

Bert Oldfield Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Bert Oldfield Public School as an account of the school's operations and achievements throughout the year.

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

The annual school report also describes the schools practices and processes across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework visit :

<http://dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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School background

School vision statement

Bert Oldfield Public School, in partnership with an engaged school community, provides quality 21st Century programs, practices and opportunities which enhance, challenge and enable the development of the whole child, building academically and socially capable citizens.

School context

Bert Oldfield Public School is a dynamic and caring school operating successfully in the Seven Hills area since 1959. Set in spacious grounds, the school's buildings and gardens are attractive and well maintained. The school population comes from a diverse range of national and cultural backgrounds. At present, over 69% of students come from a language background other than English with a multitude of nationalities represented at the school speaking over 40 different languages. Some of these children are refugees or from a refugee background. The dedicated, highly qualified teaching and administrative staff along with the Community Hub and the school community, implement quality curriculum and targeted programs designed to achieve positive educational outcomes for students. Community involvement and participation are encouraged as an integral part of school life. Our school provides a quality-learning environment which encourages all students to acquire the knowledge, skills and desirable attitudes necessary for a successful productive life. We are committed to our school motto 'Learn to Live' and making a difference for every child.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Staff at Bert Oldfield Public School have discussed and analysed our schools position in regards to the framework and its implications for informing, monitoring and validating our journey and achievements towards excellence. Time was dedicated at our weekly teacher professional learning meetings and our School Development Days to examine the school plan and the framework and determine those areas that were well addressed and those that required further focus. Staff analysed our school position and identified evidence both collegially and independently, and all results were collated to complete the SEF survey for 2016.

In the domain of Learning we self-assessed as sustaining and growing in our school wide practices. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. There are positive, respectful relationships evident among students and staff, promoting student well-being and ensuring good conditions for student learning, and there are well-developed and current policies, programs and processes in place to identify, address and monitor student learning needs through the Learning and Support Team.

Our main focus has been on well-being and we self-assessed as sustaining and growing but exhibiting aspects of excelling in this area. The school consistently implements a whole-school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. There are quality teaching and professional practices evident in every learning environment, providing students with opportunities to connect, succeed and thrive relevant to their stages of learning and development.

In the area of Curriculum and Learning, we have strengthened our learning alliance through the Blacktown Learning Communities as well as alliances with other organisations such as the ABCN, the Lions club and the School based Community Hub. There are systematic policies, programs and processes to identify and address student-learning needs through an active Learning and Support Team.

With respect to Assessment and Reporting, teachers consistently analyse and interpret internal and external assessment data to monitor, track and report on student and school performance. Our individual student reports include descriptions of the student's strengths and teachers set specific criteria for student assessment and have in place principles of consistent assessment and moderation of learning tasks. Through meetings and our school reporting processes, parents are updated on the progress of their children.

In the Domain of Teaching, our priority this year was on pedagogy, primarily developing 'Visible Learning' strategies through an instructional leader mentor, and, developing collaborative practice through our stage based learning teams, designing learning through backward mapping. Teachers regularly analyse student performance data to evaluate the effectiveness of their own teaching practices, as well as data analysis to inform the schools learning goals. We made progress on practices whereby teachers provided formative feedback to students on how to improve their learning. Our Assistant Principals were released from class 1 day per week to offer professional learning through instructional leadership, promoting and modelling effective, evidence-based practice in pedagogy and information and communication technologies.

Within the area of Collaborative Practice, Teachers work together on a weekly basis to improve teaching and learning in their classrooms and stages, as well as for particular student groups with different learning needs. Our 'Focus on Reading' Professional Learning and action research project highlighted improved teaching methods in literacy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in reading comprehension and critical thinking skills.

Through the Performance and Development framework, staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Within the domain of Leading, parents and community members had the opportunity to engage in a wide range of school-related activities, particularly through stage based events and the Community Hub. Links exist with the Blacktown community of schools, other educational providers that offered incursions throughout 2016 and other organisations to support the school's programs, such as Microsoft, Lions Club, etc.

The school's three-year plan, now in its final year, has annual milestones focused on achieving improvement. This Annual School Report has drawn on an extensive evidence base of learning and development data to review our annual performance. The school acknowledges and celebrates a wide diversity of student, staff and community achievements and strategic financial management is used to gain efficiencies which maximise resources available to implement the school plan and quality learning.

The school leadership team has communicated clearly about school priorities and practices and administrative practices effectively support school operations and the teaching and learning activity of the school, particularly within the LMBR environment. The school leadership has been successful in creating an organisational structure that enables management systems, structures and processes to work effectively. Our self-assessment processes will further assist the school to refine the strategic priorities in our next school plan and lead to further improvements in the delivery of education to our students and families.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

21st Century Learning

Purpose

To provide quality teaching practices and curriculum delivery to create assessment capable, creative, collaborative, critical and reflective thinkers, prepared to meet the rigours of 21st Century society.

Overall summary of progress

Our continued whole school focus on teaching pedagogy continues to grow and enhance teaching practice. Our change in approach to visible learning where several teachers and classrooms were targeted to develop exemplar 'Visible Learning' practices was a positive one, providing intensive mentoring/coaching support to targeted teachers through a school funded Instructional Leader position, and developing their knowledge, understanding and skill in the use of learning intentions, success criteria, student goal setting, conferencing and process based feedback. The model will be implemented for all staff in 2017 in a block of intensive mentoring/coaching support, again through a school funded Instructional Leader staffing position.

Our school's focus on 21st century learning skills and tools was enhanced through a school funded 'Instructional Leader' program, with teachers engaging in class based team teaching with an IT mentor focusing on tablet technologies and the integration of ICT into the classroom teaching and learning program.

Learning teams operated productively across the entire year, where stage based teams were given a weekly opportunity to program collaboratively, employing 'Understanding by Design (UBD)' or backward mapping processes to program teaching and learning, focusing on English, Mathematics and History/Geography units of work.

The "Big Idea" English content approach at Bert Oldfield PS was finalised into a 3 year cycle, students learning English through "real world" issues and 'Big Ideas' to enhance their creativity and critical literacy skills.

All staff participated in Phase One 'New Focus on Reading' professional learning as well as engaging in a whole school action research project implementing the 'Super Six' meta-cognitive strategies in every classroom.

