics. All stages participated in the development of these units.

All stages participated in Teacher Professional Learning to explore the use of interactive white boards, websites and resources with special reference to the teaching of Mathematics. Co-operative planning days, staff meetings and stage meetings were devoted to the development of these interactive units.
Professional Learning in Count Me In Too and Counting On was completed by two Infants’ teachers to ensure that the quality of implementation and assessment was undertaken.

A review of ICT and “hands on” resources that closely aligned student needs with resource allocation was undertaken which included close consultation with ESL and LD teachers.

School Mathematics resources have been substantially upgraded and updated in the areas of Time, Measurement, Space & Geometry, Number and Chance to facilitate problem-solving, logic, working mathematically and developing higher order thinking skills. This has involved maintaining and replenishing the Mathematics Storeroom and the Mathematics tub in all classes K to 6.

Procedures for transferring student information about numeracy from year to year and at transition points were developed and recorded on computer retrieval charts.

A variety of School and Department generated data and information on student performance was gathered, analysed and reviewed to identify the needs of specific groups of students with learning difficulties to provide ongoing support.

Numeracy targets were set and developed for students with specific learning needs and strategies were implemented that were considered to have the most impact on student performance.

IWB resources were developed and shared in stage, staff and planning days to ensure that students gained experience in the use and application of numeracy skills using ICT.

**Future Directions**

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. This will include a review of the school Mathematics Scope and Sequence to align it with the new National Mathematics Syllabus, as well as leading to the development of a school Numeracy Continuum.

Mathematics resources, including Interactive materials, 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 will be ongoing.

Assistance will be given to the Every Student, Every School initiative to provide better, differentiated learning and assistance in Mathematics for students with a disability, learning difficulties or behaviour 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 strength have been identified and will be targeted.
NAPLAN Data. Year 3. Comparison with LIKE SCHOOL GROUP (SSG) for NUMERACY overall.

School 60.3% (State 38%, Region 48.2%, SSG 55.4%) in top 2 Bands (5 & 6) in Numeracy.
School 85.3% (State 66.7%, Region 75%, SSG 82.3%) in top 3 Bands (4, 5 & 6) in Numeracy.
School 14% (State 33.3%, Region 25%, SSG 17.6%) in bottom 3 Bands (1, 2 & 3) in Numeracy.

NAPLAN Data. Year 5. Comparison with LIKE SCHOOL GROUP (CSG) for NUMERACY overall.

School 62.7% (State 31.2%, Region 41.2%, CSG 47.3%) in top 2 Bands (7 & 8) in Numeracy.
School 90.2% (State 59.2%, Region 59.2%, CSG 79.9%) in top 3 Bands (6, 7 & 8) in Numeracy.
School 9.8% (State 40.9%, Region 31.3%, CSG 24.1%) in bottom 3 Bands (3, 4 & 5) in Numeracy.

Numeracy Progress Since 2010 (when current Year 5 was in Year 3): The expected national average growth rate of students sitting for the NAPLAN tests in 2010 and again in 2012 was 40 points per year or 80 points or 2 Bands over 2 years. Oatley PS average growth over the 2 years = 119.87 points. This is 39.87 points over and above the expected National growth.

A strategy to measure our success was: “Results from NAPLAN to show overall result of at least 65% of students achieving at National level or better. (2011).”

Year 3 – 100% of Oatley year 3 students were above the National average in Numeracy in 2012. Year 5 – 98.1% of year 5 students were above the National average in Numeracy in 2012. 2012 Comparison Means Between Oatley School, Sydney Region and State.

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Data, Space &amp; Measurement</th>
<th>Number Patterns &amp; Algebra</th>
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<tbody>
<tr>
<td>STATE</td>
<td>498.8</td>
<td>497.3</td>
<td>500</td>
</tr>
<tr>
<td>REGION</td>
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<td>519.0</td>
<td>522.1</td>
</tr>
<tr>
<td>OATLEY SCHOOL</td>
<td>564.1</td>
<td>566.0</td>
<td>561.1</td>
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School evaluation

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Team Leadership for School Improvement and evaluation of the curriculum in Technology.

Educational and management practice

Background

Oatley Public School Strategic Leadership Team were able to develop a clear direction of school improvement by participating in a Professional Learning and Leadership Development Directorate program called Team Leadership For School Improvement K-12. This course gave the team the opportunity to survey all teachers within the Oatley PS community to provide the school with a Set of Practical Measures which leads to school improvements.
What is the alignment of the statements in the analytical framework to evidence based practice?

