



OATLEY PUBLIC SCHOOL

STUDENT WELFARE AND DISCIPLINE POLICY

Last Updated August 2014

Student Welfare and Discipline

This document defines the student welfare and discipline policies of the NSW Department of Education and Communities, within the Oatley Public School environment.

Student welfare and discipline encompasses a holistic approach that supports the development of all children.

The values we instil in students within the school environment are:

- INTEGRITY** Being consistently honest and trustworthy.
- EXCELLENCE** Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
- RESPECT** Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
- RESPONSIBILITY** Being accountable for your individual and community's actions towards yourself, others and the environment.
- COOPERATION** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- PARTICIPATION** Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
- CARE** Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
- FAIRNESS** Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
- DEMOCRACY** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Students, Parents and the Public School system

Oatley Public School, along with all public schools of New South Wales, exists to provide a first-class education for all young people.

We have three overriding priorities:

- ✓ raising educational standards and levels of educational achievement
- ✓ providing a quality education for all
- ✓ providing for the care and safety of all students in our care.

In achieving these priorities, we seek to provide young people with their primary foundation for life.

The quality of this foundation is of the utmost importance to each individual. If a child does not do well at school, the prospects for a fulfilling life as an adult are significantly reduced.

Welfare and Discipline - A Partnership

When parents enrol their children at our school they enter into a partnership with the school staff. This partnership is based on shared responsibility and mutual respect. The partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

This partnership should lead to the understanding that the student needs to develop a responsibility for his or her own behaviour.

Parents and Schools - A Policy Statement

Parents naturally want the very best for their children.

What exactly is "the best" of course differs greatly from one parent to the next but basically we all want our children to be successful and happy and to feel secure in all aspects of their lives.

During their school years, the home and school occupy the greatest part of their time and carry the greatest influence on their development into adulthood. Obviously, the more harmony there is between home and school, the greater the chances of achievement and fulfilment.

The contribution which parents have traditionally made in schools is highly valued. However, children (first and foremost), parents, teachers and the school community generally stand to reap major benefits from even stronger ties.

The "best" possible outcomes from all children's education are very much enhanced by a strong partnership between parents, teachers and students.

Expectations of Parents, Teachers and Students

The precise character of the partnership between parents, teachers and students will be unique to each student. There are, however, certain expectations in common to all such partnerships.

Parents

- ✓ Parents are responsible for ensuring their children attend school.
- ✓ Parents share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour.
- ✓ Parents assume greater responsibility for their children's behaviour as their children travel to and from school.

Teachers

- ✓ Teachers are responsible for the education and care of their students when at school.
- ✓ Teachers have the task of providing the best possible program to meet the needs, capabilities and aspirations of each student.
- ✓ Teachers are also responsible for appropriately communicating with parents about the educational progress and behaviour of each student.
- ✓ Teachers, the Principal, and all other school staff, are **required by law** to notify the appropriate authorities in cases where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to:

Child Sexual Assault

*Child Sexual Assault is any sexual act or sexual threat imposed on a child.**

Physical Abuse

*Physical Abuse refers to non-accidental injury to a child by a parent, caregiver or another person responsible for the child.**

Emotional Abuse

*Emotional Abuse is behaviour by a parent or caregiver which can destroy the confidence of a child resulting in significant emotional deprivation or trauma.**

Neglect

Child Neglect occurs where the child is harmed by failure to provide the basic necessities of life such as adequate and proper food, nursing, clothing, medical aid or lodging.

The principle underpinning this mandatory requirement is that the welfare of the child is paramount. Our school will ensure that this focus is maintained as our primary responsibility.

At Oatley Public School, **the classroom teacher is usually the first point of reference** on matters related to the welfare and discipline of the children in their care. It is understood that the classroom teacher is in the best position to have the greatest awareness of the needs of the children in their care.

Students

As children grow, they become more active participants in the partnership between home and school. When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others. The Fair Discipline Code sets out children's rights and responsibilities while at school then outlines the steps that will be taken to safeguard those rights and maintain responsible behaviour.

Student's important rights are as follows:

You have the right to be an individual at school

This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.

You have the right to be respected and treated with kindness at school

This means that others should not laugh at you, make fun of you, or hurt your feelings.

You have the right to express yourself

This means that you may talk freely about your ideas and feelings, when appropriate.

You have the right to a safe school

This means that Oatley should provide safe classrooms, equipment and rules to ensure your safety at school.

You have the right to tell your side of the story

This means that your side of the story will be heard if you are accused of breaking a rule.

Here are some of the things you should do without being told. Some of these things you do for others, and some of them you do for yourself. Here are your important responsibilities:

You have a responsibility to follow the school rules and teacher's instructions

This means that you understand and follow the 5 school rules and should do as teachers ask you to.

You have a responsibility to allow others to work without being bothered

This means that you quietly make good use of your time, and do not disturb others.

You have a responsibility to complete your work and to do your best

This means that you do your best with your class tasks and homework, being sure to complete them on time.

You have a responsibility to help make school a good place to be

This means being thoughtful, respectful and courteous to others.

You have a responsibility to take care of property

This means that you take good care of school property, and respect the property of others.

Providing an Effective Learning Environment

Our school goals are derived from the goals for all public education in NSW as specified in legislation, and in yearly statements of Agenda for the NSW Department of School Education.

- A critical factor in achieving our goals as a public school is the aspiration of students to do well.
- Real levels of achievement are greatly increased when teachers and parents expect high standards.
- Good classroom discipline improves the level of aspirations of students.
- An effective classroom should be a place of excitement, exploration, scholarship and learning.
- It is our aim to create such an environment.
- If the classroom is disrupted by the noisy and inattentive few, the learning of other students suffers.

Each **student's right to learn** depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption.

Each student has a right to be safe.

Schools exist in a society in which violence is often prevalent. This social problem does not always stop at the school gate. Nevertheless, every student has the right to expect that he or she will spend the school day - both in and out of the classroom - free from bullying and intimidation.

Students have a right to be safe and happy at school. They have a right to be treated fairly and with dignity.

Teachers have rights too.

Teachers, who on occasions are subjected to levels of harassment that would not be tolerated in any other workplace, also have a right to be safe and happy at school.

Teachers too, have a right to be treated fairly and with dignity, by both students and their parents

Expectations of Good Discipline and Self Discipline in our School

Discipline is best when all parties have clear expectations about the behaviours which are acceptable and a sense of comfort in their surroundings.

It is essential that all persons develop an awareness that they own, and are responsible for their behaviour. It is one of our aims to develop in all students a clear understanding of the ways in which their behaviour affects their ability to meet their various needs.

It is then equally essential that the owner of the behaviour understands the consequences which follow from their behaviour within the institutional and organisational context of the school, as this may be very different from the context in which they operate elsewhere.

Consistent inappropriate behaviour will result in referral of the problem and, if necessary, removal until an appropriate means of returning the child, with support structures in place, has been negotiated.

Referrals by teachers will be informal in the first instance to the supervisor and support sought for management strategies. Further action will be discussed with the relevant Assistant Principal and will be notified to parents.

The following steps will be undertaken in the classroom:

1. Warning
2. Time out in classroom
3. Time out with a buddy class – Yellow Card issued and recorded by class teacher.
4. Red Card. Sent to Assistant Principal for discussion and time out.

The following steps will be undertaken in the playground:

- 1) Warning – Yellow Card issued and recorded in the playground folder.
- 2) Time out/red card issued and recorded in playground folder.
- 3) Time out in the Thinking Room. Discussion with executive teacher on duty in the Thinking Room about playground behaviours.
- 4) Red Card is sent to class teacher for recording purposes by executive teacher.

After 2 Red Cards have been issued whether in the playground or the classroom, a letter will be sent to parents notifying them of the student's behaviour.

The following consequences will be followed in regard to student's receiving Red Cards within one school term:

STEP 1	2 Red Cards	Letter 1	Student warned about school privileges and participation.
STEP 2	2 Red Cards	Letter 2	Student withdrawn from school privileges and participation.
STEP 3	2 Red Cards	Letter 3	In School Suspension and referral to LST.
STEP 4	2 Red Cards	Letter 4	Suspension

Each term, students will have a fresh start.

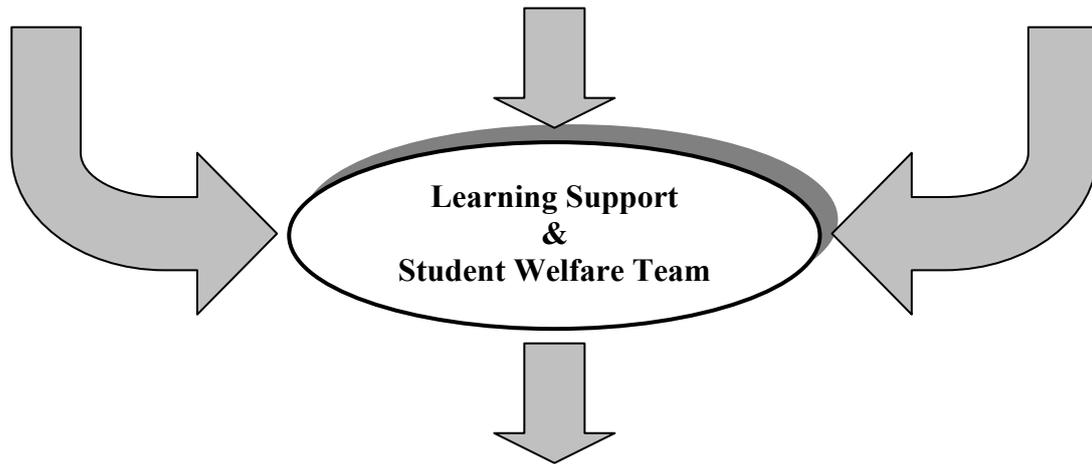
Discipline is dependent on the effective treatment of the actual problem, not the symptoms of the problem, or the child's reaction to it.

Our state public school system has the following requirements of all students:

- ✓ sustained application to learning
- ✓ respect for other individuals and their property
- ✓ courtesy to other students, to teachers and to community members
- ✓ due respect for teachers
- ✓ no violence, discrimination, harassment, bullying or intimidation
- ✓ no weapons
- ✓ no illegal drugs, alcohol or tobacco
- ✓ peaceful resolution of conflict
- ✓ adherence to the standards of dress determined by the school community
- ✓ compliance with all school rules and the Fair Discipline Code.

Behaviour Support Overview

PLAYGROUND	CLASSROOM	SPORT/ EXCURSIONS
<i>Teacher on Duty</i>	<i>Classroom Teacher</i>	<i>Sport/ Excursion Teacher</i>
<p>Preventative</p> <ul style="list-style-type: none"> • Develop relationships • Playground circulation • Evaluate situation • Stop inappropriate play • Reinforce positive behaviour <p>Corrective</p> <ul style="list-style-type: none"> • Question students • Refer to rules • Work it out. Stop, Think, Do • Warnings – Yellow Card • Record behaviour (Red Card) • Detention with Assistant Principal 	<p>Preventative</p> <ul style="list-style-type: none"> • Clear rules, expectations • Develop relationships • Positive environment • Suitable curriculum • Reinforce positive behaviour <p>Corrective</p> <ul style="list-style-type: none"> • Question students • Refer to rules • Warnings – Yellow Card • Time out in classroom • Time out in buddy classroom • Record behaviour (Red Card) • Refer to Assistant Principal 	<p>Preventative</p> <ul style="list-style-type: none"> • Develop relationships • Evaluate situation • Stop inappropriate behaviour • Reinforce positive behaviour <p>Corrective</p> <ul style="list-style-type: none"> • Question students • Refer to rules • Work it out. Stop, Think, Do • Warnings – Yellow Card • Withdrawal from sport/ excursion • Record behaviour (Red Card) • Refer to Assistant Principal



Letter 1 – Individual conference/ behaviour program with class teacher and Assistant Principal

Letter 2 – Learning Support/ Student Welfare team referral. Assistant Principal notified.

Letter 3 – Student/ Parent conference. Individual behaviour plan. Withdrawal from school activities (in school suspension). Assistant Principal and Principal notified.

Letter 4 – As per Letter 3. Principal notified. Suspension from school as per guidelines.

Award System

Students will be rewarded for positive behaviours, high effort and achievement in their academic endeavours.

Weekly – each teacher to distribute 3 class merit certificates and 2 sports' merit certificates. The Italian teacher will give 1 merit certificate per class each week.

Homework – Each week of bringing in homework so that it coincides with the class marking of homework warrants a tick on a class list. Five ticks equates to a Homework merit certificate. This is continuous throughout the year so ticks can go into the next term. Any homework not received by the due time of class marking will not get a tick.

Super Kid – At the end of each term any student who has not received two red cards will get a Super Kid merit certificate.

These merit certificates remain the responsibility of the students to be collected by them and for the students to keep them safe. The students can then trade them in for the following:

5 White Merit Certificates	=	1 Assistant Principal's Award
2 Assistant Principal's Awards	=	1 Principal's Award
2 Principal's Awards	=	School Medal

Oatley Public School is a happy and safe place to be when children:

1. Abide by our school's Fair Discipline Code.
2. Attend school regularly, be punctual and present notes to explain absences.

3. Follow the instructions of teachers and others in authority.
4. Complete all required work carefully and to the best of their ability.
5. Behave in a responsible, polite and courteous manner.
6. Behave in a manner that shows respect for themselves, and for the rights and feelings of others.
7. Behave in a manner that keeps themselves and others, safe at all times.
8. Respect and care for school buildings, school property and the property of others.
9. Wear appropriate school uniform at all times.
10. Accept their responsibilities as members of the school community.
11. Observe classroom rules.
12. Observe playground rules.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

Strategies to promote Good Discipline and Effective Learning

Our school is doing these things to encourage effective discipline.

- ✓ Providing appropriate curriculum, based on Board of Studies requirements, to meet the needs of each student.
- ✓ Encouraging the presentation of this curriculum in a way that motivates and encourages the active participation of children in the learning process.
- ✓ Supporting children in achieving success in learning
- ✓ Providing recognition and reward for positive achievements and behaviour through a system of class and playground merit awards, Assistant Principal awards, Principal's awards and School Medals.
- ✓ Maintaining a small number of easily understood rules that are fair, clear and consistently applied. Regularly clarifying these rules through maintaining a focus on a "rule of the week."

Results for Students

<p>Effective Learning and Teaching</p>	<ul style="list-style-type: none"> • Students will participate in decisions about their own learning. • Students will pursue a program of learning relevant to their needs and aspirations. • Students will develop an understanding of themselves as well as skills for positive, socially responsible participation. • Students will develop competencies which enhance the quality of their relationships with others. • Students will feel valued as learners.
<p>Positive and Discipline Climate Good</p>	<ul style="list-style-type: none"> • Students will be safe in the school environment. • Students will know what is expected of them and of others in the school community. • Students will be able to learn without disruption from unruly behaviour. • Students will be provided with appropriate support programs. • Students will contribute to decision making in the school. • Students will participate in all aspects of school life as equals.

	<ul style="list-style-type: none"> • Students will value difference. • Students will be respected and supported in all aspects of their schooling. • Students will know and understand their school's organisation and know about student representative councils or other representative bodies such as the School Council.
Community Participation	<ul style="list-style-type: none"> • Students will be supported by parent and community participation in school activities. • Students will value the school as an integral part of the community. • Students and their families will know how to gain access to relevant support services in the community. • Students will be partners with parents and teachers in the teaching and learning processes at the school.

EFFECTIVE TEACHING AND LEARNING

This new generation of learning encompasses Learning Across The Curriculum Icons.

Our students are 21st century learners and our role is to ensure

Cross Curriculum Priorities.

- ✓ Aboriginal 7 Torres Strait Islander histories and cultures
- ✓ Asia and Australia's engagement with Asia
- ✓ Sustainability

General capabilities:

- ✓ Critical and creative thinking
- ✓ Ethical understanding
- ✓ Information and communication technology capability
- ✓ Intercultural understanding
- ✓ Literacy
- ✓ Numeracy
- ✓ Personal and social capability

Other learning across the curriculum areas:

- ✓ Civics and citizenship
- ✓ Difference and diversity
- ✓ Workplace and enterprise

Many effective teaching and learning programs operate at Oatley Public School. Collectively these provide many varied opportunities for student learning. These programs include:

- ✓ Band program: Training, Intermediate and Concert bands
- ✓ Sporting programs: K-2 program; 3-6 school sport; PSSA inter-school competitions across several sport
- ✓ Active After School program
- ✓ Intensive Swimming program
- ✓ Artist-in-Residence program
- ✓ Choirs: Junior and Senior choirs
- ✓ St George Performing Arts Festival
- ✓ Debating

- ✓ Public Speaking
- ✓ Road Safety
- ✓ Dance Groups: K-2 and Years 3-6 groups
- ✓ Regional Gifted and talented day
- ✓ Premier's Reading challenge
- ✓ Premier's Spelling challenge
- ✓ Interpersonal Skills program
- ✓ Aboriginal education - NAIDOC
- ✓ Multicultural education
- ✓ International competitions
- ✓ Gifted and Talented Learning Support team
- ✓ Differentiated class programs
- ✓ Science club
- ✓ EDUWEB technology team
- ✓ Technology support
- ✓ Learning Support teacher's program
- ✓ English as a Second Language (ESL) program
- ✓ Gender Equity programs
- ✓ Child Protection program
- ✓ Anti-bullying program
- ✓ Scripture
- ✓ Peer Support
- ✓ Buddy classes
- ✓ White Ribbon Programs

Some of the programs offered are listed below in more detail:

International Competitions – Mathematics, English, Spelling and Writing, Science, Computer and Gifted and Talented

Opportunity is provided for students in Years 3- 6 to enter International Competitions. These competitions aim to:

- ✓ Provide students with a worthwhile and challenging experience
- ✓ Reward excellence at all levels of achievement
- ✓ Engender confidence and competence in the use of English/ Mathematics/ Science/ Computer/ Writing
- ✓ Acknowledge the importance of these subjects across the curriculum
- ✓ Test the skills and processes associated with these Key Learning Areas
- ✓ Provide information which will assist teachers and parents in the assessment and diagnosis of student ability
- ✓ Motivate, stimulate and challenge all students
- ✓ Provide a resource for all teachers
- ✓ Provide students, parents and teachers with a comprehensive analysis of student performance.

Road Safety

Road safety is taught as an integral section of the PDHPE syllabus. However, in addition there is a Road Safety program which is taught to give children extensive experience in road safety. It includes crossing roads, travel on a bus and in cars and using seat belts.

Intensive Swimming program

The scheme is an intensive instructional program designed for students who have not reached a satisfactory standard of water safety. While the scheme focuses on students in Years 2 and 3, other students such as older primary students, students with disabilities and students with special needs are also able to participate. This program is conducted at Roselands Olympic Pool over a two-week period.

Gifted and Talented (G&T) Learning Support Team (LST)

The G&T Learning Support team meets on a fortnightly basis. Teachers may seek their support by referring students through the G&T Support Team and completing referral forms. Teachers who have referred students are invited to attend G&T Support team meetings when the child whom they have referred will be discussed. If necessary, Individual Learning Plans (ILP) are developed for G&T students. Parents are partners in this process and are invited to participate in the development of the student's IPL.

Learning Assistant Support Teacher (LaST)

The Learning Support Teacher has a strategic role within the school to improve outcomes for **students due to the diversity of learners** and **supports students with special education needs**. This teacher's role includes:

- ✓ Team teaching
- ✓ Consultation
- ✓ Withdrawal
- ✓ Resource development
- ✓ Individual assessments
- ✓ Referrals to other services

English As An Additional Language or Dialect (EALD)

Focus groups identified through enrolment applications and then teaching ?Learning programs developed to support "English" and "Writing."

Aboriginal and Multicultural Education

Aboriginal education is not only the appropriate education of Aboriginal students but also involves the education of all students about Indigenous Australia. A partnership exists between the school and the Aboriginal community, which is essential to achieving equitable outcomes for Aboriginal students as well as implementing Aboriginal perspectives in the school. These programs meet the needs of both Aboriginal and non-Aboriginal students.

POSITIVE CLIMATE AND GOOD DISCIPLINE

Scripture

Oatley Public School caters for many religious denominations in a growing multicultural environment. Scripture classes are held on Wednesday mornings each week. Under the supervision of class

teachers, specialist teachers for Roman Catholic, Protestant and Greek Orthodox teach religious lessons to students within those denominations. Those students who do not participate in those lessons are involved in alternate programs with class teachers.

Peer Support

Peer support is students helping students. It is based on the principle that at every place and in every age group in society, people absorb information and values from each other. Peer Support gives students an opportunity to relate to their peers in a way that is effective, comfortable and promotes self esteem.

Through Peer Support the students are used in a positive way to help establish a support community within the school. Consequently, students are less likely to feel isolated and are confident enough to resist negative peer pressure.

In line with this, students should develop the following:

- ✓ communication skills
- ✓ cooperation between pupils of different ages
- ✓ leadership skills for senior students
- ✓ consideration and caring for others
- ✓ a feeling of belonging to the total school community
- ✓ respect for all members of the school community
- ✓ individual self esteem and confidence.

Through small, positive friendship groups which offer a safe environment to develop trust in a non-judgemental atmosphere, younger students are able to integrate readily into the school.

Drug Education

The role of Oatley Public School in the prevention of problems associated with drug use is a complex one which requires an integrated approach. The important elements in this approach are:

- ✓ preventative drug education programs integrated into Personal Development and Health units
- ✓ appropriated policies and practices regarding the misuse and abuse of drugs
- ✓ recognised procedures for supporting students requiring medication
- ✓ engaging support from the school and local communities.

Current developments in the prevention of harm relating to drug use emphasise the importance of establishing school programs that have clear objectives and are based on local needs. It is important that they are guided by sound prevention practices and are routinely evaluated.

Preventative drug education programs should occur within the broad framework of Student Welfare, Personal Development and Health education. In relation to this context, students will:

- ✓ increase their awareness of the complex issues involved in drug use
- ✓ participate in learning activities which will assist them in making informed, responsible decisions.

Student Representative Council (SRC)

Two elected class SRC members from Kindergarten – 6 meet fortnightly to discuss, share ideas and issues of concern to them in a formal situation. The SRC is led Year 6 student leaders with teacher guidance. The SRC is responsible for fundraising for one charity per term. It is their duty to report back to their classes on all decisions.

Child Protection

Even young children can be taught ways to protect themselves from abuse. They can be enlightened without being frightened. They can be taught to network with trusted adults and to be aware that there are people and services to help them within their community. In the past, many children and young people have received little or no information about what constitutes abuse or when, how and where abuse occurs. It is important to give students enough information so that if faced with a situation of potential abuse, they can react quickly and seek protection effectively.

It is important students learn:

- ✓ about feeling safe and their right to be safe
- ✓ to recognise appropriate touching and inappropriate touching
- ✓ that appropriate touching is an important part of positive relationships
- ✓ that they have the right to say NO to a person who touches them inappropriately or threatens their safety
- ✓ that it is important to tell trusted adults about such situations
- ✓ that they may have to keep telling people until they are believed
- ✓ that help is available to them within their communities.

Child Protection education aims to assist students to develop skills in:

- ✓ recognising and responding to unsafe situations
- ✓ seeking assistance effectively
- ✓ establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

Anti-Bullying

An Anti-bullying program is implemented each year across the whole school. It supports the best practice in schools – 1999 Student Services and Equity Programs. In 2009 a social and emotional resilience program was implemented called BOUNCE BACK which included strategies for students in recognising bullying and strategies to support bullying behaviours. This is a target of Oatley Public School's Strategic Plan 2009 – 2011.

Gender Equity

The aims of gender equity are to:

- ✓ broaden the opportunities and options available to every individual
- ✓ extend the capacity of individuals to make considered choices on the basis of relevant knowledge. Such choices are dependent upon the acquisition by students of:
- ✓ developing a full understanding of their own assumptions in relation to sex role stereotypes
- ✓ realising the consequences of particular choices
- ✓ encouraging the confidence and ability to exercise these choices.

COMMUNITY PARTICIPATION

Oatley Public School Council

The aim of the School Council is to enable formal school community participation supporting the planning, evaluation and financial programs implemented at Oatley Public School. The council works alongside the Principal in encouraging and promoting community participation in the school.

Parents and Reporting

Reporting at Oatley Public School is a three way process involving the students, parents and the class teacher. The 2 components to our reporting process are interviews and a written report.

The reporting process is to:

- ✓ clearly communicate a student's achievements in learning outcomes
- ✓ provide recommendations to assist future learning
- ✓ foster cooperation and encourage communication between parents, teachers and students.

We believe reporting should be realistic, relevant and meaningful. Reporting is part of the continuous process that teachers use to develop child centred learning programs.

Parents and Citizens Association (P & C)

The P&C is an important and integral part of Oatley Public School. The P&C is a group of interested parents and community members who meet to discuss the school's progress, educational developments and ways of assisting the education of our children. Our P&C works for the benefit of the whole school through:

- ✓ fundraising
- ✓ working bees
- ✓ events
- ✓ maintaining and staffing the school canteen on a voluntary basis

Parent Helpers

Parent helpers are valued volunteers in the classroom and throughout the school. Parent helpers share knowledge and expertise, forming links between school and home, demonstrating to the children that parents value and work together with Oatley Public School staff to ensure quality programs.

Senior Citizens' Christmas Luncheon

Each year the school hosts a Christmas luncheon for local senior citizens. We work in partnership with community groups, especially IGA, who provide the luncheon. This activity is highly valued by all members of the Oatley Public School community.

Wider Community Participation

There are many local links that Oatley Public School support such as the Oatley Flora and Fauna, Lions Club, local churches and local preschools.

Oatley Heritage Group Programs

for Years 5 & 6 students

Mrs Deborah Hunter
Principal