Learning and Support team processes continued throughout the year to identify and support student progress in literacy and numeracy, with many students referred to and supported by targeted intervention programs with appropriate adjustments and accommodations to individual learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers engage in Focus on Reading 3 – 6 professional learning and implement Super Six pedagogy into their classroom teaching and learning programs.	Staff are skilled in the implementation of learned strategies from professional learning in 'Focus on Reading' phase 1. All staff have engaged in the Focus on Reading professional learning initiative and classroom teaching and learning practices are inclusive of the Super Six meta-cognitive teaching and learning strategies through a school based action research project.	Literacy and Numeracy \$6000.00
PLAN data indicates consistent student achievement against the literacy continuum.	The majority of students K–6 were achieving growth against PLAN cluster markers for most aspects of literacy. Approximately 70% of Kindergarten students were at or above stage expectation for reading texts, comprehension, and writing, with vocabulary, speaking, and phonemic awareness areas for development. In year 1, 80% of students were at cluster 5 and 6 across all aspects of the literacy continuum. Vocabulary, speaking, and phonemic awareness and writing were areas of need. In year 2, 80% of students were at cluster 7 and 8 for reading texts and comprehension, with writing, vocabulary, speaking	Consolidated Revenue

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data indicates consistent student achievement against the literacy continuum.	and phonics areas for growth. For students in stage 2, there is definite growth, but the majority of year 3 students are still operating in cluster 8, with approximately 30% operating in cluster 9. For year 4 students, again growth is evident with the 60% of students operating in clusters 9 and 10, with writing being the areas of greatest need. With respect to stage 3, the majority of year 5 students (approx 70%) are operating in clusters 9 and 10 and year 6 clusters 10 and 11 for most aspects of the literacy continuum.	
PLAN data indicates consistent student achievement against the numeracy continuum.	<p>Early Stage One</p> <ul style="list-style-type: none"> • 84% of students had achieved stage expectations for forward number sequencing, and 68% for backward number sequencing. • 57% of students had achieved expectation for numeral identification, with 98% reaching at or above expected stage levels of achievement for their use of early arithmetic strategies. • They had strong and expected stage levels of achievement in their understanding of multiplication and division, as well as measurement and pattern and number structure. • Areas for growth for these students includes counting by 10's and 100's and understanding of fractions. <p>Year 2</p> <ul style="list-style-type: none"> • Year 2 students were assessed at the end of stage 2. Strong levels of achievement against the numeracy continuum that were at and above stage expectations included forward and backward number sequencing, pattern and number structure (66%), their understanding of place value (100%), multiplication and division and measurement concepts. • Areas for growth and improvement include numeral identification. <p>Year 4.</p> <ul style="list-style-type: none"> • Students were assessed at the conclusion of stage 2 learning. Against the numeracy continuum, 74% of students had reached stage expectation for both forward number and backward number sequencing. 70% had reached expectation for both numeral identification and counting, with 65% at stage expectation for their early arithmetic strategies. • 69% of students had reached or exceeded stage expectations for multiplication and division. • Areas for improvement included measurement, place value and fractions. 	Nil
School based and standardised assessments indicate greater than 0.5 effect size.	In our school based assessment we had a significant focus on writing through NAPLAN style assessments. Teachers used the NAPLAN marking guides to moderate a number of student assessments. Through teacher professional learning, we had high confidence in the level of teachers skills to accurately assess for consistent judgement, and correlated data from the 2014 and 2015 NAPLAN assessments. Our effect size assessment of writing growth from 2015 to 2016 was 0.87 for year 2 students, 1.71 for year 3	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School based and standardised assessments indicate greater than 0.5 effect size.	<p>students, 0.43 for year 4 students, 0.39 for year 5 students and 1.3 for year 6 students.</p> <p>In the area of standardised assessment, we used NAPLAN assessment data to make determinations on effect size. Our Year 3 to year 4 reading and numeracy data was unfortunately invalid due to an error in process. Our year 5 to year 6 data achieved an effect size of 0.37 for Numeracy and 0.48 for Reading. We will be able to include year 2,3,4,5 and 6 in 2017 as we will have 2 years of point to point data to analyse.</p>	
Lessons and learning are driven by learning intentions, success criteria, student feedback and reflection.	Our rate of progress in this area is delayed. We offered and opt in opt out option for teachers to receive deep professional learning through the support of an instructional leader. The Instructional leader position supported teachers in the integration of elements of visible learning into their teaching practice and lesson delivery, including learning intentions, success criteria, individual student learning goals, process based feedback to students and the development of a pedagogical framework for lesson delivery and development of learning units of work.	<p>Low SES Loading</p> <p>\$17526.00</p>
Curriculum units of work are developed through collaborative practice and utilise an understanding by design approach.	Learning teams were a successful initiative in 2016 with all classroom teachers engaged in collaborative teams programming curriculum through backward mapping. The focus for 2016 was on the schools English units of work, development of a scope and sequence for English, as well as History and Geography. Collaborative practice also developed the school's mathematics scope and sequence and term based units of work.	Professional learning budget \$6000.00
Teachers are up skilled in their knowledge, understanding and capacity to integrate ICT into their classroom teaching and learning program.	A number of staff members accessed professional learning through a school funded Instructional leaders ICT position. The Instructional Leader worked with teachers in their rooms to integrate tablet technologies into their teaching practice to enhance learning and higher order thinking. This program will be continued in 2017 and beyond.	\$8000.00 School funded

Next Steps

- Implement Visible Learning pedagogy into all classrooms in 2017 and professional learning for all teachers with a focus on teachers understanding, knowledge and skill in developing assessment capable students through the use of learning intentions and success criteria, student goal setting across targeted Key Learning Areas and sub strands, and criteria driven process based feedback to students.
- Continue teacher professional development in the use of Information and communication technology in teaching and learning with an enhanced focus on the use of tablet technologies in higher order thinking and deep learning.
- Continue the use of Learning Teams to enhance collaborative practice and apply the Bert Oldfield Public school pedagogical framework to developed English units of work and other units of work across all Key Learning Areas.
- Completion in 2017 of 'New Focus on Reading' phase one professional learning.
- Continue to develop the personalised learning practices of the Learning and Support Team and enhance support programs for higher achieving and gifted and talented students, indigenous students and EALD students.

Strategic Direction 2

Quality Systems and Practices

Purpose

To build quality systems and organisational practices to ensure that outcomes for all stakeholders are maximised and effectively monitored.

Overall summary of progress

Our PBL practices continue to produce high levels of student engagement, evident through our PBL data and through school review and assessment against the School Excellence Framework. We continue to review our minor and major behaviours. In terms of student voice our students participate in school evaluation processes to inform our practices on an ongoing basis.

Our systems for supervision and accountability have continued in 2016 and supervisory practices continue to be collaborative in nature, with the bulk of all programming completed through a collaborative learning teams approach. Learning Teams and stage teams meet weekly to ensure supervision expectations are adhered to. A pedagogical framework for unit development and lesson delivery has been developed for implementation in 2017.

The Performance and Development Framework has been implemented once again with planning meetings and opportunities for plan reviews timetabled into the process. At our annual PDP review meetings, staff reflected on their professional learning goals to inform future goal setting. Teachers were also required to submit evidence in relation to their professional goals and staff are implementing shared practice within their classrooms particularly around 'New Focus on Reading 3–6' which was a significant school focus area for teacher goal setting. One of our staff members successfully submitted their accreditation evidence to the National Education Standards Authority (NESA) and were re-accredited at proficient level.

We successfully self evaluated against the School Excellence Framework to identify our strengths and areas for growth and development across the Learning, Teaching and Leading domains.

Resourcing systems continued to be developed in 2017, particularly in relation to English and our 'Big Ideas' pedagogical approach. The teacher's resource room was reconfigured to allow better access to and awareness of, available teaching and learning resources. Our school administration system merged to SAP and SALM systems, with school executive and administrative staff undertaking significant professional development in management systems.

Teacher feedback on our reporting to parents systems was analysed and a new school report was developed and delivered for both semester one and semester two.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
95% of students are represented in the green, 3% in the targeted and 2% in the intensive domains of PBL 3 tiered intervention.	<p>In 2016, data indicated that 93% of students presented in tier one, with 1 or no referrals for negative behaviour. 5.73% of student presented in tier 2, with between 2 and 5 referrals, and 1.23% of students in tier 3 with more than 6 referrals.</p> <p>All students participated in PBL lessons to develop understanding of the school expectations. Anti-bullying lessons were delivered K–6 and all students engaged in the 'Kids Matter' programs and 'Bounce Back' lessons.</p>	\$5000.00 PBL budget
Leadership training and opportunity is afforded all student leaders.	The school Student Representative Council had a highly successful year, engaging in many projects and fundraising activities, including the "Movie Night" joint initiative with the P and C, and raising significant funds towards school resourcing. Our Year stage 3 students participated in leadership training through the "Creating Connections Student	QTSS budget \$6000.00 Professional learning budget – \$3000.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Leadership training and opportunity is afforded all student leaders.	<p>to Student" peer leadership and support program, which operated this year as the 'Bee BOPS' initiative. The program was designed to teach students friendship strategies and develop positive relationships.</p> <p>Evaluations from this program were very strong and supportive. 83% of K–6 students enjoyed participating in the initiative and 92% of students indicated they had fun. 84% said that their group worked well together and 85% indicated they had developed strategies to make new friends.</p> <p>Evaluation by the stage 3 leaders were similarly positive. Over 80% of respondents indicated that they enjoyed the program and had a lot of fun leading the younger students. More importantly, 91% indicated that they believed their leadership skills and confidence had grown throughout the program, and 92% said that they appreciated the opportunity to lead within the school.</p>	
Staff participate in observations, reviews and structured feedback as part of the Performance and Development Framework.	In 2016, all staff participated in the lesson observation component of the Performance and Development Framework. As part of the Performance and Development framework, a school pedagogical framework for lesson delivery was developed to act as a scaffold for structured feedback. Teachers were observed in their practices by a colleague or supervisor, and most received feedback; particularly those teachers that engaged in the mentoring programs offered through the instructional leader initiatives.	GLOBAL
All teachers and leaders participate in a process of maintaining or seeking accreditation at higher levels of the professional learning continuum.	Teachers participated in professional learning regarding the National Professional Standards and the departments time frame for transition to the NSW Institute for all teachers.	GLOBAL
All staff will develop and review professional learning plans and professional learning goals.	<p>All staff developed their 3 professional learning goals. Our school focus areas included Visible Learning, Focus on Reading and Information and Communication Technologies.</p> <p>Staff participated in a yearly review process for their annual PDP evaluation and reflected on their achievements to inform the 2017 process. Evidence was collected and submitted as part of the 2016 process.</p>	Program budgets \$5000.00
Systems for the tracking and monitoring of key teaching and learning resources is developed and maintained.	We have made some progress on this improvement measure. Our main focus on 2016 was our transition to SAP and SALM systems to become a 'Business as Usual' school. Our successful transition is evidence of strong progress in this area made to the ongoing development of our resourcing systems and tracking systems.	\$2000.00 school funded

Next Steps

- Professional learning and implementation of the 'Wellbeing Framework' in 2017.
- A refocus on 2017 on the visual impact of PBL assessed and signage needs are to be identified.
- Explicit teaching lessons for all teaching focuses will be re implemented in 2017.
- A new approach developed for Bee BOPS in 2017 to augment our student voice and student leadership initiatives.
- A continued focus on collaborative practice through our learning teams as we develop units of work against the Bert Oldfield Public School Pedagogical framework through Understanding by Design pedagogical approaches.
- A more structured PDP process for Teachers will be developed including formal processes for evidence submission, lesson observations each term and semester reviews against the National Professional Standards. Professional learning will also be offered to inform staff about the process for maintenance of accreditation at proficiency, and processes to support accreditation at higher levels under the "Great Teaching Inspired Learning" reforms, including school developed and departmentally developed ICT sharing tools.
- Development of a committee structure to serve the three processes of external validation against the School Excellence Framework, BOSTES Registration and the development of the 2018 – 2020 strategic plan through the 5P's process is required.
- Engagement in a feedback process in relation to our systems for reporting to parents, including external personnel and BOSTES advice to augment and improve our current processes and communication of our student learning.

Strategic Direction 3

An Engaged Learning Community

Purpose

To maximise and enhance the involvement of all stakeholders to build an engaged school community.

Overall summary of progress

Our endeavours to build an engaged learning community continue to develop and still requires significant work and effort. Our provision of learning opportunities to parents and the community was certainly strong through the community hub program, but minimalist through the school staff, with sessions on how to help develop reading skills at home being a successful initiative.

The Community Hub offered a number of learning opportunities for parents including programs delivered by the Cancer Council, The Asthma Foundation, NSW, workshops on sustainability through Dharma Kharta, and first aid courses and parenting courses through Janaya Family Development.

The Parents and Citizens Association had a more successful year, with much higher representation at the executive level and many new faces to assist with its ongoing commitment to developing the school and its resources. The Canteen opened up for a second day each week with its Toastie Tuesday initiative, and the "Movie Night" and "Carols night" helped to raise significant funds towards this end. Both events were also attended by the majority of the students and their families within the school.

Bert Oldfield Public School participated in the Blacktown Learning Communities learning alliance, with a over 20 students attending structured courses for higher achieving and talented students through the 'Sharing Program'. The school also continued its alliances with the Australian Business Community Network, bringing in companies to our school to offer their services and support.

The Community Hub had a very successful year, introducing and developing a great range of activities, programs and opportunities for our community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased participation of parents in the P and C activities from year to year.	The Parents and Citizens committee had an active and successful year. They entered into a joint venture with the Student Representative Council to establish a movie night. The event was highly successful with over 200 participants. The P and C executive committee itself has grown significantly with 10 consistent members filling all executive positions.	NIL
Number of parent sessions provided increases from year to year.	The School and Community Hub provided an increased number of opportunities and programs to educate parents in 2016. Programs offered from our school included; L3 in the classroom, Playgroup, Littlies in the Library, Cubby House after school program, Conversational English Classes, Zumba, First Aid, Healthy Lunches, Kids Sport, Parenting Workshops, Multi lit literacy support, Asthma education, parent swimming classes, computer classes. By the end of the year the HUB had included a total of 450 active participants across its programs.	\$4000.00 School funded \$6000.00 Community development grant
The number of business and community partners increases year to year.	The school re engaged with business partners through the Australian Business Community Network (ABCN) and worked with a number of	\$6800.00 Community development grant

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The number of business and community partners increases year to year.</p>	<p>businesses including Deloitte, Ernst and Young, both involved in environmental programs. We operated a student reading support program called "SPARK" with employees from Microsoft corporation.</p> <p>Our relationship with Bunnings continues, with Bunnings employees painting our school Before and After School Centre and donating paint to the school.</p> <p>The school, through the Community hub, developed partnerships with Karabi community and development services, The Asthma Foundation NSW, Cancer Council NSW, Children First, Syd West migrant services, Go4 Fun, Blacktown TAFE, The Tamil Womens support group, Woolworth's and Aldi, Coles, Blacktown Aquatic Centre, Blacktown City Council, Dharma Kharta, and Bunnings. All contributors enhanced either resourcing or teaching and learning programs at Bert Oldfield Public school.</p>	
<p>Survey data indicates high levels of parent, staff and student satisfaction.</p>	<p>Student Feedback</p> <ul style="list-style-type: none"> • 82% of the girls and 79% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%. • 84% of the girls and 73% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%. • 100% of the girls and 98% of the boys in this school valued school outcomes. The NSW Govt norm for girls is 97% and for boys is 94%. • 100% of the girls and 93% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%. • 92% of the girls and 88% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%. • 42% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 53%. • 35% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 26%. • 20% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. • 3% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%. <p>Parent Feedback</p> <ul style="list-style-type: none"> • Parent feedback was similarly very positive. Feedback indicated that parents are made to feel very welcome at Bert Oldfield Public School, are kept well informed and have open access to their child's teacher. There is a strong support network at home for students and they can readily access help and advice at home when required. When asked about the value of learning from teachers, including high expectations and strong encouragement of 	<p>Nil</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey data indicates high levels of parent, staff and student satisfaction.	<p>their child to do well, parents agreed that the teachers at BOPS have a genuine concern and value for their children's well-being and their children's learning. Similarly, parent feedback on student positive behaviour and student safety was very strong and positive. When asked about practices for the provision of additional support for learning and behaviour, parents again had a very positive perception.</p> <p>Teacher Feedback</p> <ul style="list-style-type: none"> Teacher feedback was also positive, as well as highlighting potential areas of additional focus for the following year and next strategic cycle. On the domains of leadership, collaboration, and learning culture, teachers rated the school's practices highly. The use of data by the school to drive teaching practice, the use of appropriate and diverse teaching strategies for all student learning and the use of technology in the classroom were all rated highly by teaching staff. Teachers identified the level of parental involvement in the school as an area for future focus, particularly support and information about what students are learning in their classroom. 	

Next Steps

- Provide, through our A/B committee structure, more opportunities for the delivery of learning sessions to parents and community on curriculum, learning, school focus areas and pedagogy
- Increase the level of engagement of parents as learning partners attending information sessions and learning opportunities which connect student learning to home
- Provide opportunities and programs for the development of parents and the P and C to plan, implement and lead initiatives towards the development of the 2018 – 2010 strategic plan
- Consult with the community ways in which we can improve our communication practices, particularly in relation to learning content
- Continue to grow our community connections and skill base and establish additional alliances with community partners
- Continue to promote the school within the community through the Community Hub and develop the range and number of business/community partners operating through the hub

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Indigenous students were supported through the school's learning and support programs and targeted literacy and numeracy initiatives such as Multi lit, Quick Smart, The Ark program, SPARK and Classrooms Without Borders. Indigenous students were supported through these initiatives where required and through in class learning support.	\$2399 Equity • Aboriginal background loading (\$2 400.00)
English language proficiency	ELP funding was expended on additional staffing to support students K–6 with diverse learning needs. Our substantive 0.4 EALD allocation was increased to 0.8 in total, and led to the employment of an additional teacher for 2 days per week providing additional in class support. Funding was also expended on additional SLSO in class support and bilingual support for new arrivals students. Our EALD NAPLAN data showed strong representation in the upper bands of achievement in year 3. Our EALD consolidating and developing students performed above the state level of achievement for these groups.	\$65,494.13 English Language Equity
Low level adjustment for disability	Funding was expended on the learning and support teacher position(0.7) to assist students with diverse learning needs and disability. Funding was also expended on the employment of learning and support personnel and the provision of whole class, small group and individual targeted support. In addition, targeted literacy and numeracy programs were implemented for identified students K–6. All students requiring adjustments and learning support were catered for within class programs differentiated teaching practice and other whole school strategies. Specialist support was also provided for students requiring supplementary and extensive adjustment to their learning program. In addition, the Community Hub leader was employed, above establishment, to work with targeted students and families and augment the role of the Community Hub to develop social cohesion and parental participation in the life of the school. Our PBL data 95% of students meeting expectations.	\$89,010. Disability Equity \$13,640.00 Integration
Quality Teaching, Successful Students (QTSS)	The QTSS staffing allocation was amalgamated with other positions to support the Performance and Development Framework to plan, monitor, and reflect on their professional learning goals and identify supporting evidence.	\$8162.00 QTSS Staffing.
Socio–economic background	Low SES funding was utilised to created instructional leader positions with each of the Assistant Principals released 1 day per week to mentor and coach other teachers in pedagogical practice and the integration of information and communications technology into the classroom. The program was set up as an opt in opt out initiative, so that exemplar models for deeper learning could be	\$17,548.00 Low SES Equity

Socio-economic background	developed with a view to a 2017 focus model.	\$17,548.00 Low SES Equity
Support for beginning teachers	We did not receive any funds for support for beginning teachers in 2016. Rolled over funds were expended on teacher professional learning and mentor support.	\$3688.00
Targeted student support for refugees and new arrivals	New arrivals and students from a refugee background were supported through the EALD program. Students worked intensively with the EALD teacher and the school employed bilingual teachers aids to provide additional support in class and for targeted programs across literacy and numeracy.	\$4976.00
Community Engagement funding	The Community Hub commenced its first year of internal funding with Bert Oldfield required to contribute \$10,000.00 to ensure the program remained viable. The funds were expended entirely on the employment of the Community Hub leader so that significant school and community support programs could continue to be implemented and expanded.	\$6800.00 Community engagement grant

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	101	116	124	132
Girls	101	111	108	137

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.3	94	93.9	92.5
1	94.5	92.7	93.1	92.9
2	95.8	92.5	94	92.5
3	96.4	95.2	93.8	89
4	95.9	94.8	91.7	91.2
5	96	95.7	96.6	91.1
6	95.8	96.6	96.2	92.5
All Years	95	94.1	94.1	91.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school monitors non attendance on a 5 weekly cycle.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.4
School Administration & Support Staff	2.62
Other Positions	0.08

*Full Time Equivalent

In 2016 the school formed eleven classes led by nine teaching staff and two teaching executive staff. Additional to classroom teaching positions, there were two part time RFF positions, a part time library position, a part time Learning and Support teaching position, a part time Reading Recovery position and a part time EALD teaching position. The teaching staff are supported by two School Administrative positions and 2 part time General Assistants.

There are no staff of Aboriginal and Torres Strait Islander descent at Bert Oldfield PS.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	13

Professional learning and teacher accreditation

At Bert Oldfield PS in 2016, one casual member of staff successfully maintained their accreditation at Proficient level against the BOSTES Teaching and Education Standards. There are 4 additional post 2004 teaching staff members currently maintaining their accreditation at proficient level. From 2017, all staff will be transitioning to the new departmental system of accreditation with the National Education Standards Authority.

