Our school at a glance

Students
Student enrolment in 2010 was 365 resulting in an increase from 14 to 15 classes. 40% of students come from a cultural background other than English with our major cultural groups continuing to be Greek, Cantonese and Mandarin.

Staff
Oatley Public School staff range from beginning teachers to experienced staff. Staff changes in 2010 included the appointment of a new Assistant Principal due to the retirement of Mr Geoff Walsh and the appointment of two permanent classroom teachers. All teaching staff meet the professional requirements for teaching in NSW public schools.

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
We pride ourselves in promoting quality educational programs and opportunities to support our children in their learning to ensure every child is a success. We achieve this by providing a rich environment for our children, full of extra curricula activities, while ensuring a high level of academic success. 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. Students are supporting Church Art programs, Seniors’ luncheons, Rotary events, Lions’ events, Scripture programs and our partnership with our P&C and School Council is highly valued.

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. We make students aware of the way we conduct ourselves within our school community which also reinforce 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.
Teachers plan and program, implement, assess and report to parents about your child’s learning. The staff has worked very hard this year to provide opportunities for all children to be supported in these quality learning programs. Every opportunity offered to the children provides another experience of learning. We teach our students with enthusiasm and with an understanding that all students have unique learning styles. We ensure that we promote higher order thinking and critical thinking strategies to our students. 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 not only excel in attaining above regional and state results in our National tests in Literacy and Numeracy curriculum areas but also participate in many extra curricula activities which allows expression of themselves in areas of public speaking & debating as well as developing in their own creative, artistic and expressive talents.
Student Welfare

Our students are taught to develop resilience and taking responsibility for themselves and for their learning. Our public school aim is to set a strong foundation to be life long learners. 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. Oatley teaches child protection programs and drug education programs. We provide an active Learning Support team. We promote student leadership opportunities through Peer Support and our buddy program while supporting an active SRC. Our curriculum ensures Personal Development and Health and PE programs are integral to all students participating and a positive student management program encourages students to take responsibility for their behaviours.

Continuing School Initiatives.

Student Welfare initiatives with a focus on Bounce Back will continue. Technology with training and development focus for staff and students in consultation with a computer coordinator are part of our school target. Quality Teaching in Mathematics & Literacy with focus on higher order thinking and problem solving strategies and integral to professional learning for all staff.

Building Education Revolution

G BLOCK has had a wonderful refurbishment and classes have been painted and carpeted. Three brand new classrooms were built equipped with technology cabling. The school hall had new windows fitted and glass protection panels attached. Walkways on the southern site allow greater access to separated buildings in all weather. A Covered Outdoor Learning area was constructed on the northern site with tables, electricity and water access for outdoor programs.

School culture

Oatley Public School continued to achieve above State and Region in our National testing results. Our Technology focus within our teaching/Learning practices improved positive outcomes for teachers and students. The Performing Arts program continued to engage students’ talents and offer opportunities to all students.

Success and Acknowledgement

Student leadership, School Captains, School leaders, Sports' Captains, Library monitors, Student Representative Council and student mentors continue to show citizenship within our school community. The organisation & management in our school and the teachers at Oatley are to be commended for their dedication to our students in nurturing their well being and academic abilities. Finally our school community helps provide this school with a wealth of resources such as fund raising and working with teachers in classrooms and on excursions.

Supporting Public Education

Thank you for your support in your child’s education which is greatly valued and appreciated. We look forward to continuing this partnership.

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 and School Council

We have had an extremely productive year with 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 2010 have been very much appreciated.

Major P&C achievements for 2010 were:
Installation of new data projector into the hall $2795
Library air conditioning $11 400
Display wall paneling for 10 classrooms, G Block computer room and G Block hall ways $10000.
$5000 donation towards school purchase of a Timpani (music instrument) for school band.
The Oatley Fine Wine and Food Show took a new look with a new committee and had a very successful fund raising event,
These projects were all made possible through the hard work of our many fundraising areas including the Canteen; the Uniform shops; Oatley Fine Wine and Food 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.
The school community was treated to and supported numerous events including movie nights, Mother's 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 2011 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.

Cathy Allison - P&C President

SRC - Student Representative’s Councils message

The Student Representative Council (SRC) has continued in its role of student decision making and fundraising. 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. SRC members are more aware of their responsibility and show greater understanding of the issues presented to them.

The SRC meets weekly and has two representatives from each class. The eight student leaders form the executive committee of the SRC.
The focus theme this year was ENVIRONMENTAL. Therefore SRC fundraising worked towards beautification of the school grounds in planting, seating and recycling.
The SRC also ensure we have a community focus each term where fundraising is to support well known charities in our local and global communities.

Ms Churchill & Mrs Lusty

SRC coordinators

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
Management of non-attendance

Staff take roll call daily which is then entered into our oasis system. Records of attendance can then be generated for all students. With term visits from Home School Liaison Officer we determine students who have 20% of unexplained attendance record and manage this through our Learning Support Team with student’s class teacher and parents. Staff also maintain daily follow up records of student absences including sick, family and unexplained.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KT</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
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</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/1D</td>
<td>K</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>K/1D</td>
<td>1</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>23</td>
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<td>1/2P</td>
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</tr>
<tr>
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<td>24</td>
</tr>
<tr>
<td>2/3K</td>
<td>3</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>3/4S</td>
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<tr>
<td>4G</td>
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<td>29</td>
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<tr>
<td>4/5RB</td>
<td>4</td>
<td>12</td>
<td>28</td>
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<tr>
<td>4/5RB</td>
<td>5</td>
<td>16</td>
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</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>7</td>
<td>24</td>
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<tr>
<td>5/6R</td>
<td>6</td>
<td>17</td>
<td>24</td>
</tr>
</tbody>
</table>

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 15 class teachers of whom three are Assistant Principals. We have five days for English as a Second Language teacher and half a day per week of 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 Friday.

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.
### Staff retention

Staff have access to leave entitlements such as sick leave. In 2010 the average daily attendance rate for staff, as determined by the Department, was 96.7%.

### Teacher qualifications

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

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

#### Date of financial summary: 30/11/2010

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>167,756.30</td>
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<tr>
<td>Tied funds</td>
<td>87,290.82</td>
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<tr>
<td>School &amp; community sources</td>
<td>264,534.25</td>
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<tr>
<td>Interest</td>
<td>11,807.85</td>
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<tr>
<td>Trust receipts</td>
<td>11,684.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total income**: 763,354.36

### Expenditure

#### Teaching & learning

- Key learning areas: 59,555.20
- Excursions: 40,990.29
- Extracurricular dissections: 101,366.99

#### Library

- 4,171.51

#### Training & development

- 6,241.86

#### Tied funds

- 86,191.69

#### Casual relief teachers

- 39,622.86

#### Administration & office

- 51,942.67

#### School-operated canteen

- 0.00

#### Utilities

- 21,336.75

#### Maintenance

- 52,046.07

#### Trust accounts

- 13,291.83

#### Capital programs

- 38,858.23

**Total expenditure**: 515,615.95

**Balance carried forward**: 247,738.41

### School performance 2010

#### Achievements

#### Arts

The students at Oatley Public School have participated in a wide variety of creative experiences covering music, dance, drama and public speaking opportunities. These include the following:
Open Day performances (during Education Week) by the choirs and bands at our school for our parents and the community.

Participation in the Hurstville Zone Music Festival. Our involvement included Senior mixed dance group and boys’ dance group performances, choir performances combining with 360 students from our district, 3 concerts (matinee and evening) were held.

Westfield Hurstville (Education Week) performances by our school band and dance recitals by our Junior mixed, Senior mixed and boys’ dance groups.

Visits by community bands including the Police Band (Term 1) and the Georges River College Stage Band and Concert Bands. These were excellent workshop experiences for our students.

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

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

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

Both Junior and Senior Choirs performed carols for our parents at the evening concert.

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

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

Our school hosted the annual Public Speaking Evening as a final event to our in class programs. (Term 3). Finalists then participated in the St George Network Public Speaking Competition held at our school.

Students also took part in the Multicultural Public Speaking Competition.

Our "Music Room" class music program continued throughout our music group time. Boxed sets of percussion instruments were added to this fun learning program.

Students participated in various art exhibitions and competitions including the Westfield Education Week display, The Nagoya Art Exchange and the Lyons Peace Poster completion.

**Academic**

International Competitions and Assessments for Schools (ICAS) results for 2010.

<table>
<thead>
<tr>
<th></th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>8</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Computer</td>
<td>1</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>16</td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td>Science</td>
<td>16</td>
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<td></td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>8</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Spelling</td>
<td>7</td>
<td>23</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

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

**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, tunnel ball, captain ball, newcombeball, athletics, tee-ball, softball 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.

Significant achievements in PSSA sport in 2010 included:

- **District champions**: Junior Boys’ Tee – Ball Junior and the Girls’ AFL;
- **PSSA semi-finalists/finalists**: Junior and Senior Boys Soccer; Junior Boys basketball; Junior Newcombeball Season 1 & 2; Junior Girls’ Cricket; Junior and Senior Girls
Basketball; Senior Boys Softball; Junior Boys Cricket and Boys AFL.

- One student represented our district at the regional Tennis Carnival;
- Thirty-two cross-country runners competed at district level and four at regional level. Oatley was runner up in the handicap and was runner up overall in the District Cross Country Carnival;
- Thirty six swimmers competed at district level with one student 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 one girl represented the school in the Georges River Soccer team, with one boy making the regional team;
- One girl represented Oatley in the district netball team;
- One girl was selected in the district softball team;
- Four 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.

Academic

In the National Assessment Program, the results across the Years 3 and 5 in literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 grammar and punctuation

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 numeracy
Progress in literacy

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.

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 2010

Progress in numeracy
Percentage of Year 3 students achieving at or above minimum standard

<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 in our school achieving at or above the minimum standard in 2010

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The school has introduced Acknowledgement to Country in all formal assemblies and is presently developing a strategic plan that implements Aboriginal Education into school programs. A committee has been formed and the school has joined the Australian Principals Council initiative program of Dare to Lead which supports professional development for staff. Celebrations acknowledging NAIDOC Week are integrated into the school’s teaching program. The purchase of resources will continue and recognition of special days for our Indigenous culture is relevant in our teaching programs. In 2010 Oatley initiated a K-6 program celebrating NAIDOC WEEK.

Multicultural education

Throughout 2010 Oatley Public School has embraced the cultural and linguistic diversity within the school community. Cultural diversity is promoted through the Connected Outcomes Group units studied across the school and integrated through the Language Other Than English program. The Multicultural Public Speaking competition raises student awareness of multicultural perspectives. The Multicultural Policy embraces community harmony through teaching and learning activities which address issues such as racism and intolerance. The teaching and learning programs aim to provide students with an understanding of the Australian identity within a democratic and multicultural society. The New Arrivals ESL Program encourages students to share their cultural background. 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.

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

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

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

**Science**

Science resources have been purchased to complement existing units of work and to provide teachers with the necessary tools to teach science effectively. The resources have been catalogued and positioned in the school’s science storeroom. Teachers have been updated on new resources with a current inventory.

The school science club has been successful this year in providing those students with an interest in various components of science to interact with others in developing their knowledge and skills. Topics have included the study of DNA, chemicals found in our everyday life, rocketry, bubbles, electricity, insects and invertebrates, space and more. Students meet at fruitbreak and are encouraged to bring along items of interest. Various websites are utilised to complement topics explored. The link with a scientist (CSIRO Scientists in Schools Program) continues and has been a valuable resource for students and teachers.

The CSIRO has been a valuable resource in providing students in stage 3 with a hands-on experience related to the unity on electricity. Students were invited to attend an inservice on electricity led by a specialist teacher held on school grounds.

This year in science students in an across stage primary class were given the opportunity to trial a new program called “Murder Under the Microscope”, which is an on-line interactive program. Students are presented with an eco-crime to be solved in 8 weeks. They must work as a team to study and research the issues and crime sites. They research victims and villains and use clues provided by Catchment HQ to try and solve the mystery. Clues are provided via a website that is both engaging and thought-provoking. The first team to correctly name the victim, villain and crime site (possible 10 listed) on June 3rd is the winner.

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

- **Deep Knowledge**: research data, draw conclusions, present information
- **Deep Understanding**: Share knowledge of sites, flora and fauna and apply information to solve the eco-crime
- **Problematic Knowledge**: Evaluate findings to draw conclusions, various information sites need to be processed and deductions made
- **Higher Order Thinking**: Applying, analysing, synthesising and evaluating knowledge
- **Metalanguage**: Use specialist language related to topic
- **Substantive Communication**: Within research groups, expert groups and whole class

The program was highly successful and the students reflected on the program positively. The class was successful in solving the crime and was awarded a certificate of merit. It is planned that this program will be utilized next year for all of stage 3.

**Italian**

Throughout 2010 the Italian language program has endeavoured to provide students with language learning experiences designed to further develop knowledge and understanding about language as a system by making comparisons between Italian and English. Students have demonstrated an appreciation of the correct application of linguistic structures and vocabulary required for effective communication in Italian.

The learning of another language and culture encourages students to reflect on their own cultural heritage. Students have been involved in activities where they continue to build on and expand their linguistic repertoire for communication through speaking and writing tasks. The Italian language program integrates aspects of COGs (Connected Outcome Groups) which forms the basis of whole school curriculum planning, thereby reinforcing concepts acquired through standard classroom activities.

The implementation of the IWB (Interactive White Board) has proved an asset to the Italian language program. Students have engaged in intercultural activities which have
served to enhance student engagement in language learning. Opportunities created by new technologies within the classroom continue to provide authentic learning experiences allowing students to engage in communication with students learning Italian in the wider community.

Quality Teaching, in association with the Professional Standards for accomplished teaching of languages and cultures, continue to underpin the core values promoted through the Italian language program at Oatley Public School. Writing of the new National Curriculum for languages will begin with Italian and Chinese. This is a positive step towards raising the profile of languages in primary schools.

**Progress on 2010 targets**

**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.

Our achievements include:

**Background**

Student welfare underpins learning and is central to all welfare policies, the school’s welfare 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 the Personal Development program called Bounce Back was continued 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’ outcomes 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.

**Students Achieving at Stage Appropriate Outcomes**

<table>
<thead>
<tr>
<th>Student Number</th>
<th>% of Students in Basic and Limited Levels</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>
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<td>13%</td>
</tr>
<tr>
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<td>44</td>
<td>9.1%</td>
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</tbody>
</table>

From Semester 2, 2010 grade outcomes reports: 72% of grades achieved the 90% goal.

A student survey was conducted to see what they thought about the Bounce Back program and how they could handle conflict situations.

The survey overwhelmingly indicated that students feel safe in our school with 88% of respondents indicating this. Further, over 91% of respondents indicated that they have used at least some of the strategies they have learnt in these lessons.

A staff survey was extremely positive with 100% of respondents stating that they believed the Bounce Back program has had a positive impact on students in the school.
The school has used a restorative approach to support student intervention when students need strategies to support self-discipline. This became a written reflection while the student was in consultation with an executive.

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 2009, 123 students were referred while in 2010 the number is 50. This result has been from the students taking responsibility for their social and emotional well-being.

Teachers also had positive comments about the program. Some of their comments included: Bounce Back allowed us to match learning experiences closely to student needs and to eliminate areas which had little relevance; Bounce Back has had a positive impact on student independence; and student learning outcomes have been improved through the implementation of the Bounce Back program.

**Future Directions**

In its summing up of the Bounce Back program teachers identified areas that need to be addressed. Various areas of organisation continue to be implemented. This includes allocation of resources and a more permanent method of distribution to teachers. A dedicated time during the week was implemented and teachers are generally happy with this. Other areas of the Student Welfare program have been timetabled and a yearly overview for Personal Development and Health has been devised. During co-operative planning, teachers are matching Bounce Back learning experiences closely to their students’ needs and modifying areas that have less relevance or are repetitive. Lastly, ongoing staff training continues so that new staff members have a greater understanding of the whole Bounce Back program as well as the understandings and strategies to implement it effectively.

**Target 2:**

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

**Our achievements include:**

Oatley Public School has now completed two years of our three year Target.

We have achieved hardware, software, students' learning initiatives and training and development outcomes for 2010.

Online surveys have been completed to demonstrate and reflect on the Technology Target.

Teachers’ have gained knowledge on the use of the IWB’s and student learning, and have assisted team teaching in the library. Parents are supportive of the students learning on how to integrate technology into their lives safely and use Technology to enhance their learning.

There has been a great deal of construction under the BER project and we have tried to make sure that Technology has been a consideration throughout this process to ensure the continued implementation of the Digital Education Revolution (DER) project.

**Future Directions**

Student Learning will have a focus on set programs that will carry the scope and sequence of the Technology Program.

Motivational activities will give students the capacity to explore and create while being aware of safety while accessing the worldwide-web.

There will be a department IT Support person that will assist in the streamlining and maintenance of the hardware across the school, to make it run in a more fluid manner and be able to be maintained easily in the future.

Computers will continue to be upgraded to handle the programs with the speed and capacity required.

Programs such as Lego Robotics, Mathletics and the Interconnected Classroom will continue utilizing Virtual excursions.
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.

Our achievements in Literacy

Findings

Teachers have worked collaboratively to analyse NAPLAN data and use the data to inform teaching strategies for both whole class and individual students.

Teachers focused on the use of backward mapping to build a more complete picture of students’ prior knowledge. One strategy successfully implemented to achieve this goal was the introduction of KWHL charts in all classrooms.

The effective use of BEST START data to inform teachers of students’ prior knowledge for use as a starting point in teaching and learning. Ongoing BEST START assessment provided specific data on the progress made by individual students as well as providing transferrable data for immediate use by teachers at the beginning of the following year.

Ongoing use of the PEG Spelling program, with a greater focus on differentiating the program to suit the individual need of students.

A focus on writing. Successful strategies implemented to support improvement in student writing have included staff professional learning for Stage 2 teachers at a 2 day writing workshop and whole staff professional learning, facilitated by Elizabeth Rowe, the Literacy Consultant.

Our achievements in Quality teaching

Findings

A high focus on the provision of quality staff professional learning has resulted in staff being confident and competent in implementing new programs, delivered using new technologies.

Improved student engagement through the introduction of an explicit explanation at the beginning of every lesson informing students of the purpose and expected outcome for each lesson. This has been achieved through the use of WALT (What am I learning today?) and WILF (What am I looking for?) charts.

Teachers developing the use of student reflection K – 6 as a strategy to improve student awareness of and engagement in the learning process. Class reflection books have chronicled student thoughts about their own learning and have provided teachers with feedback on the learning processes used in the classroom.

Ongoing use of a variety of higher order thinking (HOTS) strategies K – 6 has resulted in high student engagement. Teachers have worked collaboratively to ensure a range of strategies such as De Bono’s Thinking Hats; Pirozzo’s thinking tools; Bloom’s taxonomy; Gardiner’s Multiple Intelligences are used systematically in every classroom.

The daily use of interactive whiteboard technology has improved both the quality of the delivery of lessons as well as the level of student engagement.
**Future Directions**

Specific areas for improvement identified through analysis of NAPLAN data will be supported by:

- Ongoing staff professional learning especially in relation to the upskilling teacher in the use of Web 2 tools;
- Teacher collaboration across stage and grade, including online collaborative practices and continued collaborative development of assessment rubrics;
- A greater focus on the development of rich, open-ended learning and assessment tasks and differentiating class programs to meet individual needs including the introduction of specific programs such as Accelerated Literacy and the Spalding Method.
- Embedding interactive technologies into classroom practice in the use of blogs for class reflections and recognition of student learning through the use of class wiki spaces;
- The use of quantitative data to provide a greater focus on individual student learning and performance;

**Our achievements in Numeracy**

**Findings**

Oatley continued in the second year of a three year program with a Special School Math’s Project, utilising consultant support, with a focus on improving deep knowledge and understanding of mathematics, problem solving and higher order thinking skills in working mathematically. The Crunch & Sip Maths Project, integrating Maths and the Interactive Whiteboard was implemented with a focus on the working mathematically process of Reflecting. This encompassed the Quality Teaching Dimension of Significance and the Elements of Background Knowledge, Connectedness and Knowledge Integration.

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 the Crunch &Sip Maths Project they believed that their lessons provided opportunities for students to make connections between their background knowledge and experience, in or out of school, and the substance of the lesson.

More than 90% of teachers also reported that as a direct result of participation in the Crunch & Sip Maths Project they believed that their lessons provided for learning that had meaning or connectedness beyond the classroom and the school.

More than 90% of teachers also reported that as a direct result of participation in the Crunch & Sip Math’s Project they believed that their lessons provided meaningful connections or knowledge integration between different topics such as, for example measurement and data.

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.

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

Participation in professional learning opportunities that develop numeracy expertise were undertaken such as staff Development Days, Teacher Planning Days, grade, stage and staff meetings. These were linked with Technology, Gifted &Talented and the Learning Support Team.
Future Directions

The Maths Project will continue, utilizing consultant support, with teachers creating and designing problem solving activities in the Maths strand of Data. This will involve the use of rich tasks and backward mapping, integrated with Information Technology. It will include a strong focus on problem solving, working mathematically, the language of Maths and higher order thinking skills.

Stage 2 will participate in a Teacher Professional Learning program, Quality Teaching of Data, which will explore the use of interactive whiteboards, interactivity & learning objects, in the teaching of Data.

Training in the use of interactive whiteboards, websites and resources with special reference to Maths will continue.

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.

Comparison with LIKE SCHOOL GROUP (CSG) for NUMERACY.

School 85% (State 60%, Region 67 %, CSG 76%) in top 3 Bands (4,5 & 6) in Numeracy.
School 17% (State 39%, Region 33%, CSG 24%) in bottom 3 Bands (1, 2 & 3) in Numeracy.

NAPLAN Data. Year 5 2010.

Comparison with LIKE SCHOOL GROUP (CSG) for NUMERACY

School 56% (State 32%, Region 42%, CSG 51%) in top 2 Bands (7 & 8) in Numeracy.
School 75% (State 57%, Region 66%, CSG 76%) in top 3 Bands (6, 7 & 8) in Numeracy.
School 25% (State 43%, Region 35%, CSG 24%) in bottom 3 Bands (3, 4 & 5) in Numeracy.

Numeracy Progress Since 2008 (when current year 5 was in year 3):

The expected national average growth rate of students sitting for the NAPLAN tests in 2008 and again in 2010 was 40 points per year or 80 points or 2 Bands over 2 years.

Oatley average growth over the 2 years = 92.64 points. This is 12.64 points over and above the expected State growth.
A strategy to measure our success was:

Results from NAPLAN to show overall result of at least 65% of students achieving at National level or better. (2010).

Year 3 – 80% of Oatley year 3 students were above the National average in Numeracy in 2010.
Year 5 – 75% of year 5 students were above the National average in Numeracy in 2010.

2010 Comparison Means Between Oatley School, Sydney Region and State.

<table>
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<th>Numeracy</th>
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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 2010 our school carried out evaluations of School Life and evaluation of curriculum Technology.

Educational and management practice

SCHOOL LIFE SURVEY

Background

One hundred students were surveyed varying from Year 3 to 6 to guage the satisfaction of school life at Oatley Public school. The extent and nature of the information received informed the school of the success of our student welfare practices and how they are aligning to student learning.

Findings and conclusions

Five key statements of strength that scored over 70% of student responses were:

My school is a place where
Things that I learn help me in secondary school;
I feel proud to be a student;
What I learn will be useful;
My teacher helps me do my best; and
My teacher treats me fairly in class.

Five key statements for school’s future planning that scored between 20% - 40% of student responses were:

My school is a place where
I like to do extra work;
I am popular with my students;
I get excited about the work that we do;
I know people think a lot of me; and
I get enjoyment from being there.

The correlation between the students’ learning is very high, however, the intrinsic motivation of how the students’ feel about their learning is to be addressed for the students’ to experience greater success.

Future directions

The school is supporting all students with the BOUNCE BACK program which provides strategies for students to develop emotional resilience. This program will continue.

The next focus will be to promote emotional wellbeing through our mainstream class settings in all curriculum areas. The school promotes extracurricular activities to give students a choice of preferred curriculum and success which interests them in the performing arts, sports, Science and technology. However, the survey is stating that the students need to be more involved and take more ownership of their learning in order to produce greater results.

Students taking risks in their questioning and answering is an area to be developed. This will be supported in their mainstream teaching/learning environments.

Students are working towards reflecting on their learning using appropriate meta language for this learning through the use of wikis and Blogs.

Finally students need to be made aware that critical thinking and problem solving skills are necessary skills for C21st and that these skills are part of their learning process and pen and paper work are not always the final product.
Curriculum

TECHNOLOGY - Connected learning

Background
Oatley Public School will make Technology and Training accessible to all staff and students. Learning through Technology will be motivational and innovative in connecting the students to the required curriculum.

Oatley put in practice, all the professional development strategies that were suggested in last the 2009 ASR report for 2010.

Oatley Public School has begun to successfully integrate technology into all classrooms. All classrooms now have an Interactive Whiteboard.

All the classrooms on the Northern Site have a pod of at least four computers so that the students can access these in small groups or use for individual task work.

An e-beam IWB was installed into the demountable building.

We installed two e-beams into the new classrooms in our new building. (J block)

Our Interconnected Classroom and Smart board was installed into the newly refurbished classroom in B Block with all students having access.

The new T4L rollout of 14 computers saw the Lab in G Block updated with 12 new Lenovo computers and 2 to the Library for the IWB.

A new printer was installed into G Block Lab.

16 new document cameras compatible with the Smart Software on the IWB’s have been purchased for 2011 installation.

An audit was carried out of all the hardware and the complete computer network at our school with the view to preparing for the future over the next 5-10 years. Following this we have had more fibre links added to complete connections in G Block. More data outlets in the library and 5 new HP Port Switches throughout G Block and the admin block.

Findings and conclusions - Professional learning

Professional Teacher Development has included several staff meeting focusing on the training in Smart Software which is the package that runs on all our IWB’s. Also each teacher developed a unit of work on a novel study including lessons and assessment rubric.

There was training at other educational venues to access further information and training on Smart Software.

A professional Development Group is available for any staff member on a Wednesday morning for half an hour, from 8am to learn about educational resources available for staff and students. This is run by Department Educators through our Interconnected Classroom and is called “Brekkie with a Teckie.” We remotely share the presenters desktop and connect with up to 60 other schools.

Mathletics has been ongoing in our school with teacher training incorporating Naplan practice tests, printable workbooks, set homework and individualised teaching and learning activities. Student learning has continued to grow digitally.

All policies reviewed and implemented and scope and sequence constructed into the learning framework.

Our Interconnected classroom has allowed us to become part of a group of schools where the presentation through the Interconnected Classroom is run by a group of students. This is known as the RAMS group. It stands for Really Actively Motivated Students.

Cyber Safety and online activities and discussions are ongoing lessons carried out
across the whole school K-6. This is essential teaching for our students to be safe online.

Touch typing programs for various levels introduces to the students effective skills.

The use of email and the internet for purposeful communication and research continues.

The use of creative commons introduced to avoid "copy and paste" of other people’s work.

The development of Wikis for use by teachers and the students for reflection and to showcase their work has been set up for 2011.


Students have been able to access sites to explore such things as animation and story making techniques.

Lego Robotics Software has been used by the students. The “We Do “ for juniors and the “NXT“ for the seniors.

A school computer group continues to meet on a Friday morning to explore and learn more about computers.

A student team trained in this area and run the assembly media needs for the staff.

Future directions

Oatley staff is working towards SMARTboard Lesson Evaluation RUBRIC.
This comprises of five elements:

- Lesson content
- Lesson organisation and design
- Student engagement and interactivity
- Student thinking
- Assessment

The rubric offers four categories of beginning, developing, proficient and excelling. Working with this rubric and promoting professional learning opportunities, we will supporting all staff to reach their optimal potential in these five elements understanding that all staff are at varying levels along this rubric. Ultimately student engagement and student learning are going to be our measurable goals for success.

Collated survey information from teachers survey will be plotted against this rubric as a starting point for this goal to be achieved.

Professional Learning

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

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

In 2010 the school sought the opinions of parents, students and teachers about the school.

**PARENT TECHNOLOGY SURVEY TERM 4 2010**

**WHOLE SCHOOL SURVEY VIA “SURVEYMONKEY” LINK IN SCHOOL EMAIL ACCOUNT**

**Q1. How has your child benefitted from the technology program?**
Has learnt and been exposed to touch typing, programs and applications such as Office 2007 and email.

Most parents noted down the teaching of Cybersafety as an important teaching initiative that they were glad that their children were coming home and talking about.

Their children were developing computer skills and growing in confidence as they learnt to navigate the technological environment.

The children were engaged, happy and learning heaps that could be followed up at home.

The students were enjoying eduweb on Friday mornings.

**Q2. Any comments on computer use at school?**
Content is important.

Students should be given sessions to explore.

Computers are an important part of society today and a life-long skill.

More time should be given and there could be more parent helpers.

Give parents the topics at the beginning of the term so they can work with their children.

**Q3. What computer use does your child have at home?**
They have access to computer to use Office applications, fun sites, games and movies.

Most families surveyed really appreciated “mathletics” and to use mathletics at home.

They also use drawing programs, video, lego, skype, facebook, email (home and school) and download music from itunes.

The child has to be disconnected to come to school.

**Q4. What do you see as the benefits of VMR’s and IWB’s and would you like a demonstration?**
Being connected has many benefits. This would be good for children learning and being engaged.

Parents can become a part of the child’s learning.

Would like to see online learning and Interactive whiteboard use for students.
School development 2009 – 2011

Targets for 2011

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 the 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.

Deborah Hunter  Principal
Chris Welladsen  Assistant Principal
Ruth Lusty  Assistant Principal
Theo Comino  Assistant Principal
Katrina Durrant Staff Representative
Fran McKinnon  Staff representative
John Michaelis  School Council President
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr