Our school at a glance

Students
Student enrolment in 2008 was 358, this increase resulted in the addition of an extra class, taking classes from 13 to 14 classes. We are increasing to 37% of students from a cultural background other than English with our major cultural groups being Greek, Cantonese and Mandarin.

Staff
Oatley Public School staff range from beginning teachers to experienced staff. The extra class led to a newly appointed targeted graduate teacher to Oatley in a permanent class teacher capacity. Also a permanent appointment for a class teacher occurred through merit selection due to the transfer of a class teacher in 2007. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Student achievement in 2008

Literacy – NAPLAN Year 3
Student achievement in literacy was outstanding in Year 3, with 72% of students in Bands 5 and 6. This was higher than both the State and Regional averages.

Numeracy – NAPLAN Year 3
Student achievement in numeracy was also outstanding, with 66% of students in Bands 5 and 6. This was also higher than both the State and Regional averages.

Literacy – NAPLAN Year 5
Student achievement in literacy was solid. All matched students made measurable progress, with 37% of all students scoring in Bands 7 and 8.

Numeracy – NAPLAN Year 5
Student achievement in numeracy was sound. Forty-three percent of students scored in Bands 7 and 8, which was above the State average. However, 23% of students were in Bands 3 and 4, which is higher than the Stage average. These students will be provided with focussed support in 2009.

Messages

Principal's message
The last 18 months as Principal of Oatley Public School has consolidated the richness of opportunity in creative arts programs, academic achievement through quality teaching programs and the importance that the community and environment has in nurturing our students to be a success.

AT OATLEY PUBLIC SCHOOL WE VALUE:

- Students engaged in their learning who can actively take responsibility for their learning
- Students able to self assess in order to achieve and be reflective in their learning and:
- Students engaging in higher order thinking skills in their learning involving applying, synthesizing and critically analysing
- Students, parents and teachers working together ensuring a partnership in their child's learning
- Staff who are enthusiastic in their own professional learning and sharing with professional colleagues in promoting a positive learning environment for our students
- Parents and community who are actively involved and supportive of the school

2008 has seen changes in the school's physical environment with the handover of a new Administration block and School Library. Both facilities have provided a new energy of renewal for our Oatley PS community.

Staff continue to enrich our students with new interest groups in science and technology. Sports programs maintain diversity and choice for students while providing healthy strategies for a healthy lifestyle and well being. The dance and band programs support student's creative abilities.

The staff has worked hard in achieving school targets for the last three years and we are looking forward to embarking on three target areas for the new three year cycle. Our school evaluation leads us to focus on Student Welfare, Quality Teaching and Learning and Information Technology.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Debbie Hunter
P&C Annual Report 2008

We have had an extremely fun and productive year with the new team on the P & C committee. We have received great support from the Principal and from the teachers, staff and students. The dedicated parents, their efforts and time put into our fundraising projects in 2008 have been very much appreciated.

Approximately $57,500 has been raised during 2008 which has been invested directly back into educational programs and technology equipment for our students.

Major P&C achievements for 2008 were:

- After school sport program in terms 1-4 for K-2 and 3-6;
- Supporting the move to paperless distribution of The Oatley Organiser to email subscription;
- $15 000 technology enhancement project commencement with 15 new computers installed and dedicated to the new Library including a new printer for the Library and the North site computer room with two wireless connections for the South site computer room and two mobile computer labs comprising of 14 laptops;
- $25 000 towards 10 electronic whiteboards to begin Phase 1 of this technology project for Oatley Public School;
- $17,500 provided to directly support the school education budget (Maths, Literacy, Science and Technology)

These projects were all made possible through the hard work of our many fundraising areas the Canteen; the Uniform shops; Fine Wine and Food Show committee; the Fund Raising Committee; the entire P and C committee and of course the parents of the school community for supporting our many fundraising efforts through the year of 2008.