The 25 statements of the analytical framework are aligned to six areas of leadership and management practice.

<table>
<thead>
<tr>
<th>Leadership dimensions (2007)</th>
<th>Analytical framework</th>
</tr>
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<tbody>
<tr>
<td>Strategic resourcing 1-3</td>
<td>Statements 1-3</td>
</tr>
<tr>
<td>Establishing goals and expectations 4-9</td>
<td>Statements 4–9</td>
</tr>
<tr>
<td>Ensuring an orderly and supportive environment 10-11</td>
<td>Statements 10 – 11</td>
</tr>
<tr>
<td>Planning, coordinating and evaluating teaching and the curriculum 15 - 20</td>
<td>Statements 15 – 20</td>
</tr>
<tr>
<td>Promoting and participating in teacher learning and development 21-25</td>
<td>Statements 21 – 25</td>
</tr>
</tbody>
</table>

State and commonwealth priority area

Effective partnerships with parents, carers and school community 12-14

Findings and conclusions – Leadership - school profile graph 2011

Findings and conclusions – Leadership - school profile graph 2012

Future directions

Our starting point for 2012 within this leadership team was to discuss and analyse our school profile graph. In doing this the school leadership team examined and identified and discussed:

- statements where the school evaluation was the lowest;
- statements where the school evaluation was the highest;

statements/dimensions that are already priorities in the school plan; and

statements/dimensions, between three and five, that are most important to the school and could be a starting point for school improvement in Literacy and Numeracy.

The team was also aware that within the dimension there was scope for improvement.

Our strategic targets were formed aligning to school data which then became our School Plan 2012 – 2014. The team in formulating our strategies believed that all five leadership dimensions needed to be utilised for success to be measured.

The impact of professional learning opportunities for teachers has improved our leadership result in 2013 evaluation as the graph shows. Sustainability is critical in ensuring the success of this development and targeting areas still to be developed.

CURRICULUM

Technology

2012 has been a busy year in terms of technology at Oatley Public School. We have spent a lot of time auditing and updating hardware and software as well as continuing to integrate technology into classroom programs.
Hardware
This year the G-Lab was updated with 11 new desktop computers to replace out of date laptops. The administration computers were also updated with 4 new desktop computers.
Our library received two new desktops to update their office and enquiry desk as well as a bank of computers for student use.
In preparation for the new class in 2013, the fourth demountable has been fitted with an interactive whiteboard, document camera and 4 desktop computers for student use.
20 new ipads have also been purchased this year in preparation for use in 2013. These ipads were purchased to support STLA and ESL students initially with the view to expand their use to K-6. Preparations for wireless access points have begun in order for the internet to be accessed on these ipads in the future.
Two new printers were bought to boost the accessibility to printers for staff and students. The school has also joined the ‘pay as you print’ program, receiving two new photocopiers as part of this program.
Finally, the school migrated over to a new server this year as part of the ET4L program. This was a much needed but tricky task that required a lot of assistance to rectify problems and transfer data and software.

Programs
This year each class reflected on classroom tasks and activities through the use of the DEC’s BlogED. Students accessed this program at least twice a term to discuss and reflect.
The Friday computer group known as EduWeb has continued meeting this term. They have reviewed educational websites, worked with mini-robots and experimented with games based learning software. Students also enjoyed participating and presenting it the RAMS (Really Activated and Motivated Students) Conference held each term via the Video Conferencing Room.
Oatley has continued using the Music Room Interactive Software to deliver classroom music lessons.
As part of the Focus On Reading program in literacy, books and software was purchased to support reading and comprehension skills. This software has been used across K-2 as part of their guided reading program but also 3-6.
Video Conferences have been taking place weekly in the Connected classroom. Kindergarten have been a part of a network of schools that participate and present each week on various topics.
Virtual Excursions have also continued taking place this year. The SRC and Green sparks participated in a virtual excursion with the Royal National Park, learning about waste management in schools.
Mathletics has continued to be a popular program among students as they use this software as part of number groups, classroom lessons and homework tasks.
Some senior classes enjoyed putting on the detective hats when they participated in Murder Under the Microscope as part of their science studies.

Initiatives
This year some students were involved in the Games Based Learning regional project which required them to make their very own educational game. Students from Oatley Public School were successful in being voted as having produced the most popular game.
In 2012 we also trialed using an online provider to advertise and book parent teacher interviews during Term 1. This was a highly successful initiative which will continue in 2013.
The school website has been maintained by the IT coordinator and continues to be a highly valued and important tool to communicate with parents and the wider community.
In 2012 students K-6 participated in cyber safety awareness week. Enjoying lessons and online tasks about keeping safe on the internet. Stage 3 were also visited by the NSW Police Force to hear information about Cyber Safety and Cyber Bullying.
A Region IT Support Person has been a highly valued member of staff, consulting at the school once a week and collaborating with the IT coordinator to troubleshoot problems and advise and consult decision making and purchases.
Future Directions

Cyber-bullying and Cyber-safety will be incorporated into the school welfare policy and become part of our school program.

The technology program will continue in each classroom under the supervision of the classroom teacher and will allow for the collaborative development of new programs in teaching and learning across the curriculum areas and be integrated throughout Quality Teaching programs.

Engage students using technology to create in all areas including mathematics and literacy.

We need to maintain the Sydney Region IT Support person to continue maintenance of the hardware across the school, to make it able to be maintained easily in the future.

Continue the computer T4L rollout to upgrade the computers in the school.

Quality programs will continue to be implemented through the interconnected classroom along with virtual excursions.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

We want our students to be safe on the internet so Cyber-safety is taught regularly to help students understand how to protect themselves and their computer online.

It is important that students understand how to create a positive digital footprint and to be a responsible digital citizen. We do this through activities such as digital story telling where students work is moderated before publishing.

Cyber-safety and Cyber-bullying are a part of our student welfare policy. We are supported by Government initiatives in the launch of the ACMA website that supports parents and students to become aware of these important issues. Students 3-6 attended a Government Safety Talk. www.cybersmart.gov.au

Professional learning

All teachers participate in professional learning activities to ensure student outcomes developed from student assessment data have the best opportunity to improve.

The school maintains cooperative planning initiatives which support consistent upskilling of teaching practices among all grade cohorts. The school also professionally develops consistency in teacher judgement practices which supports student assessment practices.

Oatley Public School has been running an initiative in Technology as part of the school three year strategic planning for the school.

This program has included following a scope and sequence of skills to be taught as well as knowledge of computer terminology and software programs appropriate for various tasks.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

Strategies to improve this target:

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.

Our success will be measured by:

Literacy

Increase the percentage of students in NAPLAN overall Reading achievement in the top two bands by 10% in 2014. (This translates from increase shows Year 3 2011 65% to 2014 75%; and Year 5 2011 70% to 2014 80%.)

Increase the percentage of Year 3 students in NAPLAN Reading Comprehension skills achieving the metacognitive strategies: Making Connections from 51% 2011 to 58% in 2012; Interpreting (Questioning) from 51% 2011 to 58% in 2012; Generalising (Summarising) from 25% 2011 to 40% in 2012.

Increase the percentage of Year 5 students in NAPLAN Reading Comprehension skills achieving the metacognitive strategies: Inferencing (Monitoring) from 31% 2011 to 40% in 2012; Interpreting (Questioning) from 38% 2011 to 40% in 2012; Generalising (Summarising) from 42% 2011 to 55% in 2012.

Numeracy

Increase the percentage of Year 5 students in Numeracy NAPLAN achieving an average growth from 88 points in 2011 to 89 points in 2012.

Increase the percentage of Year 3 students in Numeracy NAPLAN achieving in top two bands from 62% in 2011 to 64% in 2012.

Increase the percentage of Year 5 students in Numeracy NAPLAN achieving in top two bands from 50% in 2011 to 58% in 2012.

We imagined they were magicians and wrote their own spell to turn a brush tail possum sparkly!
School priority 2

Outcome for 2012 – 2014

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

2013 Targets to achieve this outcome include:

Strategies to improve this target:

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.

Our success will be measured by:

Implementation of a schoolwide system is established and evaluated by school leaders to collect and analyse students’ literacy and numeracy performance information and implemented into all classes.

All staff understand the analysis of student performance information underpins the design of all professional learning activities.

All staff members participate actively in strategically planned professional learning and as a result there are positive changes to literacy and numeracy practices across the school.

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.

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Theo Comino                Assistant Principal
Katrina Durrant            rel. Assistant Principal
Lauren Clements            Assistant Principal
Nick Airey                 School Council President
Helen Koorey               rel. Assistant Principal
Cathy Allison              P&C President

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: