Our school at a glance

The school has an excellent and proud tradition of providing high quality public education and is a true caring community school providing high expectations for all students to learn to their maximum potential. We provide a stimulating, safe and happy environment with the best possible education in a school environment which values understanding, cooperation, tolerance and respect. Students are encouraged to achieve high academic standards and staff provides a wide variety of teaching styles to facilitate student engagement. Professional learning is emphasised to ensure students are provided with current teaching strategies and initiatives. Our students strive to achieve their personal best as we explore new and exciting ways to meet student need and to enhance their learning, and the climate of the school.

Student population had the school operating as a P2 with permanent reclassification to take place in 2010.

Students

460 students were enrolled at Oatley West Public School during 2009. Approximately 33% of students are from language backgrounds other than English.

Staff

Oatley West Public School enjoys a very stable staff covering a wide range of age and experience. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2009 the school and the community participated in a number of special celebrations: Art and Craft Show, Enrichment Program, NAIDOC Week, Literary Afternoon and Musical Evening. Live Life Well Program was strengthened to include a healthy Canteen initiative.

Other Areas of Achievement

Teaching and Learning

- Each key learning area was represented by dedicated committee members who worked towards the achievement of a variety of goals.
- All staff were provided with current syllabus documentation on CD and in booklet form, to enable ease in planning, programming and assessment procedures.

Mathematics

- A comprehensive stocktake and reorganisation of current Mathematics resources and equipment.
- The purchase of new equipment to support and supplement Mathematics programs K-6. This was funded by a P&C donation of $10 500.
- The establishment of an equipment borrowing register.
- The regular borrowing of equipment to use within the classroom to support whole class and group activities.

Human Society and Its Environment

- The writing of a school Human Society and Its Environment policy incorporating a detailed scope and sequence of teaching and learning experiences across all stages. This policy incorporated the three dimensions of pedagogy – intellectual quality, quality learning environment and significance. It highlighted aspects of the work of Ralph Pirozzo, including the use of ‘real assessment tasks and the planning matrix’.
- The establishment of stage resource boxes containing units of work and resources to supplement units.

Creative Arts

- The establishment of a new manageable Creative Arts storage area within the school.
- The purchase of new and dynamic musical instruments to support existing class programs.

‘FIRED’ Program

In Term Three, Kindergarten and Year One students participated in the ‘FIRED’ program – a fire prevention program conducted by Mortdale Fire Brigade. Oatley West PS has been a strong supporter of this program for many years. The aims of this program include:

- good/bad fire identification
- do’s and don’ts of fires
- ‘get down low and go go go’ principles
- ‘stop, drop and roll’ principles
- ‘000’, its role and importance with other emergency services.

The students participated in an interactive discussion and role play session. This was then followed up with a visit by the fire truck.
Student achievement in 2009

Literacy – NAPLAN Year 3
In 2009 69% of students who sat the test achieved Band 5 and 6

Numeracy – NAPLAN Year 3
In 2009 60% of students who sat the test achieved Band 5 and 6

Literacy – NAPLAN Year 5
In 2009 42% of students who sat the test achieved Bands 7 and 8

Numeracy – NAPLAN
In 2009 50% of students who sat the test achieved Bands 7 and 8

Messages

Principal’s message
This year has been another busy and successful year for all of the Oatley West Public School community. We strive to ensure our students become lifelong learners. Our experienced staff is committed to providing a comprehensive, balanced and stimulating curriculum. Our emphasis is ensuring our students become independent learners in reading, writing and mathematics whilst ensuring a balance is maintained with other curriculum areas. Our school has enjoyed outstanding success in 2009. Our students strive to achieve their personal best and we explore new and exciting ways to meet student need and to provide opportunities for our children to experience a variety of learning strategies, programs and initiatives that enhance their learning and the climate of the school. In commending our students for their efforts, achievements and good will, we recognise the dedication and hard work of staff and community members.

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.

Paul Nash

P&C and/or School Council message
With the departure of the former school council president, I found myself as School Council and the P & C president for much of 2009.

This year, school council was with no formally elected president. Later in the year this position was filled by Mrs Lynne Fry. Apart from the ongoing policy reviews throughout the school, issues raised at the school council included the changing of the school name to Oatley Park Public School and the reappraisal of the Italian program; surveys were put out to the school community to address these. Some work was put towards the consideration of refining the school council constitution to better reflect its standing within the school.

The P & C continued to raise funds through its major event the Art and Craft Show which raised over $60 000. Expenditure was on maths and reading resources, I.T. infrastructure, and landscaping. We also continued our recurrent financial support with funds directed to the Year 6 farewell, Carols under the COLA, and the Support Teacher Learning, with a commitment to fund the MOBC STL initiative in 2010.

The various sub-committees have been busy, canteen now has a paid supervisor, music council has had many play outs and a band camp, but sadly Mrs Brown has moved on to pastures new and is no longer with us as Musical Director. The landscaping works have begun, the vegetable garden has commenced and the giant caterpillar was installed, and some works are planned during the school break. In the meantime, school banking and uniform shop, have been working tirelessly under added strain from the building works going on around the school.

Late this year the P & C voted to change the date of the AGM from February to December from 2010, to better align with the school year. Therefore there will be two AGM’s for P & C next year.

Graham DaSilva – P&C President

Student representative’s message
The Student Representative Council (SRC) meets regularly and discusses issues of importance to students and undertakes fundraising activities. The SRC comprises six SRC seniors elected from Year 6 with an additional two representatives elected from each class. Following their welcome to the new kindergarten parents and students at the commencement of the year, the seniors helped the SRC to organise and conduct a number of special school activities as a result of regular meetings with the principal, Mr Nash. We had a very busy year representing the school at many community events, raising money for various charities running the School’s Anzac Day Service and Combined Assemblies throughout the year and putting ideas and thoughts of the students forward to Mr. Nash and the School Council. The first major event of the year was the SRC Seniors attending the Young Leaders Conference with Mr Nash. Here we listened to some interesting guest speakers and learnt what it takes to be a good leader.
We had many fundraising activities throughout the year and were able to assist various organisations such as The McGrath foundation, The Cancer Foundation through the footy colours day, Stewart House and World Vision where we continue to support our sponsor child, Mateus Pedro from Mozambique.

The group addressed the final year School Council Meeting, reporting on their activities for the year. The SRC Seniors and the SRC were very active and enthusiastic and continue to be well supported by the students of Oatley West.

Jonathan Lister and Lauren Stewart

School context

Student information

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

Student enrolment profile

The school’s enrolments are stable. The reason for this is the existence of a strict residential boundary requirement. Kindergarten enrolments from within area continue to be strong and our school consistently exceeds its ceiling enrolment from in area students. We are therefore unable to accept enrolments from outside the designated school feeder area.

Enrolments in each school year are indicated below:

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>219</td>
<td>223</td>
<td>219</td>
<td>209</td>
<td>228</td>
</tr>
<tr>
<td>Female</td>
<td>205</td>
<td>220</td>
<td>224</td>
<td>228</td>
<td>233</td>
</tr>
</tbody>
</table>

Management of non-attendance

Class registers of attendance are completed every day and entered onto the OASIS management system. Regular checks of attendance are carried out by the Home School Liaison Officer. Any significant absences are followed up from these reports by the classroom teacher and principal.
Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2C</td>
<td>1</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4K</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4K</td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/5M</td>
<td>4</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>4/5M</td>
<td>5</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>K/1M</td>
<td>1</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>K/1M</td>
<td>K</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

Class structures are based on a staffing formula where the school’s teaching staff is allocated according to the whole school environment. There was a necessity to form five composite (multi-age) classes in 2009. Composite classes contain the same range of student abilities and talents as single grade classes. A wide range of social, academic and personal development criteria is taken into consideration when placing students into these classes.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Principal</td>
<td>2</td>
</tr>
<tr>
<td>Primary Teaching Assistant Principal</td>
<td>4</td>
</tr>
<tr>
<td>Primary Teacher</td>
<td>14</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.756</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Primary District School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Primary SS Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>22.656</strong></td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary School Administrative Officer</td>
<td>1.782</td>
</tr>
<tr>
<td>Primary School Administrative Manager Level 3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td><strong>3.382</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Oatley West Public School has five Aboriginal students and one Aboriginal teacher. The school liaises with the Regional Aboriginal Education Team and consults with the community.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools. In addition to initial university training, several members of staff (24%) have completed postgraduate degrees.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>76%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>24%</td>
</tr>
</tbody>
</table>

In addition, all staff regularly attends professional learning courses to further their professional skills and knowledge.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income 981 510.58

<table>
<thead>
<tr>
<th>Income Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>138 819.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>250 597.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>330 282.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>233 478.31</td>
</tr>
<tr>
<td>Interest</td>
<td>7 132.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21 199.39</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>981 510.58</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>72 990.81</td>
</tr>
<tr>
<td>Excursions</td>
<td>51 847.77</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>95 639.15</td>
</tr>
<tr>
<td>Library</td>
<td>8 327.87</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7 716.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>397 130.79</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>53 976.45</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>82 115.98</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29 100.20</td>
</tr>
<tr>
<td>Maintenance</td>
<td>54 881.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>17 973.57</td>
</tr>
<tr>
<td>Capital programs</td>
<td>23 641.49</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>895 341.72</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>86 168.86</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

During the year students from our school participated in a wide range of academic, sporting and cultural activities. The following are a few of the highlights of 2009.

Achievements

Arts

Year 6 children participated in the annual Lion’s Club Peace Poster Competition, culminating in special awards being presented to three students at the Academic Assembly. Digital photography continued to be integrated into a number of curriculum areas, and many technology based presentations were created by the students and shared on the school intranet and at special assemblies during the year.

Sport

Mr Lindsay Watson, Australian National Distance Running Coach (Commonwealth and Olympic Games) presented a host of awards at the Sports Presentation Assembly.

Seven teams won premierships during 2009: the Senior Girls’ Soccer team, the Junior Boys’ Soccer team, the Senior Girls’ Touch Football team, Senior Boys’ Basketball team, Junior Boys’ Basketball team, the Senior Mixed Hockey team, the Yrs 5 and 6 Rugby League team.

Five children progressed to State level in PSSA Area teams in Girls Cricket, Girls Soccer, Swimming, Athletics and Girls Touch Football. Students participated in a wide range of sports over the three sporting seasons, including tennis, chess, fitness fun, soccer, netball, teeball, softball, newcombe ball, boys oztag, rugby league, AFL, touch football, and basketball. A special skills program in cricket (yrs 3 and 4 and yrs 5 and 6 girls only) and aerobic dancing (yrs 5 and 6) was also trialled.

Other successes include:
- Swimming – third in the GRDPSSA district carnival
- Cross Country – first in the GRDPSSA district carnival
- Athletics – first in the GRDPSSA district carnival
- Yrs 5 and 6 Rugby League team – winners of the Brad McKay Shield
- The initiative Live Life Well @ School was trialled and aspects of the program will be used next year.

Music Groups

The Music Council, a sub-committee of P&C organise a developmental band program, recorder and percussion groups for over 150 students.

The Band Program comprises Training, Intermediate and Concert Bands. Highlights of the 2009 band performances include the following:

- Minooka Pre-school
- Hurstville Zone Music Festival
- Concert and Intermediate Bands each won gold awards at the Engadine Festival of Music
- Concert and Intermediate Bands each won a silver award at the NSW School Band Festival
- Bands played at Oatley Lions Festival, Education Week Open Day and the school Musical Evening, Academic
Presentation Assembly, the annual OWPS Art and Craft Show and Education Week celebrations at Rockdale Plaza

- Concert and Intermediate Bands and Senior Percussion Power participated in an off-site development camp.

**Recorder Groups** – Two recorder groups (Yr 2 and Yrs 3-6) have continued the long tradition of music education. Yr 2 recorder students were introduced to music notation and recorder at a beginner’s level. The Senior Recorder Group allowed students to refine their recorder skills, playing three or four part harmonies using alto and tenor recorders. Both groups have played at school assemblies, Christmas concerts and the annual OWPS musical evening. Senior recorder also performed at Minooka Pre-school.

**Percussion Power** has become a popular choice expanding to three classes. Junior students have spent the year learning the fundamentals of counting rhythm and reading notes whilst also having fun. The senior students have been challenged with several demanding pieces and refined their performance skills at the OWPS Art and Craft Show. Hurstville Zone Musical Festival, Oatley Lion’s Festival and Minooka Pre-school where they always manage to put a smile on the faces of the audience.

**The junior and senior choirs** conducted by OWPS staff have rehearsed regularly during lunchtimes and have performed at school assemblies and at the annual school musical evening. Both choirs also performed as part of the massed combined schools’ choir at the Hurstville Zone Music Festival.

**Other**

**Academic**

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

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

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

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

Literacy is composed of assessment in the areas of Writing, Reading, Spelling, Punctuation and Grammar. Results in each of these areas were largely identical to the aggregate score in Literacy in Year 3 with exceptional high scores in Spelling, Grammar and Punctuation. These results compliment the quality of Literacy Programs being implemented in Early Stage 1 and Stage 1.

Literacy in Year 5 had a lower aggregate score than in 2008 despite significant achievement in Reading, Grammar and Punctuation. Writing was the area we have identified as a focus for 2010 as this was where our scores were significantly below the aggregate. A further explanation of the need for remediation programs to be initiated in 2010 will appear later in this report.

Numeracy in Years 3 and 5 show a higher performance than the State and also place us as high performers within the Sydney Region. The purchase of new Mathematics equipment and the extension of Count Me In Two strategies in years Three and Four are intended to consolidate and promote this result still further. Whilst there is no intention to be complacent about our excellent mathematics results in both Years 3 and 5, a focus on Literacy should be our priority. The biggest challenge facing our school’s Literacy programs is how to promote the performance of students writing skills but also to encourage even greater effort from students in the higher bands to achieve still further. Writing with efficient spelling, grammar and punctuation is one thing but overall improvement in quality points to enrichment programs aimed at improving these specific aspects of writing:

- Improvement in the variety and nature of sentence structures. These must include a mixture of simple, compound and complex structures.
- Variation in sentence beginnings and cohesive strategies such as the effective use of pronouns to increase reader interest.
- Selection of more precise verbs and nouns to make writing more vivid and expressive and a capacity to organise ideas in paragraphs and to elaborate on the paragraphs central topic.

**University of NSW English Competition**

Students were awarded five High Distinctions, fourteen Distinctions and twenty-eight Credits.

**University of NSW Maths Competition**

Students were awarded five High Distinctions, fifteen Distinctions and twenty Credits.

**University of NSW Science Competition**

Students were awarded two High Distinctions, fourteen Distinctions and thirty Credits.

**University of NSW Computer Skills Competition**

Students were awarded three High Distinctions, twelve Distinctions and eighteen Credits.
Literacy - NAPLAN Year 3

**Percentage of students in bands: Year 3 reading**

**Percentage of students in bands: Year 3 spelling**

**Percentage of students in bands: Year 3 writing**

**Percentage of students in bands: Year 3 grammar and punctuation**

Legend:
- Percentage in band
- School average 2007 - 2009
- State average 2009
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>100</td>
<td>99</td>
<td>100</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>LSG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97</td>
<td>99</td>
<td>100</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>LSG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education
Aboriginal education is an across curriculum perspective. Classroom teachers include an aboriginal perspective in teaching programs in specific Key Learning Areas (KLAs) where appropriate.

Multicultural education
Multicultural education is an across curriculum perspective. Classroom teachers include a multicultural perspective in teaching programs in specific KLAs where appropriate. The school has two nominated Anti-Racism Contact Officers (ARCO) who have been trained to respond to allegations of racism.

Respect and responsibility
The school has four broad school rules: Be Safe; Be Polite; Behave Safely and Be in the Right Place. These rules incorporate the principles of respect and responsibility. A social skills and peer support program was implemented to assist students to understand the rules and the impact of student behaviours on others. An Anti-Bullying policy supports the social skills program.

Enterprise Education - Life Skills Program
The Life Skills program commenced in March with the training of Stage 3 students initially in the principles of earning, saving and spending money using a formalised banking system. This enabled the management structure to be formulated and positions filled from CEO, the Board of Directors and Treasury to the many activities offered and co-ordinated in this program. By the end of Semester 1, we had a banking system in place which serviced all students K-6 and which operated three days per week. The competition to name and design our school currency was very popular, resulting in the printing and circulation of the Oatley West Redback. Students in years 3-6 were able to work in paid positions in jewellery making, craft, gardening, aquaculture, recycling, canteen supervision, bookmarks and candle-making and decorating. Payment of wages by cheque allowed the students to understand the processes of depositing money into accounts and earning interest on their money.

Further opportunities were presented each term to earn and spend money at our school market days. Students had to submit a business proposal to trade at these events, price items for sale, prepare marketing strategies and estimate the float they would need. The trading was further extended with a trip to Milperra PS and East Maitland PS Combined Market Day where exchange rates needed to be established before businesses could operate.

Each term a school auction enabled the stakeholders to spend their money on items bought and auctioned by their committee. Without doubt the most sought after item was the iPod, bringing great satisfaction to those students who had saved and worked hard in this mini version of our financial society.

This program at Oatley West has been a resounding success in its introductory year, with more than 150 students and 14 teachers involved in its operation on a weekly basis. Given that the activities take place for 25 minutes only during lunchtime, this is an amazing achievement for the school. In July, the CEO and Co-ordinator Mrs Chalmers were invited to present the program to the Sydney Region Principal's Conference, as a regional initiative. Congratulations to Alexander and his Board of Directors of Lifeskills 2009.

Environmental Education
At the beginning of 2009 a small but enthusiastic group of students at Oatley West began a gardening group that was affiliated with the Life Skills Program. The children were taught skills both at school and at home, to plant and care for seedlings. As the year progressed, so did their skills in planting cuttings from mature plants and their ability to recycle plants that had been put out on the footpath during council clean-up time. The plant collection was then proudly sold during our Life Skills Market Days during the year and their hard work was very profitable. Parents were very supportive and played an active role in assisting their children to grow and maintain the plants.

The P&C began a garden plot in the school grounds and many students joined the group activity on the weekend digging plots and planting potatoes. The students helped to water the crop and eagerly watched for the first signs of growth in the garden. Many new helpers joined in our watering activities.

Some of the students also assisted the Oatley Flora and Fauna group and parents on that day, to eradicate noxious weeds from the areas of the playground where lovely gum trees and other native plants are growing. The children were proud of their efforts, to save the small native plants that had been overcome by weeds.

Our final activity was with the Royal National Park Environmental Education officer Julie Gallan and Mrs Hinley from our school. Alan Fairley and Melina Amerasinghe represented the Oatley Flora and Fauna Society. Fifteen students from Year 3 to Year 6 were given practical lessons into the identification of noxious weeds in the playground. Many samples were collected and pressed for future reference. A box was provided by the National Parks and Wildlife officer for storage of these samples. Photos were taken of the weeds held by the children and placed in our school computer system for future reference.
The children enjoyed the day immensely and planted some new native plants in the rear areas of the playground, so they will have a chance to grow. We also had time to briefly identify some of the native flora in Oatley Park for future reference of natives that grow in the area. A very successful start to the Environmental Program this year.

Chess
The Sydney Academy of Chess has conducted chess classes at the school throughout 2009. Many students have participated and benefited greatly from the experience. Chess is a valuable activity to children developing their logical thinking skills, concentration and discipline as well as being a source of much enjoyment. Mrs Laurence organised a very successful inter-school chess tournament at the end of Term 4 as an exciting culmination to the year.

Library Program
The library is fortunate to have a large collection of modern books. Books are bought from the Library Budget and by the Parent Run Book Club and by the profits from the Annual Book Fair. Although we have an excellent collection of books, the library lacked display space. Senior borrowing has always been at lower levels than the remainder of the school. The books were in a very limited area and not attractively displayed. When organising the Library we had to consider the Annual Art & Craft Fair which uses the Library. It was decided that during 2009 the majority of library funds would be used to purchase new shelving, panelling and display units. More paperback sections were created which are now displayed in boxes at a level suitable to the children. We also created Junior and Senior Sections that allow easier location of books especially when they are written by different authors. e.g. Classic books, Star War books, Magic School bus, Horrible Histories.

Students also helped to create a ‘Top 200’ book list which was very popular, especially when students have limited time to select a book. During most lessons time was devoted to selected students to present an oral book report. This often inspired other children to read the book and enabled Mrs Patterson to discover trends in reading.

A group of students attended The Sydney Writers’ Festival and we continued to run a Book Club at lunchtime. Students are encouraged to have their writings made into booklets so that they can be accessioned into the library catalogue and be borrowed by other students.

Years 3 to 6 attended a live theatre production of “Sadako” at the Sutherland Entertainment Centre. For Book Week an illustrator provided workshops for the students.

Borrowing rates have grown considerably throughout the year and this was due to the fact that books were displayed in a more attractive manner making it easier for students to locate books, with students continuing their strong involvement in The Premiers’ Reading Challenge. More students became independently involved in the Premiers Reading Challenge. (All K-2 students completed the challenge with their teachers at school).

There was a gradual improvement of students returning books on time although there were a small percentage of students in each class who continued to have very overdue books.

Peer Support
In Term One, Mr Jackman and Mrs Saul attended a two-day Peer Support Training course organised by the Peer Support Foundation Limited. The Peer Support Program is designed to provide students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to make healthy life decisions. It is a peer led, skills based, experiential learning program. The Peer Support Program modules focus on developing values, skills and understandings vital to the wellbeing of children and young people. They assist students to develop:

- a sense of self
- resilience
- connectedness
- a sense of possibility

The module chosen for focus this year was “Promoting Harmony”, designed by the Peer Support Foundation Limited. Mrs Chalmers, Mr Jackman and Mrs Saul led a Year Six Peer Leader Training Program over the course of two days in the second week of Term Three. This leadership training provided Year 6 children with the knowledge and skills needed to lead a multi-stage group of fellow Oatley West students. Year Six wore “mufti” and were treated to pizza and sausage sizzle lunches. The Peer Leaders were responsible for ensuring they were prepared and organised for their sessions. The eight Peer Support sessions were thirty minutes in length, with the module implemented over eight successive weeks. Peer groups worked cooperatively together on a variety of activities and discussions, and were enjoyed by all. Year Six made wonderful, enthusiastic leaders with their leadership skills improving as the program progressed. At the annual end of year picnic, peer support groups met once again for a fun time of games and activities.
Technology
In 2009 we had ninety-one computers at OWPS. Classrooms had between two and four computers per room depending on the grade. Our library has ten computers and our new computer room has twenty-eight computers. Each classroom has a black and white networked printer and a colour network printer was installed in the library, computer room and the staffroom. We also had a number of computers available for the administration staff. This year we have used school funds to install our first interactive white board in the library and all staff was in serviced in its use. With help from school funds, school club and parent donations we installed two “E Beam” interactive white boards into a Year Two room and a Year Six room. Throughout 2009 students have continued to develop their skills in word processing, desktop publishing, digital photography and video, internet, email, use of interactive white boards and eduweb. All students have been exposed to Notebook 10 Smartboard software and Year Six is using Comic Life, a new program purchased this year. We eagerly await the arrival of our new file server as our old file server does not have enough capacity for the great work the children are doing.

School Sport Program
The School Sport Program in 2009 endeavoured to develop an enjoyment in the students of physical activity as well as to develop skills that would enable them to participate in sport at a more advanced level. In Term Two, students were exposed to a number of athletic skills e.g. shot putting, discus throwing, long jumping and sprinting which enabled them to approach the Athletics Carnival with more confidence. Our school achieved the honour of being the champion school at the Zone Athletics Carnival with two of our competitors achieving state level. Other programs were run to develop team sport skills such as in the areas of cricket, soccer, hockey, touch football and basketball which enabled the students to perhaps participate at a more competitive level in PSSA sport in future years. As well, to promote recreational sports, students were given the opportunity to attend tenpin bowling at Southgate Bowling Alley.

Dance2bfit
Dance2bfit formed part of the K-2 Sport program in Term 1, 2009. All K-2 children enthusiastically participated in the program and learned a variety of dances and dance moves. All children received a free “Clapper Hand” which they used as a fun prop for a jazzy rhythm routine. K-2 then showcased this dazzling item at our Space Show on Education Day.

Years Five and Six enjoyed Dance2bfit as part of their PDHPE program in Term 4. Many of these routines were incorporated into the Year 6 Farewell Dance at the end of the year. Dance2bfit is a dance program designed to meet the New South Wales PDHPE syllabus to help students achieve the required Dance outcomes. Dance styles may include Creative Dance, Bush Dance, Folk Dance and Social Dance. Modified dance steps are programmed to accommodate different age and skill levels. All styles use the latest music and are energetic and fun while aiming to achieve a higher level of fitness.

Transition to Kindergarten
A strong school and community commitment was evident throughout the duration of the Kindergarten Transition Program for 2009. Three orientation sessions were planned for both students and their parents to become familiar with their school surroundings, meet teachers and discover the many types of activities the children will be participating in during their first year of school. Sessions commenced in Term 4 and children and their parents were entertained by our Junior and Senior Percussion Power Groups which was followed by a tour of our school grounds. New Kindergarten children met their Year Five Buddies and completed activities together during the second session. Parents met in the library and were warmly welcomed to our school by “School Club” and “Uniform Cupboard” Parent Committees, who also provided afternoon tea. The strong community commitment continued for the final session of Orientation, where numerous groups and representatives joined together to provide parents with information about our school and the various programs on offer, such as Lifeskills, Band, Scripture, Banking, P&C, Canteen, Junior Choir and Junior Recorder. During this time the children continued to strengthen their friendship with their buddies as they participated in social activities and interacted with the Kindergarten teachers as they worked closely together on classroom activities. A separate Information Night for new parents was held to provide an insight into starting school at Oatley West and a School Information package was distributed to parents. A light supper was kindly provided by School Club and enjoyed by all. The school and community worked together to prepare a successful transition program for new kindergarten children and sessions were well attended by both children and parents.

Transition to High School
In 2009, our Year 6 students participated in a transition program with schools from the Georges River College, Hurstville campus and Penshurst campus.
Students were divided into two groups, one attending Hurstville who provided an opportunity for students to participate in an IT lesson and the other attending Penshurst where they participated in a hands-on Science lesson. The groups rotated the following week, allowing them to experience both schools and lessons.

Mr Jackman took part in a Middle School Quality Teaching Program with Peakhurst High School which involved teachers formulating a framework for transition of students from Years 5 to 8. This program will continue in 2010.

Live Life Well @ School
This program is a joint initiative of the NSW Department of Education and Training and NSW Health for NSW government primary schools. We joined two of our local schools in a series of four professional workshops. The focus of these workshops is on nutrition education, fundamental movement skills and physical activity as part of PDHPE K-6 programs. The professional learning program aims to get more students, more active more often as well as having a renewed focus on healthy eating habits. It will go a long way towards lifelong learning.

The program aims to:

- increase awareness of overweight and obesity issues for children
- increase understanding of nutrition and physical education within PDHPE K-6
- provide practical ideas and strategies for teaching and learning programs
- improve community partnerships in supporting PDHPE
- improve awareness of resources to support the implementation of nutrition and physical education.

To achieve these aims at Oatley West Public School throughout 2009 we:

- provided staff with professional development sessions on Fundamental Movement Skills and the latest nutrition information
- provided each staff member with a teaching resource pack containing nutrition information, the Australian Guide to Healthy Eating kit and a Fundamental Movement Skills booklet
- participated in a Walk/Ride Safely to School Day which promoted the benefits of active transport to school
- participated in the Fruit n’ Veg Week Challenge
- dedicated Term Four to teach nutrition across the whole school and placed a nutrition tip in the newsletter each week during this term

- participated in the Live Outside the Box Challenge in Term Four, which emphasised the importance of healthy eating and physical activity and allowed children to think about healthy lifestyle choices
- ensured the Canteen is following the Fresh Tastes @ School Healthy Canteen Policy
- adopted the Fundamental Movement Skills Scope and Sequence K-6
- revamped the K-2 Sport Program to ensure the explicit and focussed teaching of age-appropriate Fundamental Movement Skills
- applied for and received a $1 000 School Health Incentive Program Grant which went towards new Physical Education equipment and planning time for the Professional Development Session
- encouraged parents and carers at the Kindergarten Orientation Information Evening to pack healthy lunchboxes for their children.

School Swimming Scheme
Twenty-eight students from Year Two attended the School Swimming Scheme at Roselands Aquatic Centre with Mrs McDonald. The scheme was conducted over two weeks during the morning session, with children returning to school by 11.30 each day. Students from Penshurst West PS also attended at the same time and we were able to share a bus to reduce costs to parents. Students participating were assessed and grouped according to their swimming abilities. The students’ skill levels ranged from non-swimmers to those who were ready to swim over 30 metres in deep water. All students also participated in basic water safety lessons. The students improved greatly over the fortnight and grew in both their confidence and abilities.

Parent Helpers
Oatley West is fortunate to have the support of numerous parents who assist with reading programs across the school. These parents give up their own valuable time to read individually with children and / or assist in the classroom for up to an hour per day. Rain, hail or shine, their happy faces appear each week on the doorstep.

Mortdale, Oatley Baptist Church (MOBC) Outreach Program
As part of Pastor Tim Burns outreach program and the generosity of his parishioners, we have been able to provide additional time for students experiencing learning difficulties. The church has financed a teacher for one day per week to work as a volunteer at the school with our Support
Teacher Learning Difficulties. Teachers were asked to recommend students from their classes that would benefit from a one on one intensive language/reading program. These students were then pre tested by the school counsellor so that there was a benchmark figure to assess each student at the end of their program. It is great to say that all students showed improvement from their time in these lessons. This program will continue into 2010 when it will be reassessed for continuity by the church and the school. Many thanks go to the church community for supporting this program.

Public Speaking
Our school Public Speaking Competition was held in Term Three. All students had the opportunity to participate in public speaking at a class level, where they prepared a speech on a topic of their choice. Students from each class were selected to compete in a Grade final and successful students then went on to speak in a Stage final. In Kindergarten each child presented a prepared speech. In stages 1, 2 and 3 the children also had to present an impromptu speech. The winners of each stage represented Oatley West Public School at the Georges River Network Public Speaking Competition which was held in November. Success at this level saw one of our Stage One students progress to the Inaugural Sydney Region Competition. Our successful Public Speakers also showcased their talent at a later date, comparing Oatley West’s Creative Arts Evening.

Progress on 2009 targets
In 2008 the school set targets in three areas:

- Quality Teaching
- Spelling; and
- Levelled Reading resources

Details of each target and the level of progress towards achievement are outlined below.

Target 1
Application of Quality Teaching and Learning Practices in Curriculum Differentiation.

Our achievements include:

- Staff awareness and application of a variety of assessment and planning techniques.
- Implementation of learning contracts and rubrics.
- Application of NAPLAN data to enhance learning, specifically in Writing and Mathematics.
- Implementation of Enterprise Education/Financial Literacy in Years 3-6 and introductory initiatives in K-2.
- Review and implementation of Gifted and Talented Education Policy.

As this target is still in the developmental stage, it will become a target for 2010.

Target 2

Our achievements include:

- Introduction of a new Spelling Policy.
- Introduction of a scope and sequence document and spelling rules overview.
- Professional learning of staff to build familiarity with the new policy and subsequent documentation.
- Stage meetings which developed and supported the use of strategies and content of the documents.
- Implementation K-6
- Staff using content, structure and Quality Teaching and Learning strategies in their classroom application.

Target 3
Implementation of Levelled Reading into Stages 2 and 3.

Our achievements include:

- A comprehensive stocktake and evaluation of current K-6 reading resources.
- The purchase of fiction and non-fiction guided reading texts up to Level 32 to support and scaffold students across a range of levels within a stage of reading. 260 packs (2160 books) were purchased with $15 000 donated by the school P&C. This allowed the extension of the guided reading program into Stages two and three.
- Training of staff in Benchmarking strategies at the Term Three School Development Day, enabled staff to gain greater expertise and knowledge in their assessment of student reading levels.
- Purchasing of an additional four Benchmarking kits to assess reading levels, allowing for the development of reading competency and enjoyment.
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Leadership in educational and management practice and the Italian Insertion Program delivered by Co.As.It.

Educational and management practice

Background
The evaluation tool used was the SchoolMap survey developed by the Department of Education and Training (DET). All staff members, parents and students were invited to complete the survey. 9 teachers, 178 students and 41 parents responded to the survey which consisted of 11 questions. Students completed the survey in groups enabling them to discuss the meaning of each question before responding. Respondents were required to rate each statement as either ‘almost always’, ‘usually’, ‘sometimes’ or ‘rarely’.

Findings and conclusions
Below are the descriptors that best describe statements of best practice from the survey questions, with the responses from each of the groups surveyed.

Leadership Responsibilities

5.1.1 Leaders use the forces that shape the school’s culture to enhance the quality of the school.

5.1.2 Leaders build relationships based on trust, collegiality and mutual respect.

5.1.3 Leaders are accountable for student learning outcomes.

5.1.4 Leaders value and promote equity.

Leadership for Change

5.2.1 School leaders effectively implement change processes which result in improved student learning outcomes.

5.2.2 Leaders model commitment to school improvement.

Inclusive Leadership

5.3.1 Leaders ensure that the statement of school purpose is developed by all groups within the school community.
5.3.2 Opportunities are provided for staff, parents and students to take leadership roles within the school.

Leadership for Learning

5.4.1 Leaders inspire and motivate learners.

5.4.2 School leaders model reflective practice.

5.4.3 Leaders encourage staff to constructively challenge educational practice.

Future directions

- It is recommended that school leaders take a higher profile in promoting to the school community the ways in which they work with staff to implement new ideas and promote improvements in student learning.
- It is further recommended that leaders work with staff in providing opportunities for them to reflect on their classroom teaching and learning practice and receive constructive feedback on their performance and professional learning priorities.
- Encourage parent involvement with school based programs e.g. classroom support, Maths and Literacy workshops and seminars.
- Encourage parent involvement in P&C Association activities e.g. school canteen, fundraisers, meetings etc.
- Encourage staff involvement in mentoring university practicum and work experience students.
- Develop a staff leadership development program.
- Leadership programs such as SRC and Student Leaders to be further developed. Other programs such as Peer Support to be strengthened.

Curriculum

H.S.I.E. – Italian Immersion Program

Background

It was decided to investigate the teaching of Italian at the school. The last survey was completed in 2007. The School Council raised the issue due to some discussion amongst parents of the program taking time from the home teacher’s program, increased cost and relevance to the community. A survey was formulated asking six questions while asking for five responses ranging from strongly agree to strongly disagree. The summary of the survey is in the next section.

Findings and conclusions

There was a significant response to the survey (50%)

1. I want the program to remain, as is, regardless of the price and am willing to pay the increase in cost in 2010. (153)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>No opinion</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.1% (86)</td>
<td>34.0% (68)</td>
<td>2.0% (3)</td>
<td>9.8% (18)</td>
<td>11.1% (22)</td>
</tr>
</tbody>
</table>

2. I value the importance of a language other than English being taught at OWPS, but I am concerned about the cost of doing so. (153)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>No opinion</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.3% (25)</td>
<td>23.5% (38)</td>
<td>13.1% (20)</td>
<td>32.7% (57)</td>
<td>14.4% (22)</td>
</tr>
</tbody>
</table>
3. I don’t think the program should continue. (152)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>No opinion</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2% (14)</td>
<td>5.3% (8)</td>
<td>4.6% (7)</td>
<td>25.0% (38)</td>
<td>55.9% (85)</td>
</tr>
</tbody>
</table>

4. I have/had a child/ren (in high school) who has/have been able to transfer the acquired language knowledge and skills (when attending primary) to other language learning. (131)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>No opinion</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.4% (11)</td>
<td>12.2% (16)</td>
<td>66.4% (87)</td>
<td>8.4% (11)</td>
<td>4.6% (6)</td>
</tr>
</tbody>
</table>

5. I have heard/hear my child using Italian words or making reference to Italian language/culture outside of school. (153)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>No opinion</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.3% (67)</td>
<td>41.8% (64)</td>
<td>2.0% (3)</td>
<td>7.2% (11)</td>
<td>5.2% (8)</td>
</tr>
</tbody>
</table>

6. I understand the value of learning another language other than English. (153)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>No opinion</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.0% (104)</td>
<td>28.1% (43)</td>
<td>0.7% (1)</td>
<td>1.3% (2)</td>
<td>2.0% (3)</td>
</tr>
</tbody>
</table>

Summary:
- 77.1% of respondents (118) strongly agree or agree that they want the program to remain regardless of the price and are willing to pay the increase in cost in 2010
- 39.8% of respondents (61) strongly agree or agree that they value the importance of a language other than English but are concerned about the cost of doing so
- 80.9% of respondents (123) strongly disagree or disagree that the program should not continue
- 66.4% of respondents (87) have no opinion as to their child/children transferring the acquired language knowledge and skills to other learning experiences
- 85.6% of respondents (131) strongly agree or agree that they hear their child/ren using Italian words or making reference to Italian language/culture outside of school
- 96.1% of respondents (147) strongly agree or agree that they understand the value of learning another language.

Future directions
The survey was discussed at a School Council meeting and due to the positive response to the survey; a decision was made to continue with the Italian Insertion Program for 2010.

Other evaluations
A change of school name from Oatley West Public School to Oatley Park Public School was raised and a survey prepared to assess community feelings and expectations about the prospect of a name change for the school. There was space for one of two responses; one to change the name, the other for the name to remain unchanged.

There were 310 responses to the survey with the majority voting ‘no’ to a change of name for the school.

Professional learning
During the year staff has engaged in professional learning sessions primarily focussing on catering to the learning needs of students using curriculum differentiation. They have studied Quality Teaching strategies and their implementation in the classroom. The executive have attended leadership conferences and mentoring workshops.

School development 2009 – 2011
Targets for 2010
Target 1
*To improve students’ skills in the area of Writing, particularly in sentence structure, organising ideas in a paragraph, elaborating on the central topic and the selection of more precise verbs and nouns to make writing more vivid and expressive.*

Strategies to achieve this target include:
- Increased opportunities for teacher in servicing on the elements of writing that are assessed in NAPLAN. This will include more frequent visits to the school of consultants to give support.
• Review of teaching strategies used in the teaching of grammar at the sentential and whole text levels.

• Creation of wider opportunities to showcase successful writers in competitions, class displays and publications in the school library.

• Increase by 10% the students in Band 4 in Year 3 and Band 6 in Year 5 over 2009 levels.

Our success will be measured by:

• Continued professional learning and conversations about consistent criteria based assessment of students’ writing samples.

• NAPLAN results and school based data profiling individual student gain in writing particularly in Year 3 displaying an increase of 10% of students moving into Band 4 and Year 5 students displaying an increase of 10% of students moving into Band 6.

• Increased publication, display and opportunity; for the awareness of writing across the school K-6.

Target 2

To apply Quality Teaching and Learning Practices in Curriculum Differentiation

Strategies to achieve this target include:

• Further implementation of Ralph Pirozzo’s matrixes, the use of thinking tools and assessment procedures.

• Continued planning of curriculum differentiation strategies in grade/stage collegial planning sessions.

• Implementation of learning contracts and rubrics.

• Staff workshops of NAPLAN data to enable access and application of teaching/learning teaching aids.

• Incorporate new initiatives and variations of organisation into the gifted and talented program.

• Continued Integration and application of Enterprise Education to school organisation and extra-curricular opportunities.

Our success will be measured by:

• Collegial grade and stage sessions to plan and prepare programs using QTL strategies.

• Assessment tasks for students designed around Quality Teaching practices and Pirozzo’s rubrics.

• Increased staff confidence in using Quality Teaching and Learning practices.

• Increased student involvement and confidence in their learning in both class and extra-curricular activities.

• 100% teachers engaged in internal and external professional learning.

Target 3

To implement a Values Education Program

Strategies to achieve this target include:

• A Special team formed to organise and plan the implementation of the program.

• Parent, community, staff and student consultation to develop a set of core values to underpin all that we do at Oatley West PS.

• Research current thinking on school values and its affect on education and examine the universal values outlined by the Department of Education and Training.

• Develop a statement of core values at the same time reviewing the existing school mission statement.

• Survey parents, community, staff and students requesting a comment on a set of explicit statements/outcomes that describe how all members of the school community will benefit from this set of universal values.

• Develop a set of clear guidelines that inform what acceptable and unacceptable practice within our school is.

Our success will be measured by:

• Values being taught both explicitly and implicitly (modelling) K-6.

• School and the community identifying, enacting and articulating core values embedded in programs and practices.

• Teachers and parents focusing on activities that assist students to explore, discuss, analyse and act on values relevant to the content they are studying in their own lives.
• Developing in students the capacity to develop deep understanding, and further develop values metalanguage by providing opportunities to practise values and to critically interrogate complex situations where values conflict.

• Increased participation by students in meaningful school decision making to promote commitment and trust.

• Implementation of a values education program that has the capacity to positively transform our school culture.

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.

Martin Ballantyne - Teacher
Tim Burns – School Council Representative
Graham DaSilva – P&C President
Pam McLaren – School Administrative Manager
Paul Nash – Principal
Leonie Patterson – Teacher Librarian
Nadine Saul - Teacher

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School Code: 3797

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