The school community was treated to and supported numerous events including movie nights, Mothers and Fathers Day Stalls, Easter egg drive, Fun-Run-A-Thon, Dad’s Big Breakfast, Entertainment Book, Kids Christmas Disco and our Seniors Christmas Lunch.

Goals for 2009 will continue our focus on education programs, classroom resources and technology enhancement. We will also begin our school branding exercise. The rich learning environment that we are creating will benefit the students of Oatley Public School and the citizens of the Oatley community.

Nicole Woodham
P&C President

Student representative's message

The Student Representative Council (SRC) has been doing lots of fundraising for charity and for the school. We have done a Crazy Hair Day, Gelato Day and a cake day. These have raised money for our school and helped us with buying the electronic notice board and library computers. Some money has also gone to charity such as the Leukaemia Council.

The SRC has also tried to make improvements for the school such as opposing bullying and littering by learning what to do when these things happen. We were involved in planting trees to support Tree Day and helped with some of the changes to the toilets.

The SRC has had many suggestions put to it. Some of these were: having fruit-break on the flats on Fridays, saving water in the toilets and having energy-saving lights in the classrooms. Some of these went ahead, others didn’t and some went ahead and were pulled out again.

We have also tried to improve some of the activities children play at school. The SRC had the handball courts repainted and we have also run a hopscotch competition.

In August, the SRC leaders met with Dr Phil Lambert (Sydney Regional Director) and Ms Di Barry (St George Regional Director) and outlined some of the activities the SRC had carried out this year. Both were very impressed with the work the children have done and the way the children conducted themselves during the meeting. Later the children were able to ask our visitors some questions and this session was very interesting to all.

Rachel Hart and Lewis Hunter-Mole

School context

Student information

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

Our exceptional student attendance was above both the Region and State averages.

![Bar chart showing enrolment by year and gender](chart1.png)

Student attendance profile

Our student attendance rate remains above both the Region and State average rates.

![Bar chart showing student attendance rates by year](chart2.png)

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2HR</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Throughout 2008 the school had a large number of enrolments and transfers due to high rental units in our feeder area.

Structure of classes

With the 14th class formed and a large Kindergarten intake, less composite classes occurred this year and only one cross stage class.

Staff information

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

The school has 14 class teachers of which three are Assistant Principals. We have three days for English as a Second Language teacher and half a day per week on Support Teacher Learning Assistance. Our Library consists of 4 days per week and we are involved in an Italian Community Languages program for all students K-6. We have two Italian teachers to cover our classes. Our school counsellor of one day per week supports our students each Wednesday.

Staff establishment

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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>16.9</td>
</tr>
</tbody>
</table>

Staff retention

The retention for staff is very high. Movement this year occurred when a permanent staff achieved a move to another school into a Library position.
which left this class position vacant. Also the increased class provided a permanent vacancy. Both positions were filled with permanent appointments.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 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>87.5%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

**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><strong>Income</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>209897.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>171542.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>88532.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>164513.73</td>
</tr>
<tr>
<td>Interest</td>
<td>12111.66</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>59972.39</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>706570.94</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>79553.74</td>
</tr>
<tr>
<td>Excursions</td>
<td>33163.13</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>40493.72</td>
</tr>
<tr>
<td>Library</td>
<td>4417.86</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10869.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>97218.19</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>31146.40</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58257.33</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>28969.94</td>
</tr>
<tr>
<td>Maintenance</td>
<td>40539.98</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>55292.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>59173.50</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>539095.44</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>167475.50</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 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 2008**

**Achievements**

**Arts**

Students have had a variety of opportunities in music, dance, drama and public speaking to showcase their talent throughout the year. These include:

- Concert band performance at Westfield, Hurstville during Education Week;
- Performances at school on Open Day during Education Week by three bands and K-6 grade dances taught through the Dance Nova program;
- Junior Dance, Intermediate Dance and Senior Dance as well as Junior and Senior Choir performed at the Hurstville Zone Music Festival at the Sutherland Entertainment Centre;
- Dance students also performed at the Bankstown Zone Dance Festival;
- Class led singing at weekly assemblies;
- Singing and dance performances by groups at - St Paul’s Senior Citizens Caring Centre;
- Intermediate band, senior and junior choir, class and individual performances for over 200 senior citizens at our annual Christmas luncheon;
- Performance by concert band at the Lions Festival;
- Performances by training, intermediate and concert bands at the Christmas Twilight Concert;
- Seven students were selected in and performed with the Regional Band at the Opera House;
- Stage 2 and Stage 3 performing arts groups where students participated in band, choir, drama, dance or percussion activities;
- Debating: the debaters competed in the Sydney South East Debating Competition;
- Public Speaking is an ongoing class activity which culminates in a school competition. This year 95% of children in the school competed in the competition. The four stage winners went on to compete in the district final. The Stage 2 competitor won the District Final and the Stage 3 competitor was awarded with Highly Commended.
• Our Stage 2 representative also went on to win the district finals of the Multicultural Perspectives Public Speaking Competition.

Year 2 Open Day Dance performance

Sport

Oatley Public School once again offered a diverse sporting program where school-based programs included netball, newcombeball, cricket, skipping, quoits, tunnel ball, captain ball, touch-football/oz-tag, athletics activities, soccer, tee-ball, and hockey with skills activities.

Inter-school sport was offered in cricket, Tee-ball, softball, touch-football, soccer, netball, basketball, athletics, cross-country, swimming, AFL, Oz-Tag and newcombeball. This year saw the continuation of a three-season sporting competition for inter-school PSSA sports.

Significant achievements in PSSA sport in 2008 included:

• Junior girls’ basketball, junior newcombeball, senior boys’ cricket and senior girls’ tunnel ball teams were district champions;

• PSSA finalists included: senior girls’ and senior boys’ basketball, senior newcombeball,

• Two students represented our district at the regional Tennis Carnival, one student progressed to the NSW Tennis Carnival and one student represented at national level;

• Again thirty-two cross-country runners competed at district level and seven at regional level.

• Once again Oatley was second in both handicap and overall in the District Cross Country.

• Thirty six swimmers competed at district level, eight at regional level and one at state level;

• A new district record was set in the breaststroke and backstroke in the 12yrs boys’ by an Oatley student;

• Fifty-three students competed in athletics at district level, thirteen at area level and one at state level;

• Four girls represented the school in the Georges River Touch football team;

• One girl was selected in the district netball team;

• One boy was selected in the district cricket team

• Three girls were selected in the district basketball team

• Oatley students represented at district level in girls’ basketball, boys’ cricket, girls’ netball, girls’ touch football and represented at regional level and at national level in boys’ tennis.

Girls Senior Relay Team

Academic

International Competitions and Assessments for Schools (ICAS)

ICAS Results

<table>
<thead>
<tr>
<th>Year</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>9</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>Computer</td>
<td>0</td>
<td>8</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>12</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>10</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>10</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Spelling</td>
<td>3</td>
<td>7</td>
<td>19</td>
<td>22</td>
</tr>
</tbody>
</table>

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

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 the 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)
Literacy – NAPLAN Year 3

Outstanding student achievement in overall literacy was demonstrated, with 72% scoring in Bands 5 and 6 compared with a State average of 49%. In contrast, 2% students scored in Bands 1 and 2 in overall literacy at Oatley Public School, while the State average was 9%.

Many areas of outstanding strength were identified in literacy, including the ability to make inferential connections such as inferring a character's nature and motivation.

Other strengths involve the ability to identify correct grammar and punctuation; for example, the correct use of the possessive pronoun. Only two areas for improvement were identified: the use of possessive apostrophes and the correct use of commas.

Numeracy – NAPLAN Year 3

In numeracy, 66% of students scored in the top Bands 5 and 6, compared to a State average of 40%. Six percent scored in Bands 1 and 2, while 10% scored in these bands on a state-wide basis.

