2009 Annual School Report
Oatley Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Student enrolment in 2009 was 358 resulting in maintaining 14 classes. We are increasing to 40% 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 staff remained static throughout this year. At the end of the year three permanent positions became vacant which will be filled in 2010. All teaching staff meet the professional requirements for teaching in NSW public schools.

Student achievement in 2009

Literacy – NAPLAN Year 3

Student achievement in literacy was outstanding in Year 3, with 71% 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 61% 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 very good with 49% of all students scoring in Bands 7 and 8. This was higher than both the state and regional averages. 97% of matched students made measurable progress.

Numeracy – NAPLAN Year 5

Student achievement in numeracy was outstanding. 65% percent of students scored in Bands 7 and 8, which was also above the State and Regional average. All of matched students made measurable progress.

Principal’s message

Oatley Public School is about community, opportunity and building upon its contextual environment in which we acknowledge every child as a success. We achieve this through:

Community Partnerships

Through student centred activities Oatley prides itself on its links with the community.

Our students’ values are firmly instilled from home and consolidated through our supportive community activities. Art programs, Seniors luncheons, Rotary, Lions, Scripture and the way we conduct ourselves within our school community reinforce these values in our school life in order to set a solid foundation for life long learning.

School Values

We base our core principles on the understanding that each child has the right to learn and the right to be safe. We pride ourselves on the values we incorporate into our school and how we commit to these values.

Student engagement

Throughout the past three years Oatley Public School has set in motion the focus on student leadership. This encompasses all students in all curriculum areas and in all performing arts. We aim to provide and support many opportunities for our students.

Quality Teaching and Learning.

We teach our students with enthusiasm and with an understanding that all students have unique learning abilities. We ensure that we equip our students with higher order and critical thinking strategies. We ask students to reflect on their learning.

Student Reflections.

The students are a critical component of our school evaluation process and many of our future school targets are developed through the students reflective journals on what they have learnt, how they best learn and what they want to learn.

Opportunity

Our students excel in attaining above regional and state results in our National tests in Literacy and Numeracy curriculum areas. Our students also participate in many extra curricula activities which allows expression of themselves in areas of public speaking and debating as well as developing skills in their creative, artistic and expressive talents.

Student Welfare

Our students are taught to develop resilience and to take responsibility for themselves and for their learning. Our public school aim is to set a strong foundation to be lifelong learners and to make a contribution to society. Our Bounce Back program implemented this year has been very successful and promotes a common language between
students and teachers in supporting social and emotional resilience in our students.

**Student achievement in technology**

Resulted in the brilliant visual literacy program in which students used digital photography to achieve photo images of our school environment. Each piece of photography is unique to each student, each students achieving success.

**New School Initiatives.**

- The launch of our new school logo and website promotes Oatley Public School.
- The Kindergarten Open Day promoting our school for preschool enrolments and the follow up Kindergarten Transition program following in Term 4.
- From two dance groups we added a Boys’ Dance Group this year and this was a huge success.
- The Spring Fair connected the school’s partnerships into a very rewarding day and with a great fundraising event for the school.

**BUILDING EDUCATION REVOLUTION**

**Program: School Pride**

G block has had refurbishment with storage for equipment allowing more class space for students. Classes have been painted, vinyl replaced and recarpeted.

**Program: Primary Schools for the 21 Century**

Three brand new classrooms are being built. The hall will have new windows fitted and sun block out panels attached. Covered walkways and a Covered Outdoor Learning area will be constructed. We have a time frame of May 2010 for final sign off on this construction.

**School culture**

Dedicated literacy & numeracy blocks are maintained. Effective professional development programs for all staff continue. Promotion of Oatley Public School through three focus areas of community, opportunity and environment and the continued parent partnership in supporting the school is valued. Within our Community the parents and P&C offer this school a wealth of opportunity in resources such as fund raising and working with teachers in classrooms and on excursions. Thank you for all this support. It is greatly appreciated.

**Debbie Hunter**

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**P & C Annual Report 2009**

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 2009 have been very much appreciated.

Approximately $37,300 has been raised during 2009 which has been invested directly back into educational programs and technology equipment for our students.

Major P&C achievements for 2009 were:

- After school sport program in terms 1-4 for K-2 and 3-6;
- Continue to support the move to paperless distribution of The Oatley Organiser to email subscription;
- Community supported Spring Fair.

These projects were all made possible through the hard work of our many fundraising areas including the Canteen; the Uniform shops; Spring Fair 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 2009.

The school community was treated to and supported numerous events including movie nights, Mothers 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 2010 will continue our focus on education programs, classroom resources and technology enhancement. 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 continued in its role of student fundraising and decision making. The process of suggestions being put to the SRC for discussion and then decision making gives all students an opportunity to have a say in the running of the school. However, this year has seen an improvement because of the Bounce Back programme. SRC members are more aware of their responsibility and show greater understanding of the issues presented to them.

In June the SRC put on a “Jelly Baby Day” to raise money for the Juvenile Diabetes Research Foundation. This suggestion came from a
Kindergarten class which also had a child who suffers from diabetes. Not only was money raised but SRC representatives learnt about the disease and how it affects people. This information was then passed onto students in all classes and the community through the school’s Student News.

Earlier in the year the SRC received a suggestion about handball. There were many arguments in the games on the rules. The SRC supported the suggestion and also informed students through discussions, rules put up for display and posters giving reasons for the new rules. The SRC followed up with surveys of students, teachers and parents. There was a great improvement. The Kindergarten to Year 2 students got their own smaller sized handball courts.

The SRC also helped with the School Fair. The SRC was asked to run a poster competition. It did this by communicating with the whole school community. When the competition was over, the SRC continued to support classes collecting items and also put up individual student's posters.

The SRC has had a busy year as it has also being involved in normal events like the Fruity Fun Day, the Seniors Luncheon and Open Day.

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.

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

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 2009 class size audit conducted in March 2009.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1F</td>
<td>1</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>4/5/6G</td>
<td>4</td>
<td>11</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>4/5/6G</td>
<td>5</td>
<td>8</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>4/5/6G</td>
<td>6</td>
<td>8</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>4/5C</td>
<td>4</td>
<td>13</td>
<td>28</td>
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</tr>
<tr>
<td>4/5C</td>
<td>5</td>
<td>15</td>
<td>28</td>
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<tr>
<td>4R</td>
<td>4</td>
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<td>26</td>
<td></td>
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<tr>
<td>5/6RB</td>
<td>5</td>
<td>22</td>
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<td>5/6RB</td>
<td>6</td>
<td>6</td>
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<td></td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>27</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>K/1G</td>
<td>1</td>
<td>11</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

With the 14th class being maintained 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>
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<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><strong>Total</strong></td>
<td>16.9</td>
</tr>
</tbody>
</table>

**Staff retention**

The retention for staff is very high. Movement this year occurred at the end of the year when one permanent staff achieved a service transfer to another school, one staff member was selected for executive role through merit selection and one part time permanent teacher became full time permanent.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2009 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>Date of financial summary:</th>
<th>Balance carried forward:</th>
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<tbody>
<tr>
<td>30/11/2009</td>
<td>649,652.96</td>
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</table>

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>169,905.50</td>
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<tr>
<td>Global funds</td>
<td>177,801.50</td>
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<tr>
<td>Tied funds</td>
<td>219,169.84</td>
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<tr>
<td>School &amp; community sources</td>
<td>286,883.36</td>
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<tr>
<td>Interest</td>
<td>8,930.75</td>
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<tr>
<td>Trust receipts</td>
<td>7,442.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>869,933.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>57,535.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>41,722.37</td>
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<tr>
<td>Extracurricular dissections</td>
<td>79,539.48</td>
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<tr>
<td>Library</td>
<td>4,126.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5,596.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>233,965.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>29,828.35</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>64,123.77</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>22,321.11</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25,051.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9,912.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>75,929.60</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>649,652.96</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

**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:

- Performances at school on Open Day during Education Week and on the Celebration of Success Day by three bands, K-2 dance group, 3-6 dance groups and Choir;
- Dance groups, as well as Junior and Senior Choir performed at the Hurstville Zone Music Festival at the Sutherland Entertainment Centre;
K-2 Dance Group performed at the Spring Fair
Junior Choir performed at K-2 assemblies, Celebration of Success Day, Senior Citizen’s Christmas Luncheon and at St Paul’s;
Individual performances for senior citizens at our annual Christmas luncheon, the Spring Fair and the Talent Fest;
Performances by training, intermediate and concert bands at the Christmas Twilight Concert;
Eight 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;
Raw Art Christmas workshops for K-6 classes provided experiences through a range of media manipulation tasks;
Implementation of sequential K-6 Music Room program across the school;
Public Speaking is an ongoing class activity which culminated in a school competition in Term 3. The four stage winners went on to compete in the district final. The Early Stage One and Stage One competitors were awarded Highly Commended at the Regional Public Speaking Competition;
The junior and senior debating teams competed within the Sydney Region and in the Sydney South East Debating Competition. The junior debating team reached the Interzone finals of the Sydney Debating Competition and they were finalists at the Premier’s Debating Challenge. The senior debating team reached the quarter finals of the Sydney Debating Competition;
One Stage 3 student was selected for the Sydney Region Debating team which went on to win the competition.

Sport
Oatley Public School once again delivered a varied sporting program where school-based programs included tabloid activities, lead-up games to netball, soccer, cricket, oz-tag, tennis and volleyball as well as skipping, quoits, tunnel ball, captain ball, newcombeball, athletics, tee-ball, and hockey.

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

Academic
International Competitions and Assessments for Schools (ICAS) results for 2009 included:

<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>3</td>
<td>8</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Computer</td>
<td>1</td>
<td>10</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>11</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>7</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>10</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

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

Significant achievements in PSSA sport in 2009 included:

- **District champions:** Junior and Senior Girls’ basketball, Junior Boys’ cricket, Junior and Senior Girls’ netball teams and the Girls’ AFL;
- **PSSA semi-finalists/finalists:** Junior and Senior Girls’ Touch football, Boys’ AFL, Girls’ and Boys’ Tee-ball, Senior girls’ Soccer, Senior girls’ Cricket and Junior girls’ Netball;
- Two students represented our district at the regional Tennis Carnival;
- Thirty-two cross-country runners competed at district level and four at regional level. Oatley won the handicap and was second overall in the District Cross Country Carnival;
- Thirty six swimmers competed at district level with two making regional level;
- Fifty-three students competed in athletics at district level and nine made it to area level. We came third overall and second on handicap in the District Athletics Carnival;
- One boy and two girls represented the school in the Georges River Soccer team, with one girl making the regional team;
- Two boys were selected in the district AFL team;
- One girl was selected in the district netball team;
- One girl was selected in the district softball team;
- Three boys were selected in the district cricket team and one girl was selected in the district and regional cricket team;
- Five girls were selected in the district basketball team.

Oatley students represented at district level in eleven different sports and at regional level in five different sports, reflecting the diversity of skills displayed throughout the school.
National assessment Program - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

LSG – Like School Group. These groups are created by using census data from the Index of Community Socio-Educational Advantage (ISCEA) and reflects parent educational levels not income levels.

Literacy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Progress in literacy
In overall literacy, all matched students made measurable progress between Year 3 and Year 5. Expected growth is 80 points over the two years.

Progress in numeracy

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 2009
All students in Year 3 achieved at or above the minimum standard for both literacy and numeracy.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>students achieving at and</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>above minimum standard</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 5</td>
<td>100</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>students achieving at and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>above minimum standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 2009 our Regional representatives were Jessica Wei, Ellie Wilkes, Yianna Charas and Zac Gray.

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 2009 Oatley initiated a K-6 program celebrating NAIDOC WEEK.

Multicultural education
Throughout 2009 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. Stage One students studied “Products and Services” and identified the variety of foods available in Australia from many countries. They also presented talks about their Heritage identifying many cultural influences. Stage two programs investigated Australia’s population growth through migration.

The Multicultural Public Speaking competition raises student awareness of multicultural perspectives. In 2009 four Stage 3 students and one stage 2 student competed in the regional competition with a stage 3 competitor winning the St George Regional competition. 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. We have students from Sri Lanka, India, Russia, China, Korea and the Czech Republic. Parents have assisted with sharing of their cultural backgrounds with their peers. The L.O.T.E program focuses on Italian throughout the school incorporating language and culture.

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.

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.
Italian Language Program
Throughout 2009 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 2009. 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 continues to access new computers and develop skills to use new software programs purchased. This year the T4L has given the school a new server 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.

Our early stage one and stage one classrooms are now resourced with pods of computers to use within their classroom environment. The library continues to be a learning centre with 15 new computers and newly installed interactive whiteboard, effectively providing more class availability for teachers and their students.

The staff continues to complete the new reporting system using removable drives and accessing various computers on the intranet system.

The school continues to be involved in the Mathletics online program and staff had training in staff meetings. The staff continues quality training and development in ICT skills to support our students learning.

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

Hardware and software are continually being upgraded and purchased for maximum ICT progress.

Progress on 2009 targets
Target 1
The whole school community at Oatley Public School will embrace the Bounce Back program to support a culture of positive social and emotional resilience to enhance the learning opportunities of all students.

Background
Student welfare underpins learning and is central to all welfare policies, the school’s behavioural policy, support mechanisms both school-based and region-based and the DET’s curriculum. In all of these, students, teachers and parents are actively involved.

To ensure that Student Welfare Policy was working effectively, various areas were assessed and a new Personal Development program called Bounce Back was introduced to improve the students’ social and emotional resilience.

Findings
One survey that was carried out was on the student’s learning. It is well-known that if students feel secure then they will learn. The survey looked at the students’ results in Mathematics and English. It was felt that if 90% or more of the grade achieved a “sound” level or above then this could indicate that they were feeling safe at school.

<table>
<thead>
<tr>
<th>Student Number</th>
<th>% of Students in Basic and Limited Levels in:</th>
<th>% of Students in Sound, High and Outstanding in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGLISH</td>
<td>MATHS</td>
</tr>
<tr>
<td>K</td>
<td>43</td>
<td>N/A</td>
</tr>
<tr>
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<td>56</td>
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</tr>
<tr>
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<td>14.3%</td>
</tr>
<tr>
<td>4</td>
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<td>28%</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
<td>8.9%</td>
</tr>
<tr>
<td>6</td>
<td>41</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

From Semester 1, 2009 grade reports
Most grades achieved the 90% goal but further study needs to be done on the two grades which didn’t meet this standard to ascertain the reasons.
for the goal not being reached. It might not be a behavioural question but an educational one.

Two student surveys were conducted to see what they thought about the Bounce Back program and how they could handle conflict situations.

The first survey overwhelmingly indicated that the Bounce Back program gave the students strategies to cope with difficult situations and their comments on the program included “enjoyable”, “allows us to socialise”, work together, “discuss and work with peers”, “boring”, “just do worksheets” and “should continue the program”.

The second student survey was extremely positive with them saying that they learnt about: courage, being brave, positive/negative self-talk, optimism, bullying strategies, co-operation and leadership and all students explained a situation in which they had “bounced back”.

The school’s approach to conflict situations has also changed this year. Throughout the year students involved in behavioural situations would see an Assistant Principal who would use a social justice and restorative practices approach which allowed students to take responsibility for their actions and understand the consequences of others who may have been involved as a result of the behaviour. This became a written reflection. Since Week 5, Term 3, fifty-three of these reflections have been completed by students who had shown unsafe school behaviours.

A decrease in the number of students being referred to the learning support team was to be a measure of the success of the Bounce Back program. In 2008, 150 students were referred while in 2009 the number is 123. This result has been from the proactive identification and monitoring of students for academic, social and behavioural support.

Teachers also had a great deal of positive comment about the program. Some of their comments included: Bounce Back enabled teachers to bond with students as they discuss feelings and personal situations; it was good to target moral and social aspects of learning; students were engaged and their involvement was high; Bounce Back was linked to the school’s ethos; teachers used a wide range of resources, technology and strategies to link Bounce Back to other Key Learning Areas and assessment; a great deal of co-operative planning and team teaching took place; a range of assessment practices took place such as observation self-assessment and reflective journals; and students are finding Bounce Back is very relevant to their learning, behaviour and social interaction.

**Future Directions**

In its summing up of the Bounce Back program teachers identified areas that need to be addressed. Various areas of organisation need to be implemented. This included grouping of students, size of groups and the appropriateness of the teaching space. A dedicated time during the week needs to be selected and some teachers suggested shorter lesson times. Other areas of the Student Welfare program should be timetabled and so a yearly overview for Personal Development and Health should be devised. During co-operative planning, teachers need to match Bounce Back learning experiences closely to their students and modify areas which have less relevance or are repetitive. Acquisition of resources on a grade basis to support all aspects of the Bounce Back program should take place and these resources to be kept together for ease of use. Lastly, ongoing staff training continued so that new staff has a greater understanding of the whole Bounce Back program as well as the understandings and strategies to implement it effectively.

**Target 2**

Oatley Public School 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 included:**

- Eleven Interactive Whiteboards were installed into classrooms and one in the library. There are two on order for new classrooms and one interconnected classroom from DET.
- Professional learning workshops attended by teachers for IWB use and application of IWB software.
- Student centred computer lessons included learning the use of digital cameras and editing techniques to promote teaching/learning programs focused on visual literacy.
The Narrative text type was implemented through class group work using the DigiEd team and video capture to produce a DVD of student's work.

Sourcing competitions and completing online Google competition designs.

Constant teaching of security and cyber-bullying responsibilities through the use of all aspects of communicating online including email and search engines.

Completed the development of a scope and sequence and rubrics for ES1-S3.

Compiled a hardware register for the 3 year plan in Technology. Maintenance of hardware and replacement of old computers.

Teaching and use of software applications such as Typing, Comic Life and Audacity.

ICT policy reviewed. Internet policy explained to new parents at Kindergarten transition program.

Each student successful in accessing data, internet and Mathletics.

Future direction

Educational and management practice through surveys of staff and students.

Establishing ongoing assessment practices through observations and set tasks.

Training for staff and students using software, peripherals and the web.

Purchasing and downloading software for use with staff and students.

Establishing ethical work groups in the library with computers, workshops and research.

Use of Interactive Whiteboards for creating and using flipcharts and notebooks and interactive sites of games and lessons with students. (blackboards to e-learning)

Communicating with educators and community to evaluate current trends in the ICT environment.

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.

Background
The school determined that quality teaching and learning practices within the school were working effectively, but there was a need for the school's NAPLAN results to inform specific teaching strategies; additional programs to be considered; teacher professional development to include specific areas of writing; questioning strategies in Mathematics be developed; the inclusion of higher order thinking strategies be implemented to promote student engagement; and that the use of criteria referenced rubrics would not only aid consistency in judgement but also provide students with opportunities to strive for achievement and therefore improve outcomes across Key Learning Areas, and specifically Literacy and Numeracy.

Strategies of Implementation
Our achievements for Literacy during 2009 include:

- Analysis of NAPLAN with a view to using data to inform teaching strategies and targets
- Introduction of the Synthetic Phonics Program in Kindergarten led to 70% of Kindergarten students achieving a spelling age at/above their chronological age. Increased confidence and writing capability with phonemic skills that are taught through an explicit systematic structure. 75% of Kindergarten students achieved in the top 2 bands of reading in our outcomes based reporting to parents.
- Introduction of the Peg Spelling Program across grades led to 80% of students achieving at/above their chronological age
- NAPLAN results show an overall achievement in Literacy for Year 3 students with 94% achieving at/above National level and 87% of
Year 5 students achieved at/above National level

- Professional development promoting student engagement in Author Studies through differentiation using Bloom’s Taxonomy and Multiple Intelligences matrix and Higher Order thinking has led to improved student achievements in NAPLAN for comprehension when identifying meaning, inferring meaning, interpreting the Author’s purpose and making visual connection to text.

Student response:

**Intellectual Quality** - Knowledge and understanding of the focus author/novels read.

- What did I learn? He is a descriptive writer with imaginative ideas. She writes stories that relate to children and are interesting to read because we go through the same experiences. She makes us want to read more. She presents situations & problems with a cause and effect and ones that need to be solved. She uses humour to lighten up a bad situation. She tends to write about disadvantaged kids. He is a fictional writer. He likes to draw. His sense of humour is reflected in his writing. He adds interesting facts & details about the characters, setting or the situation. It’s sometimes hard to stop reading because he makes you want to read on. He likes to write about animals. He writes books for little children to read and enjoy.

- What would I like to learn next? I’d like to read more books by this author because I like his style of writing – it’s always funny. I would like the opportunity to study and read books by other different authors who have different writing styles to help improve my own writing. I like to read books with more pictures. **Focus Authors** - Kindergarten – Eric Carle; Year 1 – Mem Fox; Year 2 – Anthony Browne; Year 3 – Roald Dahl; Year 4 - Judy Blume; Year 5 – Colin Thiele; Year 6 – Katherine Patterson.

**Intellectual Quality** – Knowledge and understanding of effective reading/writing strategies

- What did I learn? Take time to read. I’ve expanded my reading vocabulary. Reading aloud helps me to become a more confident speaker. Talking/Listening skills have improved. Exposure to new words has helped me with finding word meaning strategies. When reading aloud it is important to respond to punctuation with rests and expression to maintain meaning. Read dialogue with character voices to help visualize. Picture clues help to understand what is read. A difficult word can be broken up into parts. Re-read to help you gain more meaning. Skimming and scanning is when you lightly read over a book looking for clues or evidence to support your own ideas. Descriptive devices and dialogue will help engage the reader in your narrative. Similes and metaphors are a must. It’s OK to use their ideas in your own writing. Descriptive language and figurative language helps the reader to visualize. I’ve learnt to focus on using the correct tense. I’m expanding my sentences with more description, connectives & conjunctions. Varying sentence beginnings makes my writing more interesting to read. Don’t be afraid to add humour to your stories and use illustrations to support your writing. You should write, check and rewrite. Take your time to write and think about it. Collect your information first and have a plan.

- What would I like to learn next? I’d like to write and publish mini books to share with my class and peers so that I can learn the process of writing/illustrating and publishing a book. I’d like to read more books that are suited to my gender preference.

**Future direction**

Considered reflection of the NAPLAN results has led to identification of specific needs for targeting areas in student skills development for 2010.

These areas include:

- production of a generic writing rubric designed to align with the specific criteria for producing quality text with focus on specific text and language features

- staff professional development in specific areas of writing with a focus on sentence structure and consistency of teacher judgement

- continue to reflect with students and support their ongoing learning in reference to their own personal goals.
Our achievements in Numeracy in 2009 include:

- Oatley implemented a Special School Maths Project, utilising consultant support, combining with Mortdale Public School, with a focus on improving deep knowledge and understanding of mathematics, problem solving and higher order thinking skills in working mathematically.

- Structured opportunities for Oatley staff to participate in this Sydney Region School Self Selection Program to facilitate improved student engagement and learning were provided.

- More than 90% of surveyed teachers reported that as a direct result of participation in this Maths Project they believed that there was an improvement in deep knowledge and understanding of mathematics, problem solving and higher order thinking skills in working mathematically. Teachers also reported that student work samples showed increasing evidence of Higher Order Thinking and Problem Solving skills.

- More than 90% of teachers also reported that as a direct result of participation in this Maths Project they believed that there was an improvement in student achievement, teacher attitudes, teaching practice, teaching programs, assessment and reporting, leadership, organisation and acquisition and use of resources.

- More than 90% of teachers surveyed also reported that they have increased their use of higher order questioning techniques in lessons and they have increased the opportunities for students to ask questions in class.

Future Direction

- Training in the use of the newly acquired interactive white-board with special reference to mathematics, was conducted in grade, stage, staff, inter-school and district meetings.

- Teachers have continued to use the “Oatley Public School Mathematics Rubric Resource”, whilst at the same time they are also developing their own class, grade and stage rubrics.

- A close examination of NAPLAN numeracy results has identified students and areas of strength and comparative weakness, informing teachers of explicit teaching areas and strategies.

- Targeted support for individual learning needs has been determined by analysis of NAPLAN numeracy and school based data.

- Those students who have not achieved National average have been identified and are being targeted.

- Areas of strength and weakness have been identified to be actioned upon.

- Maths Professional Development Project to continue with focus on IWB websites and resources.

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 2009 our school carried out evaluations of School Culture and Quality Teaching.

Educational and management practice

School Culture – Professional Learning.

Background

The school determined that quality teaching and learning practices within the school were working effectively. Strong correlation of consistent teacher judgement in outcomes based reporting to parents with the use of rubric criteria. Engaging students to respond critically with appropriate metalinguage and professional development in Higher Order Thinking strategies promoting student engagement including Thinking Tool Kit. Professional learning for teaching staff in analysis techniques and establishment of specific student goals was undertaken in grade, stage and staff meetings.

Identification of staff Teacher Professional Learning needs and planned individual programs
to ensure implementation of the Quality Teaching framework in the classrooms was undertaken.

All teachers were involved with and were an integral part of the activities of the Quality Teaching and Gifted and Talented Committees.

**Strategies of Implementation:**

Our achievements during 2009 include:

- Analyse diagnostic, NAPLAN and outcomes based assessment data to inform teaching strategies and targets which lead to identification of specific needs for targeting areas in student skills development.
- Include professional development in Higher Order Thinking strategies promoting student engagement including Thinking Tool Kit.

**Findings and Conclusions**

- Professional development began on the first day of the school year, 2009 with Mr Ralph Pirozzo leading a Staff Development Day in CREATING THE MOST ENGAGING & CHALLENGING THINKING CLASSROOM – where quality teaching principles will flourish including a review of the NSW Quality Teaching Framework. After looking at the importance of consistent teacher judgement and the need for assessment rubrics, formative feedback for student growth was highlighted.
- Each classroom was provided with an Achiever Rubric for student reference on building skills and strategies towards being high achievers and a series of posters providing support for using De Bono’s Thinking Hats.
- From Pirozzo’s training and a number of additional higher order thinking skills available, a draft K-6 scope and sequence was developed for the introduction of higher order thinking skills, with a view to students building up a “toolkit” of at least 20 strategies by the time they leave Oatley Primary School in Year 6.
- A resource folder of these higher order thinking strategies was then prepared for each class for teacher reference, together with digital support of proformas, flipchart resources and reference for further reading and development.
- Staff met to review their progress in relation to the implementation of higher thinking tasks into their quality teaching practice using a number of Higher Order Thinking Tools. They made use of reflections, the X-Chart, De Bono’s Thinking Hats, ARC (Action, Reaction, Consequence) Charts and Venn Diagrams.

**Future Directions**

- Both Staff and Students were surveyed to determine the results of the change in teaching practice within the school.
- Teaching Practice – Backward mapping from product to the outcome emphasising the purpose and learning concepts of the unit based on the foundation statements and outcomes/indicators
- Intellectual Quality Domain – Focus on developing Deep Knowledge and understanding of required content in subject areas.
- Teachers integrating to develop rich tasks and formulating assessment practices to link in with their rich task
- Professional development has led to the introduction of Matrices across units of study which incorporate Bloom’s Taxonomy of Comprehension, Gardner’s Multiple Intelligences and have embedded within them a number of higher order thinking strategies from the school scope and sequence and toolkit of strategies.

**Curriculum Quality Teaching Practices**

**Background**

In considering Bloom’s Taxonomy of Comprehension together with Gardner’s Multiple Intelligences teachers have:

- discovered the interconnectedness of these theories of educational pedagogy
- become more mindful of their questioning strategies to lead into higher order thinking
- determined they are able to cater for a wider range of abilities, styles and levels within the class group
found students are more engaged, more motivated to think “outside the square” and have more opportunities for success

Student response:

**Intellectual Quality** – Deep Knowledge, Deep Understanding, Problematic Knowledge, Higher Order Thinking, Metalanguage, Substantive Communication

**Differentiating Curriculum Matrices**

- The matrices allow for individual, paired, and group work. They allow for tasks to be completed in a variety of ways and you can target keys areas of interest for your learning or target key areas of learning to improve your interests or talents.
- Matrices provide can sometimes give too much choice and that can be stressful to the learner – sometimes they want to do all activities, sometimes they simply can’t choose. Some of us need help in this.
- Work that we are able to choose because we want to learn is most relevant and significant to us.
- Choosing the way we present information makes the product ours. We don’t mind having restrictions on content, but would like to have lenience in choice of product. Some product restrictions limit our potential
- Freedom of choice makes you happy because it is more engaging. You feel like someone cares about what you want to learn and allows you to do a different task or present a task differently to meet the outcomes.
- It stops you worrying about others copying your work.
- Matrices provide can too much choice and that can be stressful to the learner – deciding what they actually want to do.
- Work that we are able to choose because we want to learn is most relevant and significant to us.
- Choosing the way we present information makes the product ours.

When applying strategies to differentiate the curriculum teachers have:

- incorporated more differentiation into their classroom activities
- been able to target specific student’s needs
- considered a variety of ways for structuring groups
- incorporated more group work and peer tutoring strategies

Student response:

**Quality Learning Environment - Explicit Quality Criteria, Engagement, High Expectations, Social Support, Student’s self regulation, Student direction.**

- Task rubrics provide students with specific criteria to achieve set grades for activities.
- If students are dedicated they aim towards the higher graded requirements.
- FEEDBACK: Needs to include constructive criticism to show us how to improve.

