Introduction
The Annual Report for 2015 is provided to the community of Oatley Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Debbie Hunter

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Message from the Principal

What Culture are we working towards at OATLEY PUBLIC SCHOOL?

Our school community is about PEOPLE and the relationships we develop to enable our students to have moral and ethical values as they grow up in this world. Their primary age schooling is just the beginning of their journey through education.

Results released recently from the Office of NSW Advocate for Children and Young People who recently surveyed 4000 children and young people to set directions of the first NSW Government Strategic Plan for Children and Young people. As the children surveyed were in the ages between 4 – 24 years old this was significant to our primary age setting. This Strategic Direction will impact on our school aged children as they grow. These children were asked a question of what makes a good society for them.

Their top 5 answers were very clear and the qualities of a good society, as described by children and young people are: respect, equality, a supportive environment and having a voice.

The results from children and young people aged 14 – 24 as their top qualities for a good society are: support, safety, education, tolerance and respect. Every parent, child and teacher need to think about these qualities as they directly come from our student voice.

I was really excited in reading this extract because these qualities are exactly what Oatley Public School strives to achieve for our students. Our aim is to provide the opportunities and the skills that can allow our children – the new generation - to understand and model these qualities within society. As a primary school I need to reiterate that Oatley PS aligns our goals against the Melbourne Declaration on Educational Goals for Young Australians which was developed in 2008.

Goal 1: Australian schooling promotes equity and excellence
Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens

Our school is about TEACHING & LEARNING programs that provide relevance to enable our students to connect to the world in which they will live. And the purpose we present is to provide a learning environment that has high expectations and competencies which adds value to all students’ literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the C21 learner. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learners.

We are at the forefront of student achievement. The school has been successful in with new teacher professional learning initiatives, promoting students as leading learning focussing on student reflective practices and quality student engagement.

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

And our purpose is that Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically obtaining evidence in a monitored disciplined process.
Our school is about student wellbeing practices that develop **RESILIENCE** in oneself to cope in this dynamic world we live in. Our purpose is to work in partnership to build stronger relationships enhancing community engagement and participation in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning our outcome is creating effective partnerships which contribute positively to the school community promoting student learning.

We base our behaviour on the values that we teach in our school. Fundamental values which we believe every student needs to be equipped with and to understand. We also acknowledge the partnership where our parent community have in the past a say in their student’s learning and they have just recently endorsed through the TELL THEM FROM ME parent survey.

We are a school who is an advocate for respectful relationships and in our changing world we want our children to stand up, speak out and take action. Oatley Public School participates in our recent White Ribbon program. It is important that we start a very clear message on the qualities of a good society, as described by children and young people showing: respect, equality, a supportive environment and having a voice.

Debbie Hunter, Principal

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**School background**

**School vision statement**

We asked our school community to tell us what their vision of expectation would be while students start and finish in a primary school setting in this world of 21 Century learning. This provides a mutual understanding of our vision as many of the skills and qualities are evident from this school community.

**Students**

Confident, responsible, independent worker, an achiever, make the right choices, be more intelligent, creative, collaborative, open to new things, cooperative, team player, caring, follow school values, respectful, caring, engaged learner, a goal setter, be fair, be happy, unique, successful, flexible, reliable, researcher, organised, competent, leader, happy and knowledgeable.

**Teachers**

Enthusiastic, initiative, literate, numerate, safe, self-respect, know their strengths and challenges, sense of belonging, effective technology skills, critical thinker, problem solver, cooperative, social competencies, leadership qualities, happy, resilient, innovative, effective communicator, ongoing success, motivation, resourcefulness, manners, empathy, pride in their achievement and risk taker.

**Parents**

Collaborative learner, resilient, adaptable, creative, love of learning, internet smart, caring, ethical, social, thoughtful, compassionate, secure, self-confident, capable, literate and numerate, positive self-esteem, self-disciplined, tolerant, happy, manners, make good judgements, independent, critical thinkers, reasoning skills, fair, positive attitude, enjoy learning, internationally aware, honest, integrity, leadership, understanding commitment, tolerant of all cultures and a solid grasp of core fundamentals.

*White Ribbon Poem - Be a Light by Joshua* – Peace is a small word with a big meaning. People are in dark places with no escape. Tears flood their world and hope doesn’t seem to exist. So be a light, shine bright. And speak up for a better world.
School context

Oatley Public School has established a school brand of ENVIRONMENT COMMUNITY OPPORTUNITY...every child a success. To ensure we capture these qualities we provide a safe and caring learning environment, fostering mutual respect and prepare our students to achieve success. We support students in their development of social maturity and enthusiasm for life-long learners who become contributing members of society. Oatley Public School is situated near the Georges River drawing students from a wide range of socio-economic backgrounds, including those living on waterfront land, large suburban blocks and rental properties. The school is on a split site separated by Neville Street. Both sites are easily accessed. To improve student safety a boom gate has been installed, effectively closing Neville Street between 8:00am and 4:00pm on school days. The school has spacious, well maintained grounds. The school has provided quality education to K-6 students since 1917. It is a supportive and nurturing environment for students in which learning is valued. Student welfare is a priority and students are encouraged to achieve success. Student welfare underpins all the quality teaching and learning programs for students. Student learning is enriched by a variety of extra curricula activities offered through the school.

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

Student enrolment in 2015 was 507 increasing to 20 classes. 44% of students come from a cultural background other than English with our major cultural groups continuing to be Chinese, either Cantonese or Mandarin (31.5%), Greek (15%) and Macedonian (10%). Currently there are students representing 30 language backgrounds other than English at Oatley Public School.

Self-assessment and school achievements using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

This year, our School Leadership team at Oatley Public School has discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated throughout Term 4 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations. School evaluation processes were a focus within the community.

In the domain of Learning, our efforts have primarily focused on student voice, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students and community has been a
feature of our progress. The fundamental importance of students taking responsibility for their learning is providing an outstanding way to build a culture of trust, respect and valuing and understanding of the learning & teaching taking place. The results have been evident in the way that students are understanding high expectation of their learning and increasing their engagement in the assessment of their learning. Identification of individual learning needs and differentiation has been critical to our progress throughout the year. Students with varying learning needs are being identified for either early intervention strategies, engaging in higher order thinking in consultation with their parents. We have also successfully provided an authentic connection to our Aboriginal community in learning at the school. The school changed teaching practices in Literacy and Numeracy through a strong emphasis on assessment using the literacy and numeracy continuum. The data wall consistently shows evidence of value added in student progress and the impact of classroom programs.

Our major focus in the domain of Teaching has been on effective classroom practice, collaborative practice, learning and development and the use of professional standards to guide staff development for staff members.

An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, our staff are developing our own evidence based practice through their reflections and evaluations through the Quality Teaching Domains and elements. All staff developed professional learning goals based on the standards and completed their Performance and Development plans based on self-identified professional learning. Through a strong culture of collaboration and learning and development, the new Bring your Own Device program was brought incrementally to Years 5 and 6. The school’s implementation of classroom practices have been identified by several other schools as exemplar and the teaching staff have presented at other schools evidencing system leadership.

In the domain of Leading, leadership in strategic professional learning and management practices using collaborative processes have been prioritised. The school also focussed on the leadership dimensions of establishing goals and expectations, strategic resourcing, planning, co-ordinating and evaluating Teaching and the Curriculum, promoting and participating in Teacher Learning and Development and ensuring a supportive and orderly environment. The consistency and effectiveness of implementation of these dimensions in this strategic direction throughout the year has built a strong foundation of leadership capacity across the school with exemplar management in place. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture and creating positive pathways for community consultation processes.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Students to be successful competent and creative 21st century learners.

Purpose

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

Overall summary of progress

In Mathematics, Oatley Public School has placed a strong focus on problem solving, working mathematically, developing higher order thinking skills, differentiation and integrating technology into the mathematics curriculum. Teacher professional learning focused on the integration of iPads for Quality Teaching, enriching the teaching of mathematical content and assessment of student progress.

Writing was also targeted as an area for improvement. During 2015, Oatley Public School introduced the ‘Seven Steps to Writing Success’ program and all Staff participated in a whole day teacher professional training in Term 2. This program has now been embedded into our school. In 2015, the number of students achieving the top 2 bands in NAPLAN Writing increased by 13.6% for Year 3 students and by 27.1% for Year 5 students.

Our focus on 21st Century Skills and our commitment to the Melbourne Declaration of Goals for Young Australians has seen us focus on a range of skills including teamwork, collaboration, problem solving, analysing, synthesising and the creation of engaging and entertaining digital productions. Students K-6 use iPads to research, record and create original pieces of work to share with their peers, teachers, parents and the wider community.

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Wall tracking (Outcomes based assessment) &amp; PLAN (Literacy Continuum) data showing expected growth for 80% of students K-6. Data Wall &amp; PLAN software showing expected growth for 80% of students K-6.</td>
<td>Kindergarten - Reading Texts 79% Year One – Reading Texts 82% Year Two – Reading Texts 82% Year Three – Comprehension 49% Year Four – Comprehension 77% Year Five – Comprehension 67%</td>
<td>TM Literacy &amp; Numeracy $10 000</td>
</tr>
<tr>
<td>65% of Year 3 &amp; Year 5 students achieving in the top 2 bands in NAPLAN Increase Year 5 NAPLAN reading results -2 bands per student; Year 3 70% &amp; Year 5 40% of students in the top 2 bands of NAPLAN; writing, 65% of students in Year 5 achieve expected growth.</td>
<td>Reading Writing Spelling Grammar and Punctuation Numeracy Year 3 72% 75.3% 61.2% 70.6% 54.1% Year 5 59.7% 41.7% 59.8% 61.1% 48.6%</td>
<td>$7000 TPL Literacy/Numeracy 7 Steps to Writing TM RAM Low Adjustments &amp; Disability $10 000</td>
</tr>
</tbody>
</table>
Next steps

Key Strategies in 2016

In 2015 we achieved our improvement measures in NAPLAN in Reading, Writing and Grammar and Punctuation. During 2016 our goal is to maintain our results in Reading, Writing and Grammar and Punctuation whilst targeting improvements in Spelling and Numeracy. There will be an increased focus on spelling rules and the introduction of Spellodrome. In Numeracy, the focus will be on the language of mathematics and the development of problem solving skills. We will also maintain our focus on the development of 21st Century competencies through open ended tasks that promote higher order thinking.

In 2016, we will be using the Literacy Continuum to continue to track student progress in Reading Texts and Comprehension and continue to strive for 80% expected growth at exit Cluster marker for each grade. The focus will be on working with specific grades that achieved well below the 80% expected growth and develop teacher professional knowledge of the Literacy Continuum.

We will also begin to track student growth in the Critical Aspect of Writing and will also be working towards 80% expected growth of students achieving exit cluster marker for their grade. Our focus will be to create a stronger student voice and integrate goal setting focus in student learning, assessment and reporting.

We will continue to promote the use of iPads in the classroom with teachers engaging with ongoing Professional Learning to improve their knowledge and skills in order to provide our students with increasing opportunities. Our new Scope and Sequence for ICT skills K-6 will continue to be a priority in stage planning and the checklists will be used to ensure all students have access to the full curriculum, including those outcomes that can only be achieved with access to various technologies.

OATLEY PUBLIC SCHOOL 2015 NETWORK AWARD.

Citation.

In 2015 Oatley Public School was nominated for the 2015 Network Awards SCHOOL AWARD. The school was successful in receiving this prestigious award as it fosters an environment of mutual respect and prepares their students for success. The school supports students in their development of social maturity and enthusiasm for being life long learners who will become contributing members of society. Oatley Public School is a supportive and nurturing environment for students in which learning is valued. Parents expectations of student achievement and opportunities are extremely high and community actively support the school through participation in numerous programs.

Further to this distinguished award two exceptional teachers from Oatley Public School were also awarded the Teacher Excellence Award from the 2015 Network Awards. Mrs Richardson received her award for her knowledge and skills and dedication to student learning in the Science curriculum. Mrs Bannister received her award for her dedication to all students in using her talents in the Creative Arts curriculum. Both teachers ensure all students are encouraged in these curriculum areas by offering many opportunities which have been covered later on in this report.
Strategic Direction 2

Teachers are high performing, collaborative and dynamic.

Purpose

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

Overall summary of progress

Quality teaching has been an integral teacher professional learning focus throughout 2015. Staff has participated in sessions outlining the evidence and research behind the effectiveness of the Quality Teaching Model as well as taking part in Quality teaching Rounds involving peer observations and reflection of current practices.

We have been fortunate this year to have a teacher mentor off-class to assist in the integration of technology into classrooms K-6. This has enabled us to differentiate Professional Learning for teachers according to their individual needs and abilities. Teachers were surveyed to ascertain where they required help and a scope and sequence for 21st Century Skills was developed to include a checklist for teachers that was directly linked to the new English and Mathematics Syllabus documents and outcomes. This document, along with the Professional Development provided by both the teacher mentor on a daily basis and targeted Professional Learning Days has provided teachers with the knowledge and skills to implement a strong technology program, integrated into all Key Learning Areas, with a strong link to Quality Teaching.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching Codes of 28 lessons observed in Term 2, 2015</td>
<td>TPL funding $10,377.02 QTSS FTE 0.18</td>
</tr>
<tr>
<td>Evidence to show growth in planned, coordinated and targeted actions to support improvement of classroom practice and assessment of student performance using benchmarking data 2013 from the Quality Teaching in NSW public school planning matrix...</td>
<td>Literacy /Numeracy $10,000</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS From 2015 Reports for T3 & 4 QTR practices.

1. Reflecting on lessons, observed and unobserved, will result in validation of current teaching practices.
2. Professional dialogue between teachers will encourage risk taking and consolidation of current teaching practices.
3. Reflect on your knowledge of the elements in the Quality Teaching Framework and “have a go” after reading, discussing and reflecting on ideas presented.
4. Look at the untargeted elements on Chart 1 and as a school get a clear understanding of what they look like in the classroom.
5. Quality Teaching Rounds have proven to be so successful with other schools.

Teacher evidence to demonstrate growth and development in their professional learning and knowledge and understanding of the NSW QT model from coding and consulting with their colleagues using benchmarking data 2013 from the Quality Teaching in NSW public school planning matrix and learning journals.

ANALYSIS (Charts 1 & 2)

It MUST be noted that teachers were asked to choose 3 elements so therefore there is a “squaw” in the graph. My focus in having teachers choose was to note any Dimension or Elements that were not immediately chosen. Some would have been chosen because of confidence in what they meant, while others would have been chosen because of uncertainty and a wish to see what they looked like in teaching strategies.

The Dimension of Intellectual Quality had the most elements targeted. As all lessons revolved around Writing and the implementation of a new initiative “7 Steps of Writing”, the targeted elements of Metalanguage and Substantive Communication were evident in all lessons and were coded to reflect excellent teaching.

In the Dimension of Quality Learning Environment: Explicit Quality Criteria (EQC) was highly targeted. The professional learning undertaken by the school on Effective Feedback supports the element of EQC so congratulations on implementing these teaching strategies.

Engagement (E) was highly targeted, as it is “central to learning, and in this sense is fundamental to the work of teachers.” (A classroom practice guide). Although not targeted by one teacher, the element of High Expectation (HE), is definitely understood by all teachers at Oatley PS yet was not targeted.
Analysis of Coding Term 3&4 POSITIVES:
Metalanguage highly coded throughout all lessons as this topic was very dependent on language, modes of language in videos i.e. not just vocabulary but emotional language through music and illustrations.
Social Support was coded Code 5 in 28 observed lesson. Supportive behaviours or comments from students and the teacher were directed at all students, including soliciting and valuing the contributions of all.
Inclusivity was evident in all classes – 28 lessons given Code 5.
Student self-regulation coded high as in most lessons students showed evidence of being able to turn behaviours to positive learning style without a great deal of intervention from teachers – gentle reminders.
Engagement was highly coded, with - “Widespread engagement. Most students, most of the time, are on-task pursuing the substance of the lesson. Most students seem to be taking the work seriously and trying hard” to “Serious engagement. All students are deeply involved, almost all of the time, in pursuing the substance of the lesson.”

Next steps

RECOMMENDATIONS From 2015 Reports for 2016 QTR practices.
Quality Teaching Rounds will remain static throughout 2016. This will be strengthened through continued teacher professional learning on varying elements of the Quality Teaching framework and professional readings. Problematic Knowledge and Higher Order Thinking not as highly coded in earlier grades due to lesson content – PK - 3 lessons coded 2 and HOT - 3 lessons coded 2. Cultural Knowledge not evident in most lessons – 10 lessons had a Code 1. 10 lessons given Code 2.
Elements for future follow up as these Elements had less than 5 teachers Coded 5:

i. Narrative - Significance
ii. Connectedness - Significance
iii. Background knowledge – Significance
iv. Student Direction – Quality Learning Environment
v. Student Direction - Quality Learning Environment

Key Strategies for 2016.
QTR to continue for teacher professional learning
21st century projects to show skills of the learner by differentiated programming, planning and delivery from teachers to students. Adding these competencies along with value into the Semester 1 & 2 reports.
Professional Development Plans showing teacher reflection and growth in their knowledge linked to National Standards. ICT continuing in Stage 3 BYOD and into Year 4 delivering programs in coding.
Aspiring Leadership, new induction program & ongoing maintenance in accreditation being maintained.
**Strategic Direction 3**

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

**Purpose**

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

**Overall summary of progress**

The school’s focus on the leadership dimensions of establishing goals and expectations, strategic resourcing, planning, co-coordinating and evaluating Teaching and the Curriculum, promoting and participating in Teacher Learning and Development and ensuring a supportive and orderly environment has increased improvement in all school community understanding of school values and expectations working towards developing a culture of trust. The school community increased their positive support in school management by taking on new payment systems and utilizing our school APP for streamlining communication.

The introduction of the ‘Bring Your Own Device’ strategy at Oatley Public School saw the links between home and school strengthen. Students in Stage 3 (Years 5 and 6) were invited to bring their iPads to school for use in the classroom daily. This allowed for those students to have greater access to the technology they needed to access the curriculum and also provided more opportunities for students Kindergarten to Year 4 to have greater access to the school iPads.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
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<tbody>
<tr>
<td>Parent Teacher reporting events utilise three way interview strategies utilising student self-assessment and student goal setting to support the exchange of information about student performance (new in 2015) to gather benchmark data. Community programs 2015 introduced showing high percentage of parent uptake for these new parenting services as this is the first year of implementation.(2015)</td>
<td>Dad’s First Aide – 6 attendees 3 sessions for Dad’s positive parenting program 8-16 attendees Outreach Program – 1 participant Parents parenting program – 2 participants</td>
<td>$952 RAM LBOTE QTSS FTE 0.18</td>
</tr>
<tr>
<td>Positive TELL THEM FROM ME surveys (new in 2015). Student, teachers and parents providing benchmarking data for school evaluation.</td>
<td>TELL THEM FROM ME surveys from parents, students and teachers laid benchmarking data for 2016 directions. Students reported a higher than state average positive sense of belonging, positive relationships within the school context, positive behaviour at school and a higher than average interest in their school work and motivation to improve. Parents reported support for positive behaviour, safety at school and feeling welcome at the school among the highest at Oatley Public School. Areas targeted for improvement included parents supporting learning at home and parents being informed of how their child is progressing.</td>
<td>TM ICT coordinated/ BYOD ICT Mentor $20 000 RAM 0.2 ICT Funds $60000 unfilled vacancy School based 0.6</td>
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| RAM Language Proficiency $10 000 Computer Coordinator $10 000 |
Next steps

Key Strategies for 2016.

White Ribbon – continuation

Strengthening family and community engagement to continue to build strong community partnerships.

Parent engagement – Urban Landscape project.

LMBR project – training of staff for next steps in the new financial, administrative and student welfare systems

Maintaining online communication to the school community through website, online newsletter and school stream APP presence in all languages. Continuing with physical paper notes for communication.
<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>School initiated two major programs - Leadership professional Development in Dare to Lead program including executive, teacher, &amp; parent participation. Whole school partnership inclusive of all students to celebrate Aboriginal culture &amp; traditions.</td>
<td>$1853</td>
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<tr>
<td><strong>English language proficiency funding</strong></td>
<td>Oatley Public School embraces the cultural and linguistic diversity of the school community. Students who are learning English an Additional Language or Dialect (EAL/D) are provided with appropriate, needs-based support to develop their English language and literacy skills so that they are able to participate fully in school activities and achieve equitable educational outcomes. There has been consistent growth in the number of students and classes and as a result, the school has had a relative increase in the number of EAL students. Overall, 47% of students at Oatley Public School come from a language background other than English. These students represent a total of 33 different language groups. Oatley Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. In 2015, there has been funding for three EAL/D teachers working a total of seven days (or 1.4 loading) to provide this program. Subsequently, class teachers are also supported by EAL staff in meeting the learning needs of these students. Students whose English language skills are developing, receive the necessary support from EAL teachers though targeted programs which are delivered in a team-teach arrangement within the classroom and/or in a withdrawal capacity. Due to the explicit nature of EAL teaching, the staff has found the team-teaching model a more effective option for the class as a whole. This year has seen the implementation of a new literacy program (Seven Steps to Writing Success) which the EAL/D team led in K-2. This included K-6 Staff development Day Teacher Professional Learning and team teaching. The staff has embraced whole-class resourcing from the EAL teachers and this has proven a valuable support tool for all students in literacy as well as programs from other Key Learning Areas. Technology within the EAL setting continues to be a focus when utilising the schools’ iPads during teaching activities. These iPads allowed EAL students to access a variety of highly educational and interactive applications and tools to enhance their English proficiency and were extremely popular among the students. The new EAL model for NSW Public Schools included the transition to a new title of EAL (English as an Additional Language) instead of ESL (English as a Second Language). This change acknowledges that English does not necessarily have to be a student’s second language; rather it is an additional language that the student is exposed to and/or proficient in. Also undergoing change was the way in which students were phased in terms of their English language proficiency. Previously identified as being in one of three broad phases of English language competence, the new phasing tool, now known as the EAL/D Learning Progression is a four step tool for EAL teachers and will allow the linguistic progression of students to be closely monitored. 2015 saw the continuation of using the new English</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>TOTAL =$151654</strong> Staffing FTE 1.8 $140701 + Flexible $10952 TM + community initiatives</td>
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Syllabus, which incorporated the ESL scales. EAL teachers were able to align and track their students along the literacy continuum and the school’s Data Wall. Further professional development in this area is scheduled for 2016

| **Targeted students support for refugees and new arrivals** | The school’s New Arrivals EAL Program encourages students to share their cultural background in an environment where their first language is recognised and valued. During Term 4, as a result of the increase in new arrival students to Oatley, we have been allocated a further 1-2 days per week of temporary teaching loading in order to support and transition these students. EAL teachers withdraw newly arrived students daily in small groups in order to assist them in their English language acquisition where there is an emphasis on context and vocabulary. Planned excursions which complement teaching and learning units have proven to be successful avenues for students to engage effectively within the curriculum. Each year, all Kindergarten and new arrival students participate in a highly effective Oral Language Program which promotes the use of specific vocabulary in a planned talking and listening setting. This program allows all students to benefit from explicit talking and listening activities within a rich and diverse environment. |

| **Socio-economic funding** | Skilling teacher to be trainer for Multi Lit Reading program to train parents in 2016. Supporting student initiatives to ensure equitable access to curriculum outcomes. |

| **Low level adjustment for disability funding** | The LaST role actioned early intervention support for all identified students either in developing individual learning plans, individual behaviour plans, accommodations in differentiating the program, liaise with interagency support including School Counsellor and early identification of preschool into primary school programs. This is kept on a confidential data base which is updated and monitored against student learning. The LaST coordinates the teachers’ aides programs up skilling and differentiating the student’s individual needs. |

| **Funds $12000** | For specific teacher |

| **Support for beginning teachers** | In 2015 our beginning teachers at Oatley Public School have been provided with many opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices. The Department of Education and Communities have continued to provide extra professional learning funds under the Great Teaching, Inspired Learning initiative for permanent beginning teachers, ensuring opportunities for teacher development are initiated by the school. These funds have provided access to targeted external professional learning, in school support, mentoring and additional opportunities for reflection and peer feedback using the Australian Professional Standards for Teachers and the Quality Teaching framework. Our whole school Quality Teaching initiative has given our beginning teachers access to a range of quality strategies, skills and resources, also promoting their ability to reflect and refine their own practice. These skills have been further utilized with many beginning teachers completing their Accreditation at Proficient teacher level in 2015. |

| **TOTAL = $81814** | LaST FTE 0.6 $60301 Flexible $21513 |

| **Staffing entitlement T4 2015 – T4 2016** | FTE 0.4 above establishment |

*White Ribbon Poem. **Speaking Out by Eleanor.** Your throat tightens, Fear swells up... There’s nothing you can do. Big, black storm clouds engulf you. Nothing will happen. Nothing will change.....if you do not speak out.*
Mandatory and optional reporting requirements

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

Student enrolment profile

![Graph showing student enrolments by year and gender]

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

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>Undergraduate degree or diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>10%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Quality Teaching Rounds engage participants in observation of peers, debate and discussion about teaching through activities that introduce them to and establish a high level of capacity for coding, diagnosing, and refining classroom practice using the Quality Teaching instruments. Quality Teaching Rounds are designed to support teachers in negotiating diverse views about what matters in teaching and learning in a collaborative environment. “Building Capacity Through Quality Teaching Rounds”, Julie Bowe, Professor Jenny Gore.

As part of the QTR, Professional Learning Community Professional learning communities (PLCs) were established at Oatley PS to ensure: Long-term, ongoing commitment to a group; The capacity for the development of trust and respect; Colleagues with whom to debate and explore practice; Scope for breadth of insights/diverse views to be articulated.

The Quality Teaching (QT) model provided a lens through which to comprehensively notice and assess what is happening in any lesson, and it is a tool for the systematic and specific analysis and judging of lesson quality, and enables a focus on the lesson rather than the individual teacher;

The QT model is a ‘deep knowledge map’ of what matters in teaching and learning and provides a language to describe and make fine-grained distinctions about the observed lesson; QT provides a framework from which to commence important conversations not only about the specific lesson observed but also about teaching in general.

ANALYSIS OF PROFESSIONAL DISCUSSIONS AFTER OBSERVATIONS IN TERM 4:
Discussions should be a “lens through which to comprehensively notice and assess what is happening in any lesson – a tool for the systematic and specific analysis and judging of lesson quality”. This was evident throughout every discussion in which the PLC’s participated. The level of professional dialogue was excellent.

There was a focus on the lesson rather than the
individual teacher. This was emphasized by all Facilitators in the QTR’s.

The teachers had a framework from which to commence important conversations not only about the specific lesson observed but also about teaching in general.

The *Quality Teaching Classroom Practice Guide* was a consistent point of reference throughout the discussion. This proved to be the most effective strategy as each teacher was actually reading the document!

Following individual coding, the PLC discussed the observed lesson drawing on the language and concepts of the Quality Teaching model. Disconfirming evidence or alternative experiences and views are discussed. The descriptors for each element provided an opportunity for participants to challenge particular long-standing assumptions about teaching and learning, student abilities, and perceived barriers to better teaching.

Anecdotes from other situations (subjects, times or places) might be used by participants to help explain their views, particularly when there is difficulty in coming to agreement or shared understanding.

Teachers were encouraged to reflect on their own practice and broader practices within the school, so that the professional conversation moves beyond the observed lesson. Such conversation deepens teachers’ understanding of curriculum, assessment and pedagogical decisions and how they improve students’ learning experiences.

The Oatley teachers are also required to complete mandated professional learning training in Child Protection and e-emergency care procedures. Individual teachers support their professional knowledge by attending professional learning courses or going on line to pursue areas that they require for understanding and catering for their student’s individual needs in their class. Examples are Occupational Therapy, Speech Programs, Select mutism and anxiety.

**Financial information**

**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>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>183359.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>11485.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1004654.82</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 50462.21   |
| Excursions               | 43427.68   |
| Extracurricular dissections| 145791.95 |
| Library                  | 2910.49    |
| Training & development   | 3516.01    |
| Tied funds               | 207450.23  |
| Casual relief teachers   | 87928.36   |
| Administration & office  | 105706.53  |
| School-operated canteen  | 0.00       |
| Utilities                | 48745.10   |
| Maintenance              | 52825.00   |
| Trust accounts           | 12496.93   |
| Capital programs         | 16529.20   |
| Total expenditure        | 777789.69  |
| **Balance carried forward**| 226865.13 |

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

**School performance**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link *My School* and insert the school name in the *Find a school* and select *GO* to access the school data.

**White Ribbon Poem. Many Different meanings by Liv.**

White can be a symbol of peace. White can be a symbol of surrender. White can be a symbol of anything... But a white ribbon is a symbol of kindness, peace and respect for women all around the world.

We are safe, but others are not. We should not just stop violence against women, we should stop violence. Violence is not always loud...it can be silent. We have to stand up. We cannot ignore it TELL!
Tell Them From Me Surveys
Parent/caregiver, student, teacher satisfaction

Our school is committed to seeking the opinions of parents, students and teachers about the school. This was the first year our school participated in the Tell Them From Me surveys. Students in Years 4-6 were surveyed, as well as parents and teachers. The student survey responses were overwhelmingly positive with 154 respondents showing higher than average social, institutional and intellectual engagement.

Our parent survey was also very positive and gave us insight into how parents feel about their engagement with the school and our school programs. Some particular highlights from the survey were in the following areas:

- I feel welcome when I visit the school
- Report’s on my child’s progress are written in terms I understand
- The school supports learning and expects my child to work hard
- My child is clear about the rules for school behavior
- Teachers expect my child to pay attention in class and maintain control of their classes
- My child feels safe going to and from school.

Our teacher survey had 24 respondents with lots of positive feedback. In particular, teachers identified collaboration, learning culture, teaching strategies and having an inclusive school as their most important of the eight drivers of student learning. All of the outcomes of the surveys were reported to the P&C and reflected upon to ensure new targets for improvement in 2016 were identified.

Policy requirements

Aboriginal education

In 2015 the school maintained Acknowledgement to Country in all formal assemblies and is presently developing a professional learning plan that implements Aboriginal Education into school programs from new Australian syllabus. A committee has been formed and the school has joined the Australian Principals Council initiative program of Dare to Lead which supports professional development for staff. Two staff members and a community member attended the two day workshops. Celebrations acknowledging NAIDOC Week are integrated into the school’s teaching program and part of that initiative was booking the company Koomurri to workshop all students in K-6 on Indigenous art, beliefs and dance. The purchase of resources will continue and recognition of special days for our Indigenous culture is relevant in our teaching programs.

Multicultural Education and Anti-racism

The school’s cultural diversity provides valuable opportunities for an inclusive multicultural education within our classrooms. The teaching and learning programs at Oatley Public School aim to provide students with an understanding of the Australian identity within a democratic and multicultural society. The school’s Multicultural Policy embraces community harmony through teaching and learning activities, which address issues such as racism and intolerance. During 2015, students participated in the Multicultural Public Speaking competition, a valuable tool in raising student awareness of multicultural perspectives. This year, the whole school community came together once again to celebrate the Annual
Christmas Markets. A day in which families from culturally diverse backgrounds came together to celebrate the upcoming festive season and to share their culinary delights such as food from Asia and Italy. This year, Oatley Public School participated again, in Harmony Day, where respect and understanding of other cultures was the central focus.

Other school programs

Student Leadership

The students in the Oatley Student Representative Council (SRC) meet weekly in the 5/6G with Miss Fernandez and Mrs Gadaleta. All students attending represent their classmates and provide ideas and feedback on school business at each meeting. The members of the SRC are aware of their roles and responsibilities within the school and take their duties seriously. School captains relay any relevant concerns or information back to Mrs Hunter to action.

This year we have worked with students, parent and the wider community to fundraise for several different causes that are important to Oatley Public School. Our first fundraiser for 2015 was selling cakes and other edible goods at the Election Day cake stall. Parents, friends and students from the school worked hard to make delicious food to be donated for this event. We were able to connect with the wider Oatley Community and raise much needed funds for our school.

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

Our major fundraiser for the year was our Jump Off day for the Heart Foundation. Our school was supplied with over 100 brand new skipping ropes to get students training and motivated for the event. The students of Oatley Public school raised $12,609.44 for this worthwhile cause. Heart disease remains the single leading cause of death in Australia. By supporting the Heart Foundations Jump Rope for heart, our school community is making a positive contribution, raising much needed funds for heart research.

Finally, our SRC coordinated our annual Senior Citizens Luncheon. This is a fabulous celebration which brings together senior citizens from our local community for a day of food, fun and laughter. We liaised with Oatley IGA and their coordinator Linda Robinson to provide the seniors with a free Christmas lunch and hamper to take home. Students from Oatley Public School provided a variety of entertainment with the choirs performing traditional songs and Christmas carols. We served food, drinks, ushered and cleared tables with a generous spirit. The luncheon was a fantastic way to end the wonderful year we have had together as SRC members and enabled us to develop a strong sense of giving within our local community.

Science

Science is a valued subject at Oatley Public School and students have engaged in many scientific experiences in 2015. The new Australian Science Syllabus was implemented last year and teachers have utilised the lessons within Primary Connections (enquiry based program) to foster students’ sense of wonder and expand their natural curiosity of the world around them. Competencies in the processes of Working Scientifically and Working Technologically have been a priority in many classrooms and as a result students have further developed an understanding of the relationship between science and technology. Resources were obtained with allocated school funds as well as a contribution made possible from a grant initiated by the P and C. The equipment purchased complemented units of work, providing students with a variety of hands-on materials.

The school’s Science Club is now in its eighth year. The program continues to be successful in providing students with an interest in science to interact with others in developing their knowledge and skills. Topics covered this year have included light, sound, plants, chemical reactions, electricity, insulation, living organisms, surface tension and more. Students meet at fruit break and are encouraged to bring along items of interest. Our strong link with the CSIRO supports Science Club through the Scientists in Schools Program. The scientists linked with Oatley, one of whom is Dr Peter Osman, are welcome to visit throughout the year to share their knowledge and assist students and teachers in developing their skills. We also welcomed local community member, Mr Harry Chan who recently presented during one of our sessions on plant adaptations. We were fortunate to have an overseas speaker, Mr Andy Grekas, who was visiting family in Australia, present an interesting talk on flight.

In addition to the support offered to Science Club, our CSIRO linked scientist, Dr Peter Osman, has been available to offer assistance to lead teachers in working with the new curriculum. He plans to visit classes next year, as he did in 2015, to further enhance the teaching of science from the units currently covered in Primary Connections. He was a judge in our school’s 2015 Science Week Competition which promoted this year’s Science
Week theme: Making Waves – the Science of Light. Science Week was celebrated by all students and involved students from the school’s CREST group (a CSIRO’s initiative- Creativity in Science and Technology) teaching concepts about light to their younger peers. A team of approximately 18 students led interactive lessons in 11 classrooms providing students with a range of hands on experiences. Resources were made available through a successful Science Week Grant which also afforded prizes for the Light Diorama Competition running during this time. Older students (3-6) enjoyed a Light Show, kindly subsidised by the P and C. Students and their involvement in Science week activities were featured in the local newspaper (The St George Leader).

There was a considerable growth in numbers enrolled in the school’s CREST group who meet in their own time with a teacher to complete scientific investigations. Ten students successfully completed their Green level.

Students in K-6 were involved in science incursions which supported studies in class. Students in Years One and Two, enjoyed a visit from the Jollybops, who presented scientific explanation of some phenomena in a highly entertaining way. Students in Stage 2 attended a Science Show investigating forces to complement their class studies and were also part of the audience with Stage 3 for the Light Show during Science Week celebrations. Students in Stage 3 showcased their research Science projects on landforms in the school hall and in the school foyer. Again this year students in K-6 were involved in lessons to support their knowledge and understanding of safe practices around electricity during Electricity Safety Week. A program supplied by Ausgrid provided resources for each stage level. Staff were involved in a practical workshop as part of their professional learning which was delivered by two staff members. Key syllabus outcomes within stages were explored via practical hands-on investigations to increase student engagement and raise teacher confidence levels in delivering quality learning opportunities.

Science continues to be a valued component of the curriculum with many opportunities provided to support students’ knowledge and skills. Programs have been implemented to foster positive values and attitudes towards science and technology, so that students recognise the importance and relevance Science plays in their lives now and in the future.  

International Competitions and Assessments for Schools (ICAS)

Students at Oatley Public School are offered the opportunity to participate in the ICAS program. Participation is optional. Results for 2015 are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>M</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>1</td>
<td>3</td>
<td>24</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td><strong>Digital</strong></td>
<td>7</td>
<td>12</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
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<td>11</td>
<td>28</td>
<td>5</td>
<td>36</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>10</td>
<td>14</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>1</td>
<td>7</td>
<td>15</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>1</td>
<td>7</td>
<td>23</td>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>

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

Achievements in the arts and sport.

Creative Arts

2015 was yet again another year of Creative Arts excellence. Students from Oatley Public School demonstrated their outstanding talents and shone within a variety of school and broader community initiatives.

On a school level, our “Music Groups” programs continued and offered students the opportunity to explore their musical and dance skills. All students K-6 were offered grade based learning sequences and the success of this program was once again evident as the student’s demonstrated enjoyment as they interacted with music and the fun experiences presented to them. Importantly, this program catered for our students who were not involved in the school choirs or bands and provided them with the opportunity to participate in music based learning.

As always, our classroom Visual Arts programs continued to build our student’s artistic talents with every classroom being a showcase for their beautiful paintings, drawings and artistic creations. Our staff planned and shared many artistic ideas in an effort to provide rich and meaningful experiences. In addition, stage based demonstration lessons were provided to the staff during a staff development day. Ideas, techniques and handy hints were investigated and the teacher’s built upon their visual art knowledge and skills.

Our students were also offered many experiences beyond those provided at the school level. Our pupils participated in a wide range of creative opportunities and in 2015 Oatley Public School attained a number of prestigious awards. 5 students were successful in having their artworks included in the Nagoya Art Exchange International Exhibition held in Japan: Emeline Leone, Daniel Susac, Brooke Furhagen and Melissa Lyon. Another student, Filipija Stojanova, was successful in having her artwork

<table>
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<tr>
<th>Subject</th>
<th>HD</th>
<th>D</th>
<th>C</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>10</td>
<td>14</td>
<td>3</td>
<td>12</td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td>1</td>
<td>7</td>
<td>23</td>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>

P = Participation
included in the 2015 Spaf Program. It was also wonderful to note that further opportunities were taken up by students to participate in external art workshops and gifted and talented learning days. The Create East and Create South combined creative arts theatrical initiatives were once again offered and our students were successful in attaining places within this highly competitive initiative. Leo Airey represented our school in the Digital Media team, Camille Ulanday was part of the artistic team, Lily Shaw joined the dance troupe and Zara Cathcart was part of the band ensemble.

Our highly gifted and talented vocalist, Brendan Matthews, was also requested to sing, and performed beautifully, at the 2015 Network Awards evening held to recognise teachers and staff for their contributions towards public education.

Still more opportunities in the Arts were offered through community competitions, drama ensemble auditions and various displays. 3 students were also successful in the Lion’s Club Peace Post competition and received recognition at our Celebrating Success Presentation Day. Congratulations to Elita Lobo and Gabrielle Wong for their recognition and to Jasmine Vitiello for winning the competition. 2015 was another busy and successful Creative Arts year for Oatley Public School.

Kindergarten, Junior and Senior Choirs
Throughout 2015, Oatley Public School has proudly offered four main choral programs being the Kindergarten, Concert A (Years 3), Concert B (Years One and Two) and Concert C (Years 4, 5 and 6) choirs. Each choir proudly performed at formal and informal school and external events which included: School and stage assemblies; Local Aged Care Villages; Education Week; Senior Citizens Luncheon; The Oatley Public School Christmas Markets; and the end of year Performing Arts Showcase.

The Kindergarten Choir, under the guidance of Miss Fernandez, focused on four main aspects this year: participation; performance; use of percussion instruments; and exposure to a variety of songs.

The Junior and Senior Choirs, coordinated by Mrs Worthington and Mrs Huynh-Montgomery respectively, increased their choral based knowledge this year with a focus on: participation; scales; breathing techniques; Choir tuning; performance/concert etiquette; harmony; interval ear training; matching pitch; melismatic singing; score; and exposure to a vast range of concert based repertoire.

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

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

School Bands
In 2015 we again ran 3 Bands at Oatley Public School. We had 16 members in our Training Band, 20 members in our Intermediate Band and a strong 32 in our Concert Band.

The annual Band Camp was held at school over the week end of the 20th & 21st June and was enjoyed by all. This event was well timed and contributed undoubtedly to both the Intermediate and Concert Bands being awarded Gold Performance Awards at the Annual Engadine Music Band Fest on the 25th June. An outstanding result!

A highlight of the year was the visit on 12th November by the NSW Police Band. Our Concert Band was lucky enough to take part in a workshop with the Band and then they performed together for the whole school. Individual instruments were introduced and featured in Police Band's performance and their vocalist had everyone participating in many of her well known songs. It was a very special experience for the whole school!

Our Twilight Performing Arts Concert on 2nd December showcased all 3 Bands. This is an opportunity to perform a selection from the year's repertoire finishing with a rousing rendition of "Santa at the Symphony" by the Concert Band. We also farewelled Mrs Megan Sterling, our Assistant Band Director, on this night as she prepares for the birth of her first baby in February.

Thank you and best wishes Megan!
Mrs R. Ingram

Stage 3 Debating
This year Oatley Public School entered two teams into the Sydney Region Debating Competition. Both teams consisted of members from Year 5 and Year 6 and were coached by Miss Downs Tuck and Ms Adams. Team A and Team B were both very successful in the competition and at one point directly opposed one another in an exciting debate. Team B were successful and competed in the quarter finals. The students undertook weekly training sessions during lunch times focusing on the matter, manner and method of a formal debate as well as how to structure a persuasive argument and rebuttal. The Year 5 students attended a debating training day accompanied by Ms Adams. Both teams demonstrated impressive debating skills throughout
the competition and showed great passion and enthusiasm as well as positive sportsmanship. We are looking forward to continuing to improve our debating skills and welcoming new members in 2016.

**Oatley Oracle Student Online Newspaper**

The *Oatley Oracle* is an online school based newspaper published on the school website each term. It is coordinated by a group of talented writers in Stages Two and Three who meet weekly to discuss, create and edit the online newspaper, ensuring that student voice is acknowledged with the leadership of our school captains. The *Oatley Oracle* celebrates student achievements, school programs, editorials, interactive sites and special events.

**Dance**

It was a wonderful year for dance at Oatley Public School with over 130 students participating in the program. Craig and Karyn Maguire from *Pulse Studios* managed the program with Craig also the choreographer and teacher. All students developed new dance skills and learnt to work as a part of a team. The dance program consisted of 4 dance groups. The Stage One group was the largest group consisting of 70 students. This group rehearsed weekly during Music Groups. The dance groups from Stage 2, Stage 3 and the Boys groups met before or after school. The groups had numerous performances throughout the year including Education Week, The St George Performing Arts Festival, Open Day and the end of year Performing Arts Showcase.

The Performing Arts Showcase was a wonderful evening where all groups performed in front of parents and community members. The evening culminated in a dance performance including every student. Performed to the song ‘Wings’ by Delta Goodrem, the students danced with skill and precision making Craig’s amazing choreography come to life.

**Chess**

During 2015 students in Years 1 – 6 were invited to join a Monday lunch time Chess Club. Oatley Public School worked with the Sydney Academy of Chess to provide our students with experienced chess instructors, who attended weekly to provide tuition for both advanced and beginning players.

During lessons our students were given opportunities to play games against each other, putting newly acquired strategies into practice and receiving individual feedback from the teacher. The class would then reflect on specific strategies with a lesson utilizing technology such as the interactive whiteboard or the demonstration board. As the year progressed the children have become more proficient in all basic skills, and lessons have targeted more complex ideas such as opening traps, tactics, planning and calculating moves ahead. Chess is used to improve problem solving skills, promote strategic thinking and enhance concentration. We have had a successful year with many students from a variety of grades participating, learning new skills and making new friends.

**Italian**

The 2015 Italian language program has provided students with various activities designed to deepen knowledge and understanding about language as a system. Activities were undertaken whereby students were encouraged to make linguistic connections with Italian, English and other community languages which may be spoken at home.

Students have built on their knowledge about language and culture while expanding their linguistic repertoire for communication through speaking and writing tasks. In addition, utilization of available technologies has enabled students to consolidate their skills, knowledge and understanding through creation and innovation processes.

The 2015 Italian language program has implemented technology in meaningful ways within the classroom context. Opportunities arising from the use of new technologies provided 21st Century learners with engaging learning experiences. Integration of iPad technologies enabled students to create innovative learning tools ideal for peer sharing and peer tutoring.

Stage 3 students participated in Piatto Perfetto’s Italian 2015 cooking incursion with Chef Luca. The students enjoyed learning about quality Italian products, the simplicity of making pasta and the importance of the role of food in Italian culture. The program was delivered in the Italian language and students compiled an iMovie of the experience with the iPad.

The Italian language program at Oatley Public School has been delivered as a component of the RFF allocation together with Library. Kindergarten to Year 6 students received one hour of a community language program per week. The Italian language program is integrated with the HSIE, Science & Technology and Creative Arts Syllabuses, however, the whole school curriculum forms the basis of programming and planning.

Quality Teaching, in association with the Professional Standards for accomplished teaching of languages and cultures, underpins the core values
promoted through the Italian language program at Oatley Public School.

**Sport**

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

Inter-school sport was offered in Cricket, Tee-ball, Softball, Soccer, Netball, Basketball, Mixed Rugby League, Boys Oz-Tag, Girls Touch Football, Newcombe Ball, Athletics, Cross Country, Swimming and, for the first time, Mixed Hockey. This year also saw the continuation of a three-season sporting competition for inter-school PSSA sports.

Significant achievements in PSSA sport in 2015 include:

- 12 District champions: Senior Mixed Hockey, Senior Boys Basketball. PSSA semi-finalists/finalists: Junior Boys Basket Ball; Girls’ Senior and Junior Basket Ball; Junior Newcombe Ball; Senior Girls’ Cricket; Junior Mixed Hockey; Boys Softball; Senior Girls Oz-Tag; Girls Tee-ball and Softball. Two girls represented our district at the regional Tennis Carnival and one boy was picked for the Regional Cricket team.
- Thirty-two cross-country runners competed at district level and seven students competed at regional level. Oatley Public School came second overall at the District Cross Country Carnival.
- Thirty-five of our fabulous swimmers competed at district level with six of them making it to the Sydney East Carnival.

We ran our Athletics Carnival off-site, at Sylvania Heights Athletics Track again this year and it was a huge success! Fifty-six students competed in Athletics at district level and we had 7 students qualify for the Regional Sydney East Carnival, including two of our relay teams. We had one very impressive representative from our school make it all the way to the NSW Athletics Carnival.

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

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

**Got Game**

In 2015 Oatley Public School implemented the Physical Education program, *Got Game*. *Got Game* provided highly energetic, education teaching professionals to coordinate Personal Development, Health and Physical Education (PDHPE), programs for students in K–6 throughout the year.

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

During Term Four, Years K–6 classes participated in a Balance Rhythm Movement program, which combines gymnastics, a twist of dance and fundamental movement skills. It is hoped that with improved skill development, students will be successful during class sporting activities such as, PSSA sporting competitions and community sporting programs. We aim for students to develop knowledge and understanding, skills and values and attitude that will enable them to adopt and lead healthy and fulfilling lives.

**Environmental education and sustainability**

The Green Sparks Environmental Group meets weekly and consists of the School Leaders and students from Years 1-6.

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

- Developing and maintaining the school vegetable patch and fruit orchard by planting seedlings, watering the plants and harvesting the fruit. This will supply the canteen with fresh organic fruit and vegetables to sell.
- Maintaining the worm farm, compost heaps and weed bins to produce organic fertilisers for the school’s gardens.
- Encouraging recycling and re-using within the school by monitoring the disposal of recyclable and compostable materials.
- Creating and maintaining a healthy and organic environment for chickens so that we may generate eggs for our school canteen to use as well as, develop a knowledge and understanding of the processes involved in keeping chickens.
- Installing and rejuvenating sensory gardens for the K-2 playground to provide students with plants that stimulate senses such as smell and touch.

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

Opening up the new playground area named the Chicken Coup playground has been very successful.