Strengths were identified in all strands of mathematics, including volume, fractions and decimals, and 3-D shapes. The only weakness identified was the ability to give correct change with money.

Literacy – NAPLAN Year 5

In overall literacy 37% of students scored in the top Bands 7 and 8, compared with a State average of 32%. Twenty-three percent of students scored in Bands 3 and 4 in overall literacy, in contrast to a State average of 13%.

Strengths were identified in connecting ideas and the correct use verbs. Areas for improvement include punctuation and grammar, as well as the ability to make inferences, synthesise ideas and connecting images to relevant text.
In overall numeracy 43% percent of students scored in Bands 7 and 8, compared to 26% in the State. Twenty-three percent of students were in Bands 3 and 4, compared to 20% for the State average in overall numeracy.

Areas of strength were identified in understanding area and perimeter, and using and interpreting a variety of graph types. The two areas identified for improvement were division and ordering fractions.

Progress in literacy

In overall literacy, all matched students made measurable progress between Year 3 and Year 5. However, this progress was 9% below the State average. Expected growth is 80 points over the two years.

Progress in numeracy

Although not all students made measurable progress in overall numeracy, progress for matched students in the grade was still 8% above the State average.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and
Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**

All students in Year 3 achieved at or above the minimum standard for both literacy and numeracy.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at and above minimum standard in 2008**

Almost all students in Year 5 achieved at or above the minimum standard for literacy and numeracy. Students who did not meet the expected benchmarks will continue to receive focussed support for their learning.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Premier’s Spelling Bee

The Premier’s Spelling Bee was introduced in 2004 to government schools in NSW, who are currently enrolled in Years 3-6. Oatley Public School introduced the Premier’s Spelling Bee in 2006 with great success and in 2008 our Regional representatives were Yianna Charas, Lachlan Macks, Zachary Gray and Oliver Xu.

#### 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. We are purchasing a site licence for the MOORDITJ program looking at Indigenous creative artists. The school has incorporated an Aboriginal theme into the school artwork program. The purchase of resources will continue and recognition of special days for our Indigenous culture is relevant in our teaching programs.

#### Multicultural education

Throughout 2008 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. A Multicultural Feast was enjoyed by Stage One students who celebrated the unit “Getting Along” and songs and dances from around the world were performed at assembly whilst studying the unit “Understanding Ourselves”. 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.

### 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 children 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 held a school values education forum that ended early this year. The concluding statement was “Oatley Public School encourages responsibility for self and life-long learning and contributing as members of our society. The forum 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 children examples of what can be done when people have sound values.

**Italian Language Program**

Throughout 2008 students have participated in a variety of language learning activities incorporating the aims and objectives outlined in the Italian K-10 Syllabus. Students have been encouraged to use the language by developing their knowledge and understanding of language as a system through listening, reading, speaking and writing tasks which promote the use of necessary communication skills for effective interaction using basic Italian language. Integration of ICT (Information Communication Technology) has provided students with opportunities to consolidate knowledge and skills acquired during classroom based activities.

The Italian Insertion Program at Oatley Public School endeavours to provide students with quality language learning experiences which promote multicultural perspectives. Language study promotes increased metalinguistic awareness and has been shown to enhance general cognitive development. Language study provides students with opportunities to become more accepting of diversity, more respectful of people from different cultural backgrounds and more aware of Australia’s position in the global community.

The Quality Teaching Framework and the Professional Standards for accomplished teaching of language and culture have been integral to the Italian Language Program during 2008. The Professional Standards Project provides language teachers with a framework for reflection on student engagement and teaching practice in foreign language learning.

**Technology**

Oatley Public school has been able to allow more students to access new computers and develop skills to use new software programs purchased. This year the T4L has given the school 4 laptops and 8 desktop computers.

The Department provided support with the setting up and maintaining of the computer scripts and support for all the new hardware.