When employing the Higher Order Thinking (HOT) Strategies teachers have:

- Learned about and used a number of strategies and HOT questioning to probe and develop student learning
- Discovered that HOT strategies empower students to think about topics / issues from a number of perspectives
- Discovered the value of HOT tools in student intellectual development
- Determined that HOT strategies enable students to provide greater detail about their learning
- HOT strategies enable ongoing assessment of student’s level of understanding

- determined the importance of catering for differences
- discovered that matrices cater for more student ability levels
- determined programs need to continually develop to meet the needs of their students.
Student response:

**Intellectual Quality** – Deep Knowledge, Deep Understanding, Problematic Knowledge, Higher Order Thinking, Metalanguage, Substantive Communication

- The achiever Rubric gives us tools to recognise what amount of effort we are putting in towards becoming achievers at school.
- Think that the Know What How Learn (KWHL) is a useful tool because it can guide the curriculum for a class in subject areas.
- Find that Venn Diagrams are easier to interpret than to complete.
- Find that reflections are valuable learning tools because they provide a variety of people's viewpoints of the same event and can actually guide your own learning. Teachers need to accept our opinions too – sometimes there are topics or subjects that we just do not like.
- Although our multiple intelligences have not been assessed we all have a pretty good idea at who is good at what particular area.

In considering Formative Feedback teachers have:

- Learned about the need to provide students with feedback about their strengths, weaknesses and steps for growth and development of skills.
- Determined that without formative feedback, students tend to continue to make the same errors, producing the same standard of work and there is limited opportunity for growth.
- Oral feedback is the most effective, linked to where to next in learning.

Student response:

**Quality Learning Environment** – Engagement, student direction and self assessment

- What did I learn? Choices gave us opportunities to make our own decisions for what we wanted to do. Sometimes it was hard to choose because there were so many things I liked to do. I enjoyed designing, creating, filming, acting and art to express my own ideas. I liked illustrating and writing about the book. I learned new words. I feel proud that she is an Australian author. I enjoyed reading aloud. Sharing and listening to oral presentations was great. The activities that we did were in order of the chapters as we read them. I loved character writing, making a play and doing power point presentations - researching the author. I liked sequencing pictures and words in order. I liked learning about animals and science – camouflage and life cycles. I liked making up my own character names and writing my own stories. I’m glad that he is an Australian author.
- What would I like to learn next? I’d like more opportunities to make my own choices for activities. I need to do more comprehension tasks. We need more drama and acting out. More oral presentations and art work. More choices! More sequencing tasks.

When applying consistent teacher judgement and considering assessment tasks teachers have:

- Made use of assessment rubrics derived from the NSW Foundation Statements and Syllabus Outcomes / Indicators.
- Found that assessment rubrics make it easier to assess students into ability groups.
- Discovered that students appreciate the rubrics, are more engaged and more outcomes of the assigned tasks are achieved.
- Determined that professional dialogue between grade/stage partners is critical.
- Considered a greater need for hands on tasks to be undertaken by students.

**Future Direction**

- Professional development has led to the introduction of matrices across units of study which incorporate Gardner’s Multiple Intelligences and Bloom’s Taxonomy of Comprehension, and have embedded within them a number of higher order thinking strategies from the school scope and sequence and toolkit of strategies. This inclusion of higher order thinking tools into matrices is an ongoing developmental process, which has the potential to grow as teachers become more familiar with each of the tools themselves.
- Students are more engaged and producing work which can be measured against Board of Studies requirements for levels of achievement.
- This is an ongoing process of development which challenges both staff and students towards growth and development of skills.
- Continue executive support and curriculum leadership.
- Maintain our curriculum planning days each term to support consistency in teacher judgement.
- Update and reflect upon the folder of thinking tools especially for new staff.
- Supply of Thinking Hats resource for each classroom.
- Continue to have professional learning meetings where we can research and share assessment tasks in a variety of curriculum areas.

School development 2009 – 2011

Targets for 2010

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 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.
- To monitor, trial and evaluate 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.
- Continuation of the Synthetic Phonics Program in Kindergarten.
- Continuation 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 students 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 students 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 students 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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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: