**School Context Statement**

Oatlands Public School serves a diverse community with 63% of students with a language background other than English. 20% of the student population are from a Korean background. Oatlands Public School has an excellent reputation in the wider community with our students displaying maturity and responsibility.

In 2014, 170 students attended Oatlands Public School. In addition to this, seven students from the Royal Institute for Deaf and Blind Children, Garfield Barwick School were integrated at Oatlands Public School, attending our classes part time. Our school also caters for international students, with two students studying here in 2014.

The teachers and staff at Oatlands Public School are highly regarded and dedicated professionals who work with parents and the wider community to provide an engaging and comprehensive education for all students.

Evaluation findings indicate that we are a student centred school whose culture fosters a sense of belonging and collective responsibility. Strong relationships are formed between teachers and students and 90% of students indicate that school is a place where they have a lot of fun. Teaching practice is supported by critical reflection with improving understanding of effective practice. A wide range of human resources are available to support students and staff with their learning.

**Messages**

**Principal’s message**

Oatlands Public School is a wonderful, caring, community school with a strong focus on developing students' skills and abilities across all areas, including academic, sporting, citizenship and interpersonal domains.

The whole school community has worked extremely hard and has earned a well deserved reputation for academic achievement, obtaining outstanding NAPLAN results, with Year 5 students performing well above state average in all areas of Literacy and Numeracy in 2014.

We have a highly experienced and dedicated teaching staff who work tirelessly for their students. Our quality, well balanced curriculum focuses on providing challenging learning programs that promote high achievement in all areas for all students. In addition to highly successful literacy and numeracy programs, the school boasts a strong reputation in the creative and performing arts, information technology and sport.

I am constantly amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of the staff and by their strong ongoing commitment to provide the very best education for the students.

2014 has been an exciting year that has seen much change and innovation as we have continued to move forward in the development of our school and facilities, in our academic, welfare and leadership programs, in the rich and extensive co-curricular and extension programs offered to the students.

Our curriculum focus this year has seen staff across the school preparing for the introduction of the Australian Curriculum for Mathematics and Science.

The school collaborated with the Parramatta Learning Community (PLC) schools in professional learning, leadership, capacity building, networking and program development. Oatlands Public School is also a member of Cumberland Community Connections (CCC) and worked with Cumberland High School and its feeder schools to design and implement rich learning experiences for Stage 3 students.

Throughout this year I have greatly appreciated the invaluable assistance of my school executive team and would like to thank them for their enormous contributions to Oatlands Public School. I would like to express my sincere thanks and gratitude to all staff, the P&C and to indeed each and every member of the Oatlands Public School community for your contributions in 2014.

This Annual School Report provides some insights into how successful we have been and where we want to focus our efforts to make our school even better.
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.

Mr Tony D’Amore  
Principal

P & C and/or School Council message

Having only been established for 1 year, Oatlands Public School P&C have achieved a considerable amount for 2014. Thanks mainly to the hard work and dedication from parents and carers, and the great support from the Principal and staff of Oatlands Public School.

Despite being in our infancy, the P&C have conducted several successful events throughout the year, which include the Easter raffle, Bunnings BBQs/cake stall, Father’s Day raffle and the Mother’s Day and Father’s Day stall. All being excellent fundraising events, and once again thanks to the numerous volunteers and contributors who made these events possible.

The P&C also ran our first outdoor cinema this year, where families enjoyed watching “Despicable Me 2” on the school oval. This was a wonderful community event which was well organised and attended. We plan to incorporate regular community building events into our calendar such as this one.

Importantly, what the P&C have earned in fundraising during 2014 has been put back into Oatlands Public School. This includes the purchase of 6 new iPads and carry cases, new AFL jerseys for our champion junior and senior AFL teams and the installation of improved Wi-Fi internet connection throughout the school to ensure consistent and uninterrupted technology based learning for our pupils.

The P&C is also pleased to provide an annual Junior and Senior Environment Award on presentation day. A big thanks to Liz Moore, Andrew Mowsar and all of the other helpers for the huge effort they have put into setting up and maintaining the schools produce garden and assisting the school Environment Club.

2015 is looking at being another eventful year, with our first major fundraising event being the state election in March. To take advantage of this, we are planning to hold a sausage sizzle, cake stall, jumping castle and markets. We believe this will be a considerable fundraising event for both the P&C and Oatlands Public School.

We have also established a 2015 fundraising sub-committee which meets monthly in the mornings after assembly. This allows parents who are unable to attend our usual monthly evening P&C meetings to make a contribution to the P&C, continuing our belief of making all welcome.

It is through strong partnership with Mr D’Amore and staff and assistance from dedicated parents and carers that our P&C will continue to grow, providing the support to Oatlands Public School to continue provide our children with the best education possible.

Geoff Chandler  
President

The Jill Sherlock Memorial Learning Assistance Library
The Jill Sherlock Memorial Learning Assistance Library

The Jill Sherlock Memorial Learning Assistance Library, based at Oatlands Public School is a fantastic resource for parents and teachers. The Jill Sherlock Memorial Learning Assistance Library is an initiative of the NSW Department of Education and Communities and the Jill Sherlock Memorial Trust.

This state facility provides free resources to teachers, allied professionals and parents to support the teaching and learning needs of all students with a focus on those with learning difficulties, in the context of syllabus and curriculum requirements. All parents are welcome to visit the library during or after school hours to gain expert advice on resources to support your child.

This most valuable resource provides services across all of NSW and is committed to providing quality, authoritative and effective resources to assist in the education of students with learning difficulties.

During 2014 the demand for library services continued to grow. Over 590 new borrowers became library members. Of these 56% were from metropolitan areas and 44% from regional areas. Loan rates increased by 32% with 8,889 items borrowed over the year.

Stocktake was completed on 27 November with 1,356 additions and 744 deductions. Closing stock was 10,617. Purchases were focused on speech and language as well as high interest, low reading age material for older readers.

In 2015 the library will migrate to a new library system called Oliver. The implementation team required a number of preparatory tasks to be undertaken in 2014. These have now been completed, including culling the borrower database. Accordingly, any borrower who had been inactive for more than five years was removed. This left an active database of 3,700 users, an average of 740 each year.

The library was allocated a grant of $8,000 in 2014 by the Disabilities, Learning and Support Unit to refurbish the building. Funds were used to paint the library, foyer and kitchen. New circulation furniture was installed as well as shelving, signage and a reading area for visitors.

Library work flow improved with the allocation of an additional one day a week School Administration Officer (SAO) provided by Palm Ave School on a term by term basis. Flexibility within the operating budget allowed additional Teacher Librarian days as required in semester two.

In 2015 the main focus of the library is to facilitate the transition to Oliver. Discussions are ongoing with the Oliver implementation team regarding access to the library by non-DEC library members.

Student representative’s message

Our Student Representative Council has two representatives from each class who are nominated and selected by class members. Our school captains and vice captains are the executive team of our SRC. Our roles are chairperson, secretary, treasurer and publicity officer.

We meet as a team fortnightly to plan meetings and discuss activities. The whole SRC meets on alternative fortights. Each member of the SRC also has a responsibility that helps us achieve our goals. For example, two members write articles for our school newsletter. This year we organised a lot of successful events.

Some of our events were a welcome to Oatlands disco and an end of year disco. We organised and did all the jobs at the Cross Country Carnival and we had lots of mufti days to raise money for charity. We ran a very successful Greenaid fundraiser that helped the Greenaid relief projects to assist children in need and we also raised enough money to purchase a new interactive projector for one of our classrooms. We also have Yangi to look after, she is our World Vision child.
It was a great experience being a school leader. We have left a list of ideas for next year’s SRC. We hope you have as much fun as we did and we hope you make the most of the opportunity to be a school leader. Thank you for choosing us to be representatives of Oatlands Public School.

Merujen, Kristina, Daniel and Kathy

Student information

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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K SWIMMING</td>
<td>K</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K/1 HOCKEY</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>1/2 GYMNASTICS</td>
<td>1</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2/3 TRIATHLON</td>
<td>2</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3/4 MARATHON</td>
<td>3</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4/5 ATHLETICS</td>
<td>4</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>5/6 HEPTATHLON</td>
<td>5</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Class Sizes

Student enrolment profile

Student Enrolments at Oatlands P.S have increased throughout 2014. This upward trend in enrolments suggests student numbers will continue to grow for the foreseeable future.

Management of non-attendance

At Oatlands Public School excellent attendance is encouraged in order to optimise students’ learning outcomes. Rolls and attendance reports are produced electronically. Students who arrive late or parents who wish to collect their children early must report to the office for a late note or early leave pass. On the third day of a student’s absence, the school office contacts parents if no explanation has been provided.

Letters are sent to parents requesting explanation for unexplained absences. Ongoing concerns are monitored by the Learning and Support Team and referred to the Home School Liaison Officer when necessary.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Primary Part Time Teacher and RFF</td>
<td>0.594</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>Primary District School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary AP Learning and Support</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.622</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>JSML Teacher librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>JSML School Administration Officer</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>15.616</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no Indigenous staff members at Oatlands Public School.

Staff retention

Staffing was stable in 2014 with Mrs Ho continuing her maternity leave. As in 2013 Mrs Ho was replaced by Ms Price.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The implementation of the new NSW K-10 Mathematics and Science & Technology Syllabuses in 2015 has been a major focus for professional learning this year. All staff have completed the professional learning modules developed by the DEC and each stage has developed a unit of study around the new Mathematics syllabus in preparation for the new school year.

Preparations for the new School Planning process also dominated much of the professional learning conducted in 2014.

Teachers have engaged in training around visual literacy, programming and concept planning for the new English K-10 Syllabus and on-line Professional Learning around the Disability Standards for Education. This will be a major priority area for the coming year.

All staff participated in School Development Days as well as mandatory compliance training including Child Protection during weekly staff meetings. The activities involved individual, small group and whole school sessions co-ordinated by executive staff, teachers and external providers. Twenty-five percent of the teachers employed at the school are accredited with the NSW Board of Studies, Teaching and Educational Standards.

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>30/11/2014</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: 120942.71
- Global funds: 139798.38
- Tied funds: 147568.04
- School & community sources: 126811.78
- Interest: 4189.26
- Trust receipts: 24484.80
- Canteen: 19721.09
- Total income: 583516.06

**Expenditure**

- Teaching & learning: 20851.73
- Excursions: 37573.48
- Extracurricular dissections: 48720.71
- Library: 7736.73
- Training & development: 6831.41
- Tied funds: 127972.91
- Casual relief teachers: 29509.58
- Administration & office: 55794.05
- School-operated canteen: 10868.97
- Utilities: 28784.29
- Maintenance: 19309.00
- Trust accounts: 36000.15
- Capital programs: 0.00
- Total expenditure: 429953.01
- Balance carried forward: 153563.05
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**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.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

---

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

![Graph showing percentage in bands for Year 3 Reading](image)

- 46% of Year 3 students were placed in Bands 5 and 6 for Reading, 5% below state average

---

**NAPLAN Year 3 - Writing**

![Graph showing percentage in bands for Year 3 Writing](image)

- 36% of Year 3 Students were placed in Bands 5 and 6 for writing, 8% below state average
73% of Year 3 Students were placed in Bands 5 and 6 for Spelling, 22% greater than state average.

50% of Year 3 Students were placed in Bands 5 and 6 for Grammar & Punctuation, in line with state average.

55% of Year 3 Students were placed in Bands 5 and 6 for Numeracy, 13% greater than state average.

NAPLAN Year 3 - Numeracy

55% of Year 3 Students were placed in Bands 5 and 6 for Grammar & Punctuation, in line with state average.

50% of Year 3 Students were placed in Bands 5 and 6 for Grammar & Punctuation, in line with state average.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

43% of Year 5 Students were placed in Band 8 for Reading, 26% greater than state average.
21% of Year 5 Students were placed in Band 8 for Writing, 15% greater than state average.

52% of Year 5 Students were placed in Band 8 for Spelling, 10% greater than state average.

52% of Year 5 Students were placed in Band 8 for Grammar and Punctuation, 30% greater than state average.

43% of Year 5 Students were placed in Band 8 for Numeracy, 30% greater than state average.
Year 5 growth (student improvement from Year 3 to Year 5) was **18% greater** than state average in **Reading**.

Year 5 growth (student improvement from Year 3 to Year 5) was **5% greater** than state average in **Spelling**.

Year 5 growth (student improvement from Year 3 to Year 5) was **52% greater** than state average in **Grammar & Punctuation**.

Year 5 growth (student improvement from Year 3 to Year 5) was **25% greater** than state average in **writing**.

Year 5 growth (student improvement from Year 3 to Year 5) was **20% greater** than state average in **Numeracy**.

### Minimum standards

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

The performance of 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 achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Merit</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>95.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Merit</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>94.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

Oatlands Public School has continued to provide a broad range of opportunities to support the learning and development of all students. Students from 3-6 participated in the International Competitions and Assessments for Schools in English, Mathematics, Science, Computer, Spelling and Writing. 2014 results are included below.

In 2014, 38% of students applying for selective high school placement in 2016 were made offers.

**Technology**

Once again technology was a huge focus within our school. We have a modern computer lab, two connected classrooms and a library research centre operating within the school. These facilities allow classroom teachers the opportunity to use technology as a vehicle to deliver quality teaching and learning programs.

In 2014 we upgraded our Wifi system to ensure reliable internet access throughout all learning areas within the school. We also increased the amount of iPads available for student use with 20 more iPads purchased. Our bank of iPads will continue to increase in 2015.

**Arts**

Student work is recognised in regular displays throughout the school, performances at school functions and in other venues, presentation of work at school assemblies and displays of work through external events.

Some of our Stage Two students entered their artworks in the Law Week art competition. They designed a postcard using dot paintings and wrote a story that explained the meaning of their artworks.

In September, our senior dance group performed at the Celebrating the Arts Festival at the Riverside Theatre, Parramatta.

The group choreographed and rehearsed their modern dance routine under the guidance of a visiting dance teacher and presented an outstanding performance on the evening. They also performed their routine at the Open Day and Presentation Day assemblies.

Student’s visual art skills were showcased at the Celebrating the Arts Festival, with two artworks being framed and displayed at the theatre. Several artworks were also displayed at the Epping RSL club as part of the Epping Street Fair. All artworks were selected from a large number of artworks completed throughout the year.

Visiting artists engaged our students in art workshops.
Each class participated in an art lesson that gave them the chance to use unique materials and techniques such as collage, printing and sculpture.

Our choir represented the school at Parramatta Riverside Theatre, performing as part of the combined choir. One student was chosen as a soloist. The choir also performed at the Sydney Opera House in Term Three as part of the 2014 Pulse Showcase of Excellence in the Arts.

Our students performed as part of the massed choir, captivating the audience of over 2500 people with a challenging repertoire.

Stage Two students have participated in music groups organised by Mrs Sells and the classroom teachers. The activities included playing the recorder, singing and playing percussion instruments following musical notation.

Aria Music offers our students after school music lessons. Several students in our school are learning to play keyboard and guitar.

The students together with their music tutors performed at Open Day and Presentation Day assemblies.

The Music Count Us In initiative celebrates the value of music education, it involves over 600,000 students and teachers all over Australia. The students at Oatlands learned and rehearsed the nominated song and sang it on the same day and time as all the registered schools. This song was then performed as a whole school at an assembly.

Sport

Oatlands Public School has a comprehensive and inclusive sports program across the K-6 school. The annual sporting carnivals of swimming, athletics (field and track) and cross country were run successfully with many students qualifying for the Merrylands/Parramatta Zone carnivals. Students from Oatlands also qualified for the regional carnival in athletics and cross country, with one student representing the region at the state cross country carnival, and two students representing the region at the regional field events carnival.

Students in Years 3-6 attended the annual Milo Cup Cricket Gala Day which focused on skill development and active participation. Also, students in Stage 3 participated in the Paul Kelly Cup, an interschool AFL competition. All teams demonstrated great sportsmanship and represented Oatlands with pride. These gala days are great for students to further develop their skills in a competitive environment.

For the second year, Oatlands entered junior and senior teams in the local PSSA AFL competition. The teams were very competitive and successful with the junior team making the grand final and winning, becoming the Merrylands/Parramatta PSSA AFL champions for 2014, the second year in a row. In 2014, Oatlands also entered the girl’s junior and senior PSSA Netball competition.

These interschool competitions enable students to further develop their sporting skills and are an opportunity for gifted and talented sports students to excel.

Fitness activities across the K-6 school included dance, cross country and athletics training, skipping and ball skills. A variety of sporting equipment was made available to all students under the COLA and on the oval and basketball court at recess and lunch time. All classes participated in the Premier’s Sporting Challenge with the school earning the highest level of achievement, a Diamond Certificate.

These results highlighted the outstanding efforts of students, staff and families in joining together to promote an active lifestyle.

Staff once again implemented the annual athletics skills program to ensure all students are equipped with the skills required to enter both the field and track athletic events.
Student participation in the field events continues to be over 95% - an excellent measure of the success of the program and ensuring more students are more active more often.

The comprehensive sport program also included dance, golf, surf education, orienteering, swim school, class sport, physical education and a strong focus on fundamental movement skills. Dance involved the whole school and utilised specialist teachers to achieve outcomes from the PDHPE syllabus. Trained golf teachers guided the Years 3-6 golf program which culminated in a visit to Oatlands Golf Club.

The Surf Education excursion taught students how to read the waves at the beach and participate safely when swimming in the surf. Students in Stage Three participated in the Sydney West Orienteering Championships at Fred Caterson Reserve. Students learnt how to read a map and follow coordinates. This event proved to be a highlight of the year and will continue to be an annual event for Stage Three students. Swimming school saw students from Years 2-6 attend Parramatta Pool every day for two weeks to improve their swimming ability and water safety knowledge. Class sport and physical education lessons involved a variety of sports and games and incorporated fundamental movement skills to equip all students with the skills needed to confidently participate in all sports. Teachers continue to place an emphasis on participation, skill development and sportsmanship with the annual awarding of the Premier’s Sporting Challenge medal rewarding these traits.

This year Oatlands also participated in the Premier’s Sporting Challenge Leadership initiative. The house captains and school captains developed their leadership skills through assisting the teachers with the implementation of the Premier’s Sporting Challenge, promoting the challenge throughout the school and setting up sporting equipment at recess and lunch time.

The school also ran a highly successful Active After School Community after school sports program.

The program was run on Wednesday and Thursday afternoons for students in the K-2 grades and 3-6 grades. During Term 1 students learnt the skills needed to play AFL, Term 2 netball, Term 3 rugby league and Term 4 a variety of sports and games. All sessions were run by qualified coaches and provided Oatlands Public School students the opportunity to involve themselves in sport.

Public Speaking

Our Public Speaking program gives all students from K-6 an opportunity to present speeches to a wide audience and enables students to develop their skills and confidence in public speaking. This year classroom teachers explicitly taught the skills of public speaking prior to the schools competition which was held during Term 3 for Years K-2 and in Term 2 for Years 3-6.

Class finalists were selected from each class and speeches were presented at a special assembly where parents were invited. Students in Years K-2 prepared a short speech linked to topics covered in class and students in Years 3 to 6 chose a topic from a range of topics determined by the classroom teachers. The level of public speaking this year was exceptionally high. Selected students also participated in the state wide Multicultural Perspectives Public Speaking Competition. The stage finalists from Stage Two and Stage Three presented their speeches at the Open Day assembly during Education Week. Stage public speaking winners were awarded a trophy at the annual Presentation Day assembly.

Gifted and Talented Program

An enrichment/challenge program (GAT program) is run one day each week to cater for the diversity of learners and learning styles and provide a rich learning environment for gifted and talented students.
Students across all stages and classes are identified by their classroom teacher and the program is based on the interests, abilities and needs of the selected students. Lessons and activities aim to challenge, extend and engage students in learning in meaningful ways and to develop higher order thinking skills.

During 2014, students participated in writing, reading, Mathematics, problem solving, talking and listening, public speaking and debating.

Debating and The Writing Workshop were two new enrichment programs offered in 2014. Debating is an activity requiring skills which many adults find difficult, such as speaking confidently to an audience, organising, presenting and arguing a point of view and working as a team. The 2014 Debating teams did an excellent job of learning and developing these skills and showcased them at school assemblies.

Talented writers were provided with the opportunity to attend a three-day workshop at Brewongle Environmental Education Centre where they worked with other students from other school and Australian authors to improve their creative and imaginative writing skills.

Environment Club and Vegetable Garden Project

Oatlands Public School has a strong focus on student wellbeing. The school is successfully implementing the Live Life Well @ School initiative, Crunch & Sip, Fundamental Movement Skills, fitness/sport programs and Kids Matter.

As part of this framework, the school has established the 'Living Classroom', a fruit tree orchard and vegetable garden. Students, teachers, parents and the local community have all been involved in this project.

The school received a $1100 grant from Coles and Junior Landcare, as well as $1200 from Telstra. Parramatta Rotary Club (Daybreak) also donated $1000 to assist further in funding our Living Classroom.

The school has also been supplied, through application, a STIHL Green Wall, which is a program designed to encourage children to spend more time outdoors. This has been erected beside the Living Classroom and was up and running in 2014.

The Environment Club was successfully implemented again in 2014 and received excellent parental support.

Students from Years 3 to 6 were given the opportunity to join the lunch time Environment Club at the start of the year. A group of about twenty students regularly participated in this initiative.

The whole school participated in Clean-Up Australia Day by cleaning up our school grounds. This was organised by the Environment club who made posters to advertise the event.

The Environment Club meets weekly to turn the compost, add dry matter, put worm juice on the vegetable garden, weed, water trees and tend to the worm farm. The garden and trees were also tended to on a daily basis by Kindergarten in 2014.

The P&C awarded two Environmental Awards again this year to recognise students’ contribution to the environment at Oatlands Public School.
Live Life Well @ School
With the help of various grants and community support the Live Life Well at School team was able to implement a range of new and existing programs and activities to promote healthy living. This included providing teachers with innovative and energetic lessons combining literacy, numeracy and physical activity, incorporating fitness activities into student homework tasks, organising and purchasing new sport equipment, introducing healthier options at the school canteen and supplying important information about healthy living in our school newsletter.

This year, our hugely successful ‘Crunch and Sip’ and ‘Try it Tuesday’ programs were partly funded by Coles, North Parramatta. During Term 2, parent helpers prepared vegetable platters for each class every Tuesday.

This encouraged children to try different vegetables and as a result the amount of students who brought vegetables to school increased by approximately 30%. At the end of the term each class had a cooking day and prepared food using the vegetables they had tried during the term.

Throughout the year playground equipment such as skipping ropes, handballs, hoops, scoops, cricket sets, footballs and basketballs were put out into the playground for students to use at recess and lunch times. Basketball pole pads were also purchased to ensure students could use the equipment safely.

The sports captains organised and collected the equipment each day and informed teachers about which equipment they would like available each term. This initiative encouraged students to be more active, more often and they all enjoyed having a range of equipment to play with at recess and lunch time.

The combination of our increased participation in school sporting activities such as Active After School Sport, PSSA, Swim Scheme and the Premiers Sporting Challenge as well as our commitment to teaching quality and engaging Physical Development and Health lessons such as Kids Matter, Healthy Living and Nutrition ensures our students have the best opportunity to live healthy and active lives.

PBL
Oatlands Public School is a Positive Behaviour for Learning (PBL) school. In 2014 Oatlands continued to implement the program in both the classroom and the playground with a sustained focus on involving families and the school community.

The PBL program aims to simplify and improve staff, student and community understanding of school rules and expectations, emphasise and reward positive behaviours in the playground and classroom, explicitly teach pro-social skills and manage inappropriate behaviours in a consistent and effective manner.

In 2014 the fortnightly PBL focus was introduced in order to target, reduce and improve any negative or unsafe behaviours occurring in the school.

The focuses explicitly outlined ways in which students could be safe, respectful or learners, providing specific and positively worded criteria. The wider school community was also informed of these focuses through morning assemblies, newsletter blurbs (every fortnight) and fortnightly school assemblies. To further motivate students to engage with the PBL focus the ‘Oatlands Pride Award’ was introduced. It was awarded to the class who best met the focus criteria and was displayed in the classroom.

Teachers continued to award ‘bear tickets’ (named to refer to the school’s PBL bear mascot) for positive behaviours and for students following the PBL focus. Students who received bear tickets were entered into a lucky dip draw each assembly to be awarded canteen vouchers or a toy bear prize.
In line with the school’s focus on community, families were informed about the school’s PBL initiatives and the positive behaviours demonstrated by students at Oatlands during school information nights, transition programs, assemblies, letters sent home with students and meetings or phone calls with classroom teachers. Two students per class who demonstrated exceptional behaviour were selected each semester to have morning tea with the Principal and their families. Additionally, all students who followed the three school rules took part in a reward day (VIP day) at the end of each term to acknowledge their positive behaviour at school.

Negative behaviours were dealt with in accordance with the school’s behaviour policy and teachers and the executive team further improved communication with students and families. Communication occurred as promptly as possible after a negative incident took place and emphasised positive choices students could make to improve their behaviour.

Analysis of data gathered during 2014 demonstrates a maintained reduction of negative behavior incidents at Oatlands. The graph below represents the overall reduction in negative behavior referrals since 2007 attributed to the introduction of the PBL program and increased community participation in 2013. Staff, students and parents continue to be pleased with the positive effect the PBL program is having on the caring, community atmosphere at Oatlands Public School.
**KidsMatter**

KidsMatter Australian Primary Schools Mental Health Initiative has been developed in collaboration with beyondblue, the Australian Psychological Society and the Principals Association.

After training in Component Two (Social and Emotional Health for Students) all staff implemented the program during Term 2, 2014. The resource “Friendly Schools Plus” was successfully used to complete this component. Areas covered included Self Awareness, Self Management, Social Awareness, Relationship Skills and Social Decision Making. Both staff and students gave positive feedback concerning the implementation of this program at the end of Term Two.

Training in Component Three (Working With Parents) and Component Four (Helping Children Who are Experiencing Mental Health Issues) was completed by 2 teachers during 2014. Staff were then trained in Component Three at a professional learning day.

During 2015, staff will continue the Kidsmatten program during Term One.

Stage 3 children will also participate in ‘This Way Up’, an online program focusing on coping with stress and anxiety. Stage 2 children will participate in an online program dealing with “Cyber Safety and Netiquette.”

**Library**

The aim of library this year has been to provide resources to support the school goals for both teachers and students. Support for staff has been through the purchase of new books relating to instructional information and curriculum while students have been supported through new books aimed at increasing their reading for pleasure, literacy skills and to support research programs. The library also subscribes to World Book Online so that Oatlands families have 24/7 access to support for school activities as well as support for homework, research and recreation. In order to promote a reading culture throughout the school, the library ran activities such as Book Fair, Book Week, Author visits and Reading Challenges throughout the year.

Our Book Week celebrations began with author Duncan Ball visiting our school. He enthused our students with readings from his books and other entertaining stories relating to his journey as a writer. The success of his visit was reflected in the large increase in borrowing of Duncan Ball books after his visit and throughout the rest of the year.

Following our author visit the Book Week celebrations continued with our bi-annual Book Character Parade. Students and teachers really got into the swing with some well thought out costumes. Such a fun way of celebrating our favourite Book Characters.

This year 165 students completed the Premier’s Reading Challenge. Of these 32 students attained Gold PRC certificates (completing 4 consecutive years) and 2 students attained Platinum PRC Certificates (completing the challenge for seven consecutive years). This is a fantastic effort with outstanding results of completion!

During Education Week we ran our annual Book Fair. We had a wonderfully successful day whereby many books were purchased for home as well as donated to the school.

With funds raised we were able to purchase an exciting new range of resources for the library as well as donate some money to the Westmead Children’s Hospital.

In November during a large clean up of old stock in the library, disposed books were donated to the Rotary Club who send these overseas to countries needing these resources.

**Aboriginal education**

There were four identified Aboriginal students enrolled at Oatlands Public School in 2014. Teachers, parents and students were all involved in developing Personalised Learning Plans (PLPs) for these students. Oatlands celebrated the 2014 NAIDOC Week by participating in Aboriginal games, stories and art activities in class.
Lessons for all students on the diversity of Aboriginal cultures were embedded across the curriculum and in all classes. During the Stage 2 excursion to Muogamarra Nature Reserve, students participated in Aboriginal bush food tasting, observed Aboriginal rock art and listened and learned about Aboriginal culture and traditions.

Multicultural education and anti-racism

The school has an EAL/D teacher for two days per week. EAL/D stands for English as an Additional Language or Dialect and has replaced ESL support. Our EAL/D teachers provide support to students who speak a second language or dialect at home and to new arrivals. This year our school joined the country’s Harmony Day celebrations by encouraging students to dress in an outfit of cultural significance. Our school community worked together to provide a multicultural food stall for the students and staff. All money raised was donated to World Vision. We hope to make this an annual event.

Multicultural perspectives are integrated into the teaching and learning program throughout the key learning areas.

Significant programs and initiatives – equity funding

The Resource Allocation Model (RAM) has been developed to ensure a fair, efficient and transparent allocation of the education budget for every school.

Aboriginal background

Aboriginal education funds were utilised in the provision of extra support teacher hours and the refinement of Personalised Learning Plans for each Aboriginal child as well as School Learning Support Officer’s aid time to support literacy and numeracy programs for our Aboriginal students. NAPLAN, school-based assessments and PLAN data indicates that most Aboriginal students are progressing at the same level and rate of learning as their non-Aboriginal peers.

Socio-economic background

Funding for socio economically disadvantaged students was used for various purposes. A ‘School Learning Support Officer’ was engaged to assist students with literacy assistance. Funds were also used to subsidise student costs including school fees, excursions, PSSA participation and school uniform expenses were also met.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus group surveys – including students, staff and community feedback relating to current school practices, teaching and learning, leadership, school vision and future directions.
- Best Start, PLAN & NAPLAN data.

School planning 2012-2014:

School priority 1- Literacy

Outcomes from 2012–2014

Improving literacy outcomes for all students, K-6, through evidence-based practices, programs and professional learning.

Targets

- Achieve minimum of 94% of students at or above minimum standards in all areas of literacy in 2014 NAPLAN.
- 2014 NAPLAN results indicate 40% of Year 3 and 5 students are achieving at proficiency standard in writing.
- 2014 NAPLAN results indicate 40% of Year 3 and 5 students are achieving at proficiency standard in reading.

Evidence of achievement of outcomes in 2014:

- At least 95% of students achieved above minimum standards in all areas in Year 3 and Year 5 NAPLAN.
- At least 40% of Year 3 and 5 students achieved at proficiency standard in all areas except in writing (36% for Year 3 and 32% for Year 5).
- 52% of Year 5 Students achieved proficiency for reading, compared to the 2010-14 average of 43%.
- 73% of Year 3 Students achieved proficiency for spelling, compared to the 2010-14 average of 59%.
- 52% of Year 5 Students achieved proficiency for reading, compared to the 2010-14 average of 37%.
- 75% of Year 5 Students achieved proficiency for grammar and punctuation, compared to the 2010-14 average of 49%.

### K-6 Reading Levels

#### 2014 Reading Levels
- **Kindergarten**
  - Below
  - At
  - Above

#### 2014 Reading Levels
- **Year 1**
  - Below
  - At
  - Above

#### 2014 Reading Levels
- **Year 2**
  - Below
  - At
  - Above

#### 2014 Reading Levels
- **Year 3**
  - Below
  - At and Above

#### 2014 Reading Levels
- **Year 4**
  - Below
  - At and Above

#### 2014 Reading Levels
- **Year 5**
  - Below
  - At and Above

#### 2014 Reading Levels
- **Year 6**
  - Below
  - At and Above
K-6 Spelling Levels

Spelling Semester One

- Year 2:
  - Above: 10
  - At: 2
  - Below: 6

- Year 1:
  - Above: 10
  - At: 2
  - Below: 6

Spelling Semester Two

- Year 2:
  - Above: 20
  - At: 10
  - Below: 30

- Year 1:
  - Above: 20
  - At: 10
  - Below: 30

SA Spelling Semester One

- Year 6:
  - Above: 5
  - At: 20
  - Below: 5

- Year 5:
  - Above: 15
  - At: 30
  - Below: 5

- Year 4:
  - Above: 10
  - At: 20
  - Below: 10

- Year 3:
  - Above: 5
  - At: 10
  - Below: 5

School priority 2- Numeracy

Outcomes from 2012–2014

Improving numeracy outcomes for all students K-6 through evidence based practices, programs and professional learning.

Targets

- Achieve minimum of 94% of students at or above minimum standards in all areas of numeracy in 2014 NAPLAN.
- 2014 NAPLAN results indicate 45% of Year 3 and 40% of Year 5 students are achieving at proficiency standard in numeracy.

Evidence of achievement of outcomes in 2014:

- At least 95% of students achieved above minimum standards in all areas in Year 3 and Year 5 NAPLAN.
- 55% of Year 3 and 48% of Year 5 students achieved at proficiency standard in numeracy.
- 43% of Year 5 Students achieved Band 8 for numeracy, compared to the 2010 -14 average of 28%.
School priority 3 - Engagement and Attainment

Outcomes from 2012-2014
Drawing on the Quality Teaching Framework to build innovative practices for 21st Century learners that engage all students and ensure high attainment.

Evidence of achievement of outcomes in 2014:
- Teachers implementing best practice differentiation pedagogies both inside and outside the classroom and offering targeted support to all students through experienced learning support teachers and aides.
- Explicit teaching of the 12 fundamental movement skills.
- PBL evaluation and restructuring of the school award system and fair discipline code.
- Continued Implementation of the Live Life Well @ School and Kids Matter programs.
- Implementation of a comprehensive Kindergarten transition program which insured all Kindergarten parents were well informed about school routines and procedures and Kindergarten students beginning school feeling positive and enthusiastic.
- High percentage of parents and families involved in the classroom and in school events.
- Numerous local community businesses and organisations, such as Parramatta Rotary Club (Daybreak), Oatlands IGA, Northmead Bunnings and local Telstra representatives engaged in supporting the school.

School priority 4 - Leadership and Management

Outcomes from 2012-2014
Enhancing school improvement processes and practices resulting in a positive school culture.

Evidence of achievement of outcomes in 2014
- All staff and many parents demonstrated a thorough understanding of the directions and priorities of the school.
- Parent workshops conducted by staff on Cyber Bullying and NAPLAN were well attended with excellent feedback received from participants.
- A range of networking opportunities provided to staff to enhance collegiality and collaboration within and between school communities.
- New scheme teachers mentored by experienced staff to continue their professional development.
- Leadership team guided staff through the review and analysis of a range of assessment data including NAPLAN, standardised test results and school-based literacy assessments.
- Increased participation in registered professional learning programs.
Increased parent and community engagement through various successful staff and parent led community initiatives.

**School priority 5 - Curriculum and Assessment**

**Outcomes from 2012-2014**

Effectively implementing the National Curriculum and developing appropriate assessment practices to measure student achievement, engaging all students and ensuring high attainment.

**Evidence of achievement of outcomes in 2014:**

- Teachers have completed the DEC professional learning modules and developed a solid understanding of the new Mathematics K-10 document.
- Units of work compliant with the new Maths and Science Syllabus have been developed for the beginning of the 2015 school year for each stage of learning.
- Teachers are regularly using interactive technologies confidently and incorporating them as an integral component of teaching and learning activities.
- Teachers using Learning Intention charts- WALT (We are Learning To) and WILF (What I’m Looking For) to display focus areas.

**Parent/caregiver, student and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

**Parent/caregiver satisfaction**

Parents were surveyed on school culture, learning and teaching. Surveys were sent to home to all 135 families. Of the 135 surveys sent home, 50 were returned. The survey gave parents the option of rating questions almost always, usually, sometimes and rarely.

A summary of responses is presented below.

- 98% of parents surveyed indicated that they are always or usually proud of our school.
- 98% of parents surveyed indicated that the school always or usually encourages everyone to learn.
- 98% of parents surveyed indicated that their child always or usually has access to good equipment that helps him/her learn.
- 93% of parents surveyed indicated that teachers at the school are always or usually continually upgrading their skills.
- 24% of parents surveyed indicated that only sometimes or rarely teachers at the school talk to them about their child’s learning.
- 28% of parents surveyed indicated that there child sometimes or rarely looks at samples of his/her work over time to see how he/she has improved.

**Teacher satisfaction**

Teachers were surveyed on school culture, learning and teaching. Of the 14 Surveys distributed, 10 were returned. The survey gave teachers the option of rating questions almost always, usually, sometimes and rarely.

A summary of responses is presented below.
• 100% of staff surveyed indicated that they are always or usually proud of our school.
• 100% of staff surveyed indicated that the school always encourages everybody to be a continuing learner.
• 100% of staff surveyed indicated that they always or usually use a wide range of resources to assist students with their learning.
• 100% of staff surveyed indicated that their teaching practice is always or usually supported by critical reflection and an understanding of effective practice and current research.

Student satisfaction
106 Students from Years 2-6 were surveyed on school life, learning, school culture and teaching. The learning, school culture and teaching surveys gave students the option of rating questions almost always, usually, sometimes and rarely.

A summary of responses is presented below.
• 82% of students surveyed indicated that they are always or usually proud of our school.
• 95% of students surveyed indicated that the school always or usually encourages everyone to learn.
• 83% of students surveyed indicated that they always or usually have access to good equipment that helps him/her learn.
• 82% of students surveyed indicated that their teacher always or usually finds new ways to help them understand.
• 90% of students surveyed indicated that school is a place where they have a lot of fun.
• 87% of students surveyed indicated that their teacher is fair to them.
• 88% of students surveyed indicated that their teacher helps them to do their best.
• 87% of students surveyed indicated that their teacher takes an interest in helping them with their work.
• 89% of students surveyed indicated that they can learn what they need to know at school.
• 93% of students surveyed indicated that school is a place where they learn to get on with other people.
• 22% of students surveyed mostly disagreed or disagreed that the work is a good preparation for their future.
• 21% of students surveyed agreed or mostly agreed that they feel worried.
• 44% of students surveyed mostly disagreed or disagreed that they like to do extra work.
• 39% of students surveyed mostly disagreed or disagreed that they get excited about the work they do.
• 41% of students surveyed indicated that teachers only sometimes or rarely talk to their parents about their learning.
• 30% of students surveyed indicated that only sometimes or rarely people other than their class teacher help them to learn.
• 24% of students surveyed indicated that only sometimes or rarely do student samples of their work help them to see how they have improved over time.
• 36% of students surveyed indicated that only sometimes or rarely there is a balance between working on their own and working with other students.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Oatlands Public School’s planning process has been authentic, collaborative and consultative. The school community worked to establish our strategic directions and vision statements. This included examining student achievement data, survey results and progress towards targets. Information was used to summarise the beliefs and vision statements. These statements and information were presented to stakeholders to obtain suggestions and feedback. The suggestions and feedback obtained were used to develop the strategic plan and vision statements.

The school community utilised:

- analysis of student and school outcomes against performance measures and targets.
- assessment of the achievements of the previous School Plans.

Stakeholders were consulted through the use of a number of avenues seeking feedback on leadership, teaching and learning practices and the future directions of the school. Data was obtained through:

- Principal ‘360 degree reflection tool’
- Community and Staff surveys on school performance, vision and future directions
- Parent, student and teacher forums
- Student surveys on teaching & learning

From the extensive data collected, the need for improved connections between home and school learning was highlighted, particularly in the area of how student learning is assessed. Findings also indicated that students don’t always understand the significance of their learning and have difficulty in monitoring their own progress, particularly in writing.

Our school plan was written in accordance with current DEC and BOSTES publications including:

- The Melbourne Declaration
- School Excellence Framework
- Great Teaching, Inspired Learning
- Performance and Development Framework
- Australian Professional Standards for Teachers

As a result of this extensive planning process, we have formulated a school vision statement and three strategic directions which form the basis of the 2015-17 School Plan

Vision Statement

Students are engaged in high quality 21st Century learning enabling them to achieve their full potential. Everyone is inspired to develop the necessary skills to become empowered as confident, active, informed citizens and creative lifelong learners.

Strategic Directions

1. Quality learning experiences for all students

Purpose: To empower students to become confident, creative and successful lifelong learners who strive for excellence.

2. Innovative leadership and quality systems

Purpose: To enhance the capabilities of each staff member and improve student outcomes through personalised professional development and quality systems supported by expert leadership.

3. To strengthen student and community engagement

Purpose: To develop students to become engaged lifelong learners. To ensure strong partnerships are developed with the school and wider community to maximise student achievement and engagement.
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.

Oatland Public Schools' 2015-17 new plan will be published on the school's website from the beginning of Term 2, 2015.

Mr Tony D’Amore  Principal
Ms Angela Dayhew  Assistant Principal
Ms Kim Gould  Assistant Principal
Mrs Michelle Perrott  Classroom Teacher
Mrs Jennifer Marshall  EAL/D Teacher
Mrs Joan Sells  Classroom Teacher
Mrs Roslyn Walsh  Classroom Teacher
Mrs Sevim Kocagil  Classroom Teacher
Ms Alison Naylor  Classroom Teacher
Mrs Jennifer Devos  Teacher Librarian
Mr Geoff Chandler  P&C President
Ms Jennene Griffiths  P&C Vice President

School contact information

Oatlands Public School
Belmore St East
Oatlands NSW 2117
Ph: (02) 9630 3486
Fax: (02) 9890 1914
Email: oatlands-p.school@det.nsw.edu.au
Web: http://www.oatlands-p.schools.nsw.edu.au
School Code: 4071

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