We have deleted obsolete computers from the network and are putting working computers in classrooms, a move designed to further integrate technology into the classroom.

Two new printers able to cope with the school capacity have been connected and the library is in the process of becoming a learning centre with 15 new computers, effectively providing more class availability for teachers and their students.

Our G block lab has been fitted with a bench to permit the use of laptops and therefore each student may access a computer.

The staff has been completing the new reporting system using removable drives and accessing various computers on the intranet system.

The school has been involved in the Mathletics online program and staff had training in staff meetings. The staff has completed a department survey online and we are developing ICT skills across the school.

A computer team of students have begun to develop school material for publishing and enhancing the profile of the school.

Our cabling is in the process of being upgraded to allow for increased broadband and the acquisition of interactive whiteboards into the school.
Progress on 2008 targets

Target 1

To improve student learning outcomes through professional learning for teachers based on the quality teaching framework assessment practices with focus areas in Science and Technology and Mathematics.

Our achievements include:

The implementation of the Key Concept framework K-6 to support assessment rubric and consistency of teacher judgement.

All teachers were issued with a booklet titled, “Oatley Public School Mathematics Rubric Resource” which contains the following information:

- the strand of the Mathematics Syllabus is indicated at the top of the page.
- mathematic outcomes are indicated in the first column, followed by the Key Concepts or key ideas in the second column.
- the 5 achievement bands, which align to the Oatley School Report, ranging from Limited Understanding to Outstanding Understanding, are in the next 5 columns.
- descriptors for each of the 5 achievement bands are included for each outcome.

Stage and grade meetings were held throughout the year to assist with its implementation and meeting are still being conducted to fine tune its effective use. Teachers are using the rubrics to assist with assessment tasks, especially with respect to consistency of teacher judgement in mathematics. All grades and stages are using the rubrics to assist with consistency of teacher judgement. Teachers are able to use this book of rubrics for all assessments, whether a task activity, or a pen and paper test. It is an important part of the professional learning for teachers in maths, maths assessment and the quality teaching framework. These authentic assessment through professional learning for teachers and it provides a sequence of learning and assessment in all areas of the maths curriculum. It also has relevance for Quality Teaching as it deals with many elements of the Quality Teaching framework. tasks support student learning outcomes

Our achievements include:

Planning days were implemented in 2008 to help staff in collaborative planning in all subject areas, including science. Staff was able to plan units and share knowledge in differentiating these programs to provide open ended tasks. Authentic assessment tasks were developed to support the quality teaching framework.

Evidence was seen in a greater number of investigative tasks undertaken in class including design and make opportunities. Students commented favourably on scientific experiences provided in the classroom and through excursions in student reflective journals.

Professional development occurred in 2007 from the CSIRO and the Science Team. In 2008 staff utilised expertise from the CSIRO and ANSTO which assisted understanding and knowledge of key programs and ways to implement them. The Primary Connections Framework was shown to the staff in 2007 and the follow-up resources were given to the lower grades in 2008 for classroom use. Specific websites such as Edheads, Coolscience, Tryscience, Enchanted learning etc were shown to staff to aid existing programs.

Resources have been upgraded in 2007 and 2008 to provide staff with relevant teaching tools for stage unit studies. These include: insect collectors/magnifiers, fingerprinting, space big book and 4 planet sets (3D), skeletons, various items for design and make (straws, plates, balls, foil, string, glue), plant and nature kits, wheels and axels, 15 brain boxes (electricity), electrical components and more.

Incursions have been a valuable part of teaching science. These include visits from the CSIRO, Deadly Australians and guest speakers.

Whole school programs have given science a higher profile within the school environment thereby emphasising the role of science in the wider community. Examples include the Electricity Week Program where students are made aware of the dangers of electricity around the home and in the local area. They are taught how to act in a safe manner and why. In 2007 Energy Australia donated $1000 to Oatley PS for its involvement in promotion of Energy Safety Week and in 2008 resources were provided to aid in teaching this unit.

Students celebrated Science Week through participating in a range of experiments and investigations carried out by Year 6 students.

The Science Interest Group began in 2008, utilising parents with an interest or expertise in science in collaboration with a classroom teacher. The use of websites, conducting investigations, involvement of hands-on experimentation and use of various models and specimens has provided a focus for each session. The group was targeted at Years 4-6 but in Term 2 included those Year 3 students showing an interest/talent.

In Term 3 Oatley PS signed up for the CSIRO Program, “Scientists in Schools”, which links a scientist to our school for guidance, mentoring etc. A female scientist from the University of New South Wales will begin a partnership with Oatley PS in 2009.
Students at Oatley PS will continue to benefit from the many programs available.

Teachers at Oatley PS will continue to be supported in the quality teaching of science through updated resources, availability of collaborative planning and teacher professional learning.

In 2009 the science team will provide students in Years 3-6 with a talent in science the opportunity to be involved in hands-on workshops held within the school on rocketry and forensic science during school hours.

Target 2
To improve learning outcomes for all students with emphasis on quality teaching practice to enhance student engagement.

Our achievements include:

- The use of a differentiated program proformas for author studies, identifying Bloom’s Taxonomy and the Quality Teaching elements through reading, writing and language strategies, addressing the learning about reading and writing outcomes.
- The development of authentic assessment strategies with a proforma identifying the desired outcomes and indicators for literacy tasks including a rubric for consistent teacher judgement.
- Implementing the author study scope and sequence with a program registration for future planning.
- Accessing author study units and assessment rubrics through IT.
- Purchasing three class sets (30) of novels per author/grade for accessibility and student engagement.
- Participation by all staff in professional learning related to developing differentiated author study programs.
- Staff reflection and evaluation of program implementation, level of student engagement and achievement of learning outcomes.

Target 3
To review, develop and implement student welfare and good discipline practices to support staff consistency, student expectations and student learning outcomes

Background

The school decided that student welfare and good discipline practices within the school were working effectively but there were some areas where student’s behaviour and progress needed consistent and regular monitoring. This also meant that there needed to be effective communication between all stakeholders.

Our achievements include:

- The Student Welfare Policy has been completely revised with previously missing sections included, structures and programs clearly defined, and roles and statements of stakeholders’ involvement outlined in detail.
- The referral process to the Learning Support Team (LST) has been updated so that teachers have clear guidelines of what information needs to be gathered to support a referral. This is then presented to the LST for evaluation, which leads to recommendations for action.
- This semester 100% of referrals lead to direct feedback to teachers and suggestions for class support or individual learning plans (ILPs) for students needing help. This year the LST database numbers 63 students compared with 24 students in 2007.
- Students on the database are reviewed regularly such as when information is received or when issues arise but at least once a term. In 2007 students were usually reviewed when issues arose. This year LST meetings were held every week whereas in 2007 they were held every three weeks.
- In 2008 new LST documents were created and these included a flow chart of the LST referral process for teachers and parents and communication slips for use by LST members.
- Playground tracking of student’s behaviour in the playground has been refined and some issues for small groups of students have been identified.
- Subsequently the school counsellor planned and implemented social skills programs for three groups of students in Term 4. Reports from
teachers indicate these have had a positive effect on these student’s behaviour.

Other programs have been initiated, implemented or supported by the LST. These include Even Start and National Tuition Program for students with reading difficulties; transition programs for students with special needs to enter Kindergarten and Year 7; and monitoring of student’s absences to improve attendance and student’s learning.

Future directions
Use reflection as a tool for learning. Provide differentiated programs that value diversity of learning needs and backgrounds. Establish explicit criteria to promote rich language tasks and student self-direction. Provide planning days for further development of author study units and authentic assessment for consistent teacher judgement. Provide professional learning to develop explicit and differentiated programs to support spelling and grammar usage in writing.

The LST has been very effective in providing help to students in the areas of behaviour, disability support and learning difficulties. However the Gifted and Talented (G & T) programs need to be incorporated into the LST role as there are some students being supported by both committees. Identification, feedback to teachers and creation of ILPs for G & T students need to continue.

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. In 2008 our school carried out evaluations of Literacy and Teaching.

Educational and management practice
Teaching

Background
A student survey was conducted at the end of 2008 with students in grades 2 – 4 participating.

Findings and conclusions
The results show that the following statements were scored as 50% in the almost always range which was the highest score category;

What I am asked to learn,

My teachers know what I can do and what I need to learn,

My teachers keep records and samples of my work to assess for reports,

School reports and parent interviews provide information about my learning.

Statements for improvements where 50% scored in the next two categories of usually and sometimes were;

My teachers plan class activities that are interesting and help me learn,

The way my teachers manage the class helps me to learn,

I understand how my learning will be assessed.

Future directions
As a result of this information gathered in the survey, we will;

Develop professional learning opportunities for staff to support differentiated programs meeting the learning needs of all students and these programs promote higher order thinking skills,

Provide specific assessment criteria in a rubric format, in learning tasks so students are aware of expectations of the task and the learning expectation that needs to be achieved,

Professional development opportunities for staff for introducing thinking tool for students in order to provide a variety of strategies for different learning styles in the classroom,

Provide professional development for effective learning for staff to provide feedback to students for improved learning to students.

Curriculum

Literacy

Background
The school has focussed on literacy and higher order thinking skills in comprehension. Throughout the last three years explicit teaching and assessment has been used to identify students abilities in reading.

Findings and conclusions
2008 NAPLAN
98% achieved literal comprehension (Yrs3/5)
92% made visual connection to text (Yrs3/5)
42% identified purpose (Yrs 3/5)
92% identified the main idea (Yr 3)
56% inferred meaning (Yr 3)
73% identified meaning (Yr 5)
Across school diagnostic data showed –
- 68% achieved at/above their chronological age in spelling
- 61% overall success in comprehension
- Outcomes based reporting in reading

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<tr>
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</table>

Future directions
To maintain the author studies that the school has implemented in 2008. The differentiated programs that support higher order thinking and are resourced for multiple intelligences and Blooms Taxonomy will continue to enhance teaching/learning programs in Literacy.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Professional learning
Professional learning is highly valued by all staff and is well supported by the provision of diverse learning opportunities for all staff. In 2008, staff and student reflections on quality teaching practices to enhance student engagement in author studies identified the following understandings:

Intellectual Quality
Students – A good reader relates to the events in the book. A good reader makes predictions. Reading helps you learn about things. Good readers can write too.
Teachers – The importance of the continual development of programs that support a variety of intellectual levels and qualities. The use of the metalanguage in the classroom is a powerful tool for improving student understanding.

Quality Learning Environment
Students – There’s been more time to read together, communicate and share your own ideas with others. Listening and learning from others helps us visualise and it sometimes influences the way we feel about a book.

Teachers – Engagement whilst reading the text made students more accountable. The level of student engagement increased at their instructional level. Explicit criteria engage student interest.

Significance
Students – Sometimes self-assessment is different to the teacher’s but it helps to focus on what I need to improve and it’s OK to disagree because expressing your point of view is important. Reflective journals helped us tell the teacher how we felt about what we learned and didn’t know.
Teachers – Differentiation and inclusivity impacts on student learning. Students engage in tasks that have relevance. Students relate to gender roles.

Future direction
Throughout 2009, the Strategic Plan will focus on Quality Teaching and strategies to enhance and evaluate learning. Parents, staff and student reflections will underpin future directions where the school needs to improve student outcomes.

School development 2009 – 2011
Targets for 2009
Target 1
The whole school community at OPS will embrace the Bounce Back program to support a culture of positive social & emotional resilience to enhance the learning opportunities of all students.

Strategies to achieve this target include:
- Staff trained in the Bounce Back program to build resilience in students.
- Implementing Bounce Back K-6 within scope and sequence framework and purchasing Bounce Back teaching program and resources.
- Frequent opportunities for reflection by staff in our student welfare practices in order to provide students with an understanding of a fair and consistent discipline system.
- Review current welfare practices to align with Bounce Back strategies through data, surveys and reflection by students, teachers, parents.

Our success will be measured by:
- 90% of students achieving at stage appropriate learning outcomes.
- An increase in students being able to show emotional & social resilience
strategies in school conflict situation, therefore taking more responsibility for choices.

- A decrease in number of students being referred to learning support team and in the playground tracking for social and emotional bullying incidences.

**Target 2:**
OPS will successfully integrate technology into the classroom practice across the whole curriculum to enhance student engagement and improve student outcomes.

Strategies to achieve this target include:

- Improve student access and capacity to use information and communication technologies to enhance their learning through whiteboard installation into classrooms.
- Develop teacher capacity in the use of ICT to improve teaching and learning through enhanced quality professional learning and resources.
- Create innovative flexible learning spaces that enable alternative approaches to teaching and learning using ICT including library.
- Initiate and lead student participation in online projects and online learning communities in eduweb program.
- Monitor, evaluate and lead the integration of ethical practices into all aspects of ICT use within the learning community.
- Actively participate in the development, maintenance and evaluation of school ICT policy and strategies including hardware distribution, trouble shooting and software.

Our success will be measured by:

- Locating, reviewing and harnessing new and emerging technologies for classroom use and management tasks.
- Monitoring, trialling and evaluating effective strategies for integrating ICT into teaching and learning.
- Evaluating the use of ICT for the design of assessment strategies to maximise the benefits for students.
- Monitoring and evaluating current research into the integration of ICT in teaching practice and adopt new approaches especially in the use of software use with the interactive whiteboards.

**Target 3:**
Quality teaching and Learning practices will align to criteria referenced assessment rubrics to support consistency in teacher judgement and improve all student outcomes in Literacy and Numeracy.

Strategies to achieve this target include:

- NAPLAN results informing explicit teaching areas in literacy and numeracy.
- Implementing Special Schools Maths Project utilising consultant support with focus on improving deep knowledge and understanding of mathematics, problem solving and higher order thinking skills in working mathematically.
- Implementation of the Synthetic Phonics Program in Kindergarten.
- Implementation of Peg Spelling Program.
- Staff Professional Development in specific areas of Writing with a focus in Sentence Structure – Simple, Compound, Complex; Text Structure, Consistency of teacher judgement.
- Staff Professional Development in Higher Order Thinking strategies promoting student engagement including Thinking Tool Kit.

Our success will be measured by:

- Reduce 27% to 10% of Kindergarten children achieving in the lowest two bands in our outcomes based reporting in reading.
- Results from NAPLAN to show overall result of at least 65% of children achieving at Stage level or better.
- Production of a generic writing Rubric designed to align with the specific criteria for producing quality text with focus on specific text features.
- Results from NAPLAN to show overall result of at least 65% of children achieving at Stage level or better. (Focus: text structure, sentence structure)
- Each stage will introduce five teaching tools each year leading to twenty thinking tools that students have been taught by their primary schooling.
- Teachers equipping their teaching/learning programs with 48/56 grid matrix for units of work
- Quality of school student work samples to show the equivalence of Higher Order Thinking and Problem Solving skills as the Board of Studies examples in both literacy and literacy.
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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Sharon Kelly Parent Representative
Helen Kooray Staff Representative
Geoff Walsh Assistant Principal
Ruth Lusty Assistant Principal
Theo Comino Assistant Principal
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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:

Parents set up the barbecue for the Fun Run

Intermediate Band

Sports Day

Stage One Excursion to Experiment Farm

Junior Dance Group

Senior Citizen’s Christmas Luncheon