Professional learning at Bert Oldfield PS in 2016 was extensive. The entire staff re engaged in 'New Focus

on Reading 3 – 6', a structured professional learning program to improve student reading comprehension and thinking skills. All staff participated in several workshops as well as an action research project in their classroom, implementing the Super Six meta-cognitive strategies and how they can be applied to learning.

Targeted staff accessed professional development in 'Visible Learning' pedagogy through the creation of a school funded instructional leader position focusing on teaching pedagogy, whereby one of the Assistant Principals was released from class to mentor, coach and team teach with other staff members in the integration of elements of Visible Learning and the structuring of lessons against a pedagogical framework.

Similarly, targeted staff accessed professional learning through the creation of an additional school funded instructional leader position. An Assistant Principal was released from class one day per week to mentor, coach and team teach with other staff in the integration of ICT based technologies into teaching and learning programs, with an additional focus on the development of higher order thinking skills.

A member of staff commenced their formal training in Language, Learning and Literacy (L3) to support their development as a teacher in early stage one. Our Reading Recovery teacher completed their final year of ongoing professional learning and achieved formal accreditation as a Reading Recovery tutor.

Two members of staff attended 'Seven Steps to Writing' professional learning workshop, thus becoming school based facilitators for the implementation of this professional learning for all staff in 2017.

The school executive participated in formal coaching professional learning to assist them in their respective management roles.

All staff participated in the first full year of the implementation of the Performance and Development Framework. The framework requires teachers to identify and direct their own professional learning through the creation of professional learning goals. All staff members developed a professional development plan based on their own professional learning needs and identified possible evidence to be collected and submitted as part of that process. They also participated in lesson observations by their colleagues and received feedback about those lessons to improve their teaching practices.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the

school Annual Financial Statement.

The table below is indicative of the schools financial situation at rollover at the end of August, prior to our schools transition to LMBR management systems.

Income	\$
Balance brought forward	55 160.95
Global funds	214 638.71
Tied funds	136 148.53
School & community sources	56 030.30
Interest	1 242.26
Trust receipts	8 386.45
Canteen	0.00
Total income	471 607.20
Expenditure	
Teaching & learning	
Key learning areas	45 852.86
Excursions	12 505.46
Extracurricular dissections	14 441.27
Library	1 320.56
Training & development	630.00
Tied funds	87 142.99
Short term relief	24 194.06
Administration & office	68 167.79
School-operated canteen	0.00
Utilities	22 516.48
Maintenance	12 290.75
Trust accounts	8 779.58
Capital programs	13 260.00
Total expenditure	311 101.80
Balance carried forward	160 505.40

The information provided in the financial summary includes reporting from 29th January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	227 109.87
(2a) Appropriation	198 608.58
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	28 121.51
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	379.78
Expenses	-143 888.02
Recurrent Expenses	-143 888.02
(3a) Employee Related	-79 598.41
(3b) Operating Expenses	-64 289.61
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	83 221.85
Balance Carried Forward	83 221.85

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 831 389.59
Base Per Capita	12 658.68
Base Location	0.00
Other Base	1 818 730.91
Equity Total	174 451.74
Equity Aboriginal	2 398.82
Equity Socio economic	17 548.17
Equity Language	65 494.13
Equity Disability	89 010.62
Targeted Total	18 616.08
Other Total	52 079.44
Grand Total	2 076 536.84

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

School performance

NAPLAN

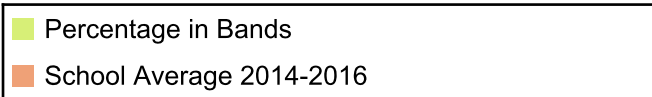
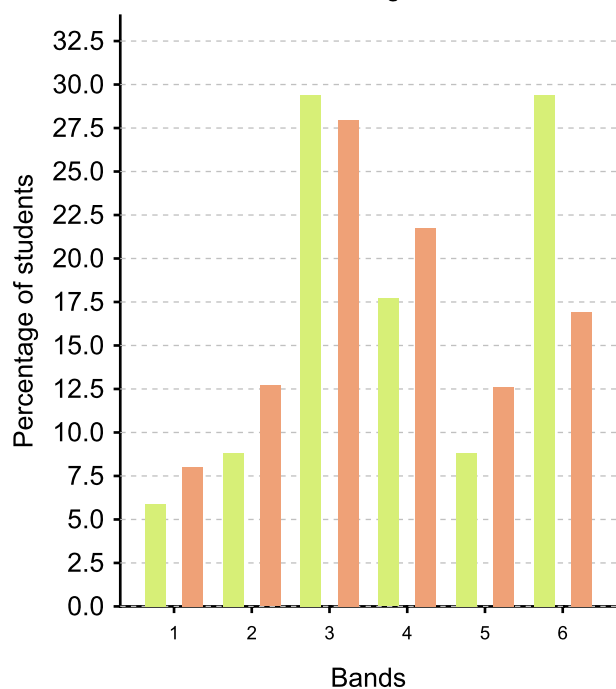
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, Year 3 achieved positive achievement across most areas of the NAPLAN assessment. All Year 3 trend data showed strong upward movement. Year 3 students achieved beyond the state average in band 6 for reading, with greater representation in the upper bands for writing, spelling, grammar and punctuation, and numeracy.

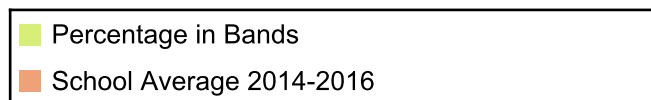
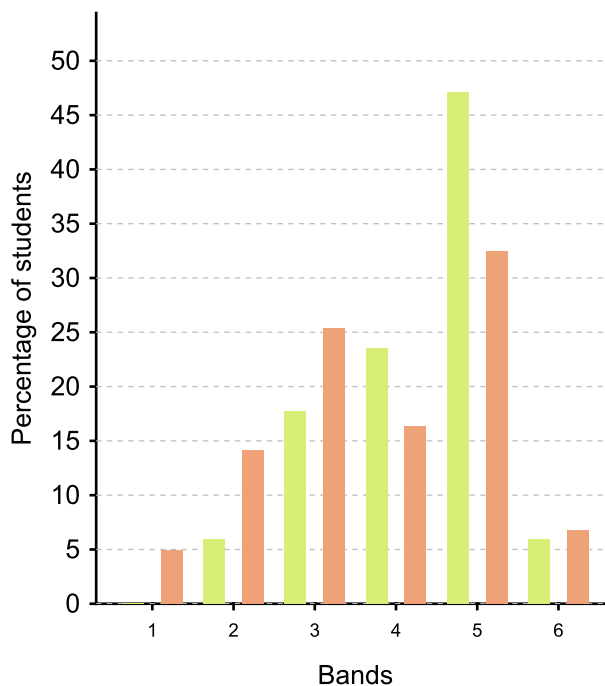
In 2016, Year 5 exhibited strong growth data from their Year 3 achievement levels, with growth for matched students exceeding the state average by some degree. All trend data was in the negative for this cohort across all areas of NAPLAN, and Year 5 students were over represented in the lower and middle bands of achievement.

In 2016, those student that were in Year 6 in 2015 achieved exceptional achievement across all areas of the 2016 NAPLAN Year 7 assessment. All trend data continued in an upward direction and in most domains, exceeded the state average. Year 7 growth data was almost double the state average and the percentage of students achievement band 9 in reading and numeracy exceeded the state average.

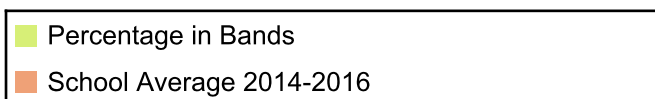
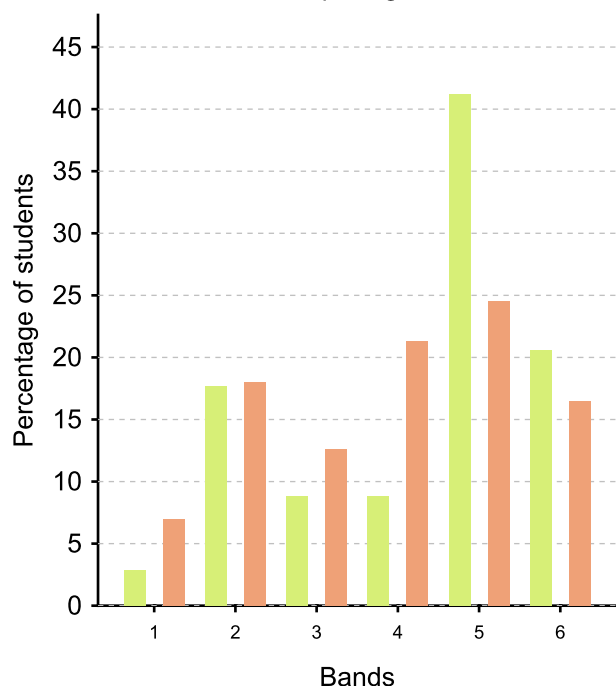
Percentage in bands:
Year 3 Reading



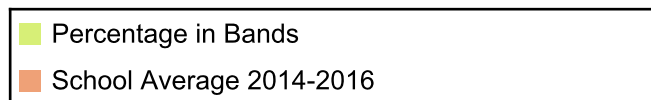
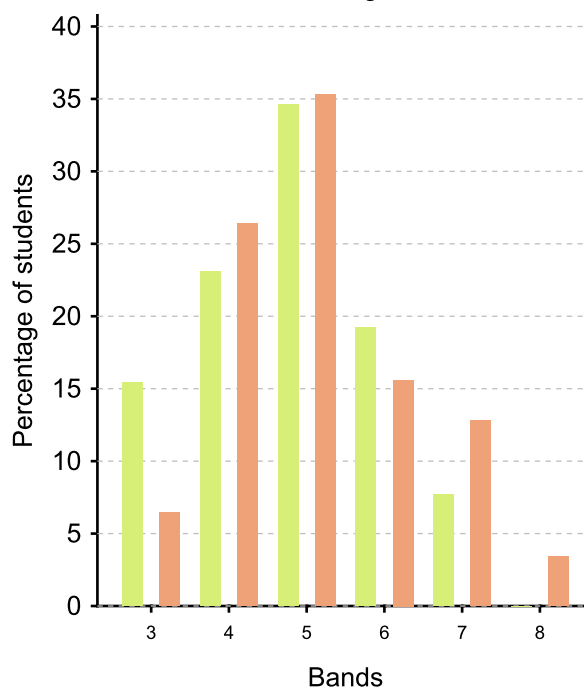
Percentage in bands:
Year 3 Writing



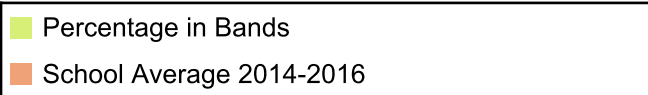
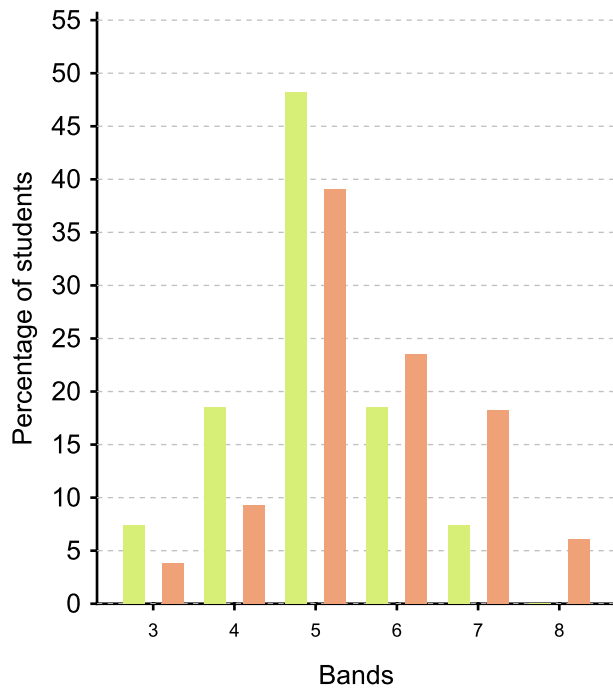
Percentage in bands:
Year 3 Spelling



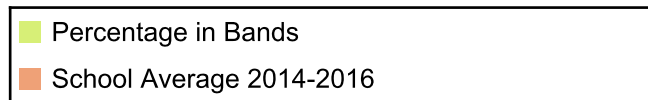
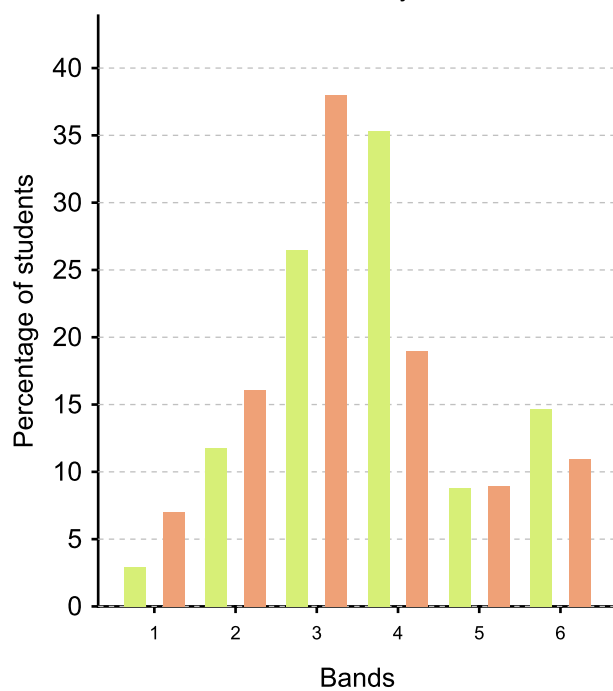
Percentage in bands:
Year 5 Reading



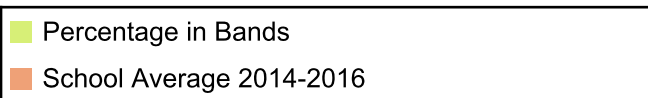
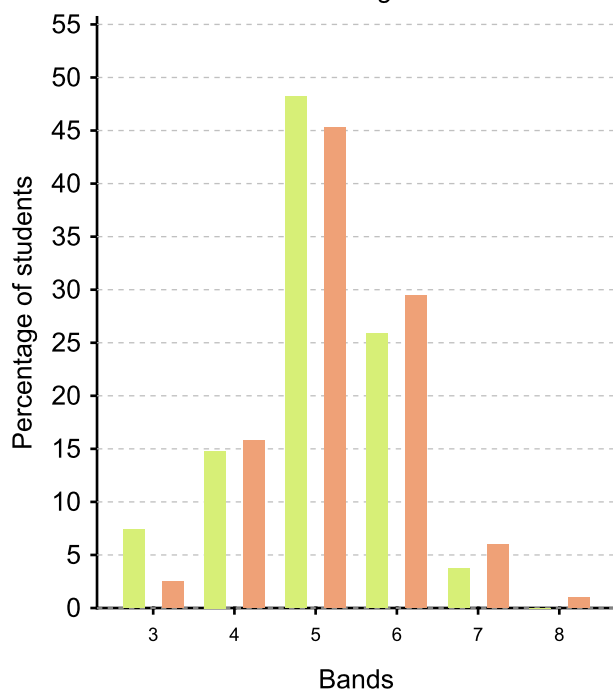
Percentage in bands:
Year 5 Spelling



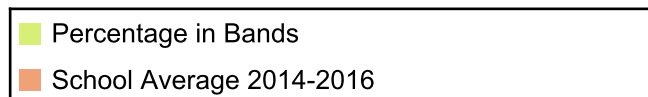
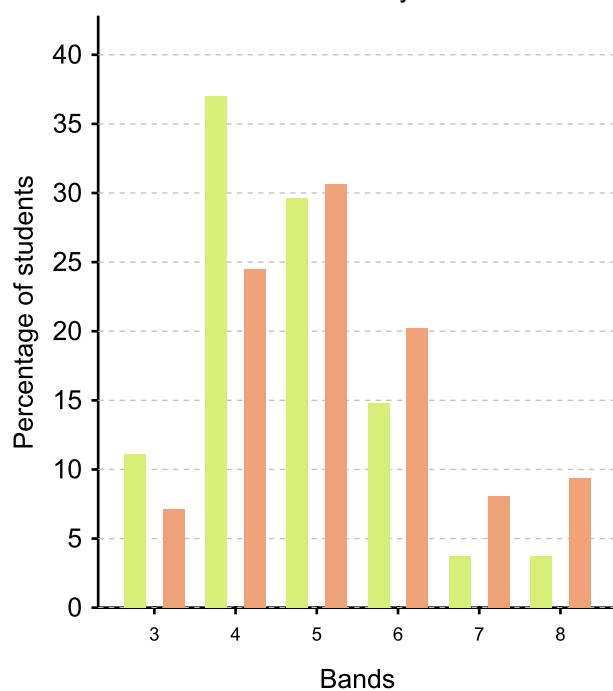
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Bert Oldfield Public School utilises the "Tell Them from Me" suite of surveys to gauge student, parent and teacher feedback and improve best practice.

The Student feedback was very positive. Students from Bert Oldfield Public School completed the 'Tell Them From Me' survey which included nine measures of student engagement alongside the five drivers of student outcomes. On the domain of social engagement, student levels of engagement for a sense of belonging, participation and having positive relationships exceeded state norms. With respect to institutional engagement, our students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour. Again, students at Bert Oldfield Public School presented with levels of engagement above the stage averages. Students level of intellectual engagement was also assessed. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Again, student interest and motivation, the effort they employ with their studies and the quality of the instruction they receive was significantly above the state average.

Other feedback data of particular interest includes:

- In this school, 95% of students had positive behaviour. The NSW Govt norm for these years is 83%.
- 100% of the girls and 90% of the boys in this school demonstrated positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- Students are interested and motivated in their learning. 85% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.
- 95% of the girls and 74% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

The extent to which children feel academically challenged is an areas of additional focus and work for our school in 2017 and beyond.

Parent feedback was similarly very positive. Responses indicated that parents are made to feel very welcome at Bert Oldfield Public School, are kept well informed and have open access to their child's teacher. There is a strong support network at home for students and they can readily access help and advice at home when

required. When asked about the value of learning from teachers, including high expectations and strong encouragement of their child to do well, parents agreed that the teachers at BOPS have a genuine concern and value for their children's well-being and their children's learning. Similarly, parent feedback on student positive behaviour and student safety was very strong and positive. When asked about practices for the provision of additional support for learning and behaviour, parents again had a very positive perception.

In respect to parental feedback, we need to explore options and plan for getting a greater level of participation from our parent and community so there is a greater level of feedback available to us for analysis of our school programs.

Teacher feedback was also positive, as well as highlighting potential areas of additional focus for the following year and next strategic cycle. On the domains of leadership, collaboration, and learning culture, teachers rated the school's practices highly. The use of data by the school to drive teaching practice, the use of appropriate and diverse teaching strategies for all student learning and the use of technology in the classroom were all rated highly by teaching staff. Teachers identified the level of parental involvement in the school as an area for future focus, particularly support and information about what students are learning in their classroom.

Policy requirements

Aboriginal education

In 2016, ATSI students were supported within class through learning and support staff and targeted programs such as Multilit, QuickSmart and the ARK program, targeting their individual literacy and numeracy skills through small group and one to one support. All students are making progress across the literacy and numeracy continuums with most achieving at or just below grade expectations. Our 1 Year 3 ATSI student performed in the lower 2 bands of NAPLAN for literacy and the middle bands for numeracy.

All students K–6 participated in a traditional Aboriginal Cultural workshop with funding subsidising all students K–6, as well as ATSI students. Through collaborative programming across key learning areas, Aboriginal histories and cultures were included in key content areas as a cross curriculum priority.

Multicultural and anti-racism education

Multicultural Education and Anti-racism

In 2016, 69% of students attending the school came from 42 different countries and 44 different language backgrounds. The school reaffirmed its commitment to the promotion of tolerance in a culturally diverse community. The teaching staff is committed to continuing the implementation of policies relating to multiculturalism and anti-racism and endeavours to ensure that programs being implemented are inclusive.

The English as an Additional Language or Dialect teacher (EAL/D) has continued to support the new enrolments and their families to settle into the Australian school system. This year we have continued to support our new arrivals and refugee students through our English Language Proficiency Flexible Funding. This funding was once again utilised to employ two School Learning Support Officers. In Semester Two we employed an SLSO Ethnic support officer who spoke Farsi and Dari and another SLSO Ethnic support officer who spoke Tamil, in order to support the language needs of our targeted students. Our SLSO Ethnic Tamil aid was utilised to support our existing refugee students within the classroom, while our SLSO Ethnic, Farsi/Dari supported the EAL/D teacher with withdrawal groups in addition to working with class teachers within the classroom. The SLSO Ethnic Farsi/Dari is also being trained in the Multilit program to support the literacy needs of our targeted students.

Other school programs

Reading Recovery

Reading Recovery is an intensive daily reading and writing program targeted at students in Year 1. This year, nine students have participated in daily lessons of between 12 and 20 weeks of instruction to support and accelerate their progress in reading and writing. These children, as well as children involved in the program in previous years, will be monitored and assessed regularly to ensure their progress continues. The children involved in last year's program have achieved great results this year, as Year 2 students.

Home Reading

Bert Oldfield Public School operates a comprehensive home reading program. Throughout 2016 the students at Bert Oldfield Public School have been given the opportunity to participate in the program that encourages students to engage with texts at home every night and rewards students for the number of nights that they participate in the scheme.

During 2016, 70% of all students in the school chose to participate in the Home Reading program, with more than half of these students reading at home for at least 100 nights. By the end of the year 14% of the students achieved the highest award in the Home Reading program by reading for a total of 300 nights during the year.

Live Life Well

Our ongoing involvement in the 'Live Life Well' program (a joint initiative between the NSW Department of Education and Communities and NSW Health) aims to get more students, more active, more often, as well as improving students' eating habits. We have sports equipment to support our school sports program, and additional items that can be borrowed during lunch time to encourage physical activity. 'Crunch n' Sip' has continued successfully again this year, K-6, with an emphasis on eating not only fruit at this designated time

each day, but also vegetables that are lower in kilojoules. Drinking water is also encouraged to promote good health and hydration, without the kilojoules that other drinks contain.

Breakfast Club

This year we once again had a steady number of parent volunteers supporting Breakfast Club each week, including the addition of some new Kindergarten parents. AIDI supermarket donated products and our Community Hub leader also supported Breakfast Club every Wednesday morning with fruit donations that were paid out of Community Hub funds. Approximately 25 to 30 students attended Breakfast Club every Monday and Wednesday this year to enjoy pieces of toast, spread with butter, vegemite or honey and a delicious glass of milk. Our parent volunteers, together with our teachers, help to provide a valuable service to all of the students who attend Breakfast Club at Bert Oldfield Public School.

Choir

The school choir has been extremely successful this year. We began the year with 46 dedicated members from years 3 to 6. Our rehearsals were on Wednesdays at lunchtime and the students attended and sang with great enthusiasm. The choir also attended three rehearsals at Lynwood Park PS in preparation for the Combined Schools Choir for the Blacktown Festival of Performing Arts. The Choir performed several times during the year. Our main performance of the year was at the Blacktown Festival of Performing Arts in August which was held at Wyndham College. The year ended with the performance of two songs at the school's Presentation Day Assembly in December as well as the Carols by Candlelight celebration. Overall the choir has had a fun and productive year!

Mathletics and Reading Eggs

This year Bert Oldfield continued to utilise the programs and resources associated with the Mathletics and Reading Eggs online software. Each student in the school was allocated a username and password which accessed both resources and was given the opportunity to use the programs during classroom learning time and at home. These programs are designed to build on student's prior knowledge in reading and mathematics and enable them to practise these fundamental skills at their own pace and at their own level. This year the students in the school have achieved 583 Bronze Certificates, 96 Silver and 13 Gold Certificates in Mathletics which is a substantial increase over the 2015 school year.

Anzac Day/Remembrance Day

This year the centenary of the landing at Gallipoli was honoured through a community service. We were joined by special guests from Toongabbie Seven Hills RSL sub branch, Mr John Burgess, and from the R.A.A.F, Dave Humphrey. The Leaders from Stage 3 participated in the service as well as the SRC

representatives from each class. We also appreciated the many members of the parent and school community that joined us for the service. Remembrance Day was a much smaller occasion this year. It was remembered with a small service attended by the entire school. Our senior leaders led the service and the school participated in activities and discussions led by their teachers about the importance of such occasions.

Blacktown Festival of Performing Arts

The Blacktown Festival of Performing Arts was held on the 23rd August. Our school Choir and Dance Group were involved in performing and together included approximately 60 students from our school. The Choir were involved in rehearsals at Lynwood Park Public school to ensure we were ready to participate as a part of the mass choir on the night. The Choir was supervised and chaperoned by Mrs Sigg and the Dance group were supervised and chaperoned by Mrs Fletcher and Mrs Wood. The choir performed many songs as a part of the mass choir including 'Bare Necessities' and 'Waltzing Matilda'. The Dance Group performed a dance to 'Warrior' by Havana Brown. Their costumes were amazing. All in all the performances were excellent and we were proud of the contribution made by our students.

Stage 3 Camp

Stage 3 Camp was held on August 29th, 30th and 31st at 'The Great Aussie Bush Camp' in Tea Gardens north of Newcastle. This year we had 33 Stage 3 students attend the two-day camp. The students were accompanied by Mrs Woolley, Mrs Sigg and Mr Reynolds. On the way students visited the Mountain Maid Gold Mine in the Copeland Tops National Park. Our tour was conducted by two very knowledgeable guides from the National Parks and Wildlife Service. It included a walk through the forest and an inspection of original mine shafts and machinery used at the mine while it was still operating. The Great Aussie Bush Camp was fantastic. Our campsite had its own camp fire where students could toast marshmallows and tell stories around. The activities undertaken included canoeing, rock climbing, flying fox, a commando mud run course and bushcraft. The children and teachers had an amazing time!

Best Start

The Best Start initiative provides schools with increased support for the teaching and learning of literacy and numeracy among our youngest students. At Bert Oldfield Public School the Kindergarten teachers completed a state wide Kindergarten assessment that helps identify the literacy and numeracy skills of each student at the beginning of Kindergarten. Children start school with a range of early literacy knowledge, skills and understandings. The Best Start Kindergarten assessment in literacy involves teachers finding out about each student's early literacy knowledge, skills and understandings by using a series of specially designed assessment tasks. The assessment, which is conducted in English, will help teachers develop effective learning programs that build upon what students know and can do when they start

Kindergarten. Children also start school often knowing a range of things about numbers. Best Start Kindergarten assessment in numeracy involves teachers assessing individual students, in English, using a series of questions to identify a student's initial mathematical knowledge. The assessment helps teachers develop effective learning programs to build upon what students currently know.

Harmony Day and National Day of Action against Bullying and Violence

Harmony day and the National Day of Action against Bullying and Violence are recognised around Australia in March each year. It's a day where all Australian's celebrate our cultural diversity and where we encourage all students to take a stand together against bullying and violence in our society. The day is also the United Nation's International Day for the Elimination of Racial Discrimination. This year the children participated in 'Drum Beats', a drumming performance presentation that explores cultural diversity, teamwork and friendship. The children also participated in a painting activity with their buddy class to discuss and recognise our ongoing commitment as a school to eradicate bullying and violence in our school. The students painted their hands and added their prints to our school Anti-Bullying wall, as a sign of their commitment against bullying and violence in our society. Parents and caregivers were invited to join their children and share recess in our beautiful and expansive school grounds. Harmony Day activities reinforces the core idea that at Bert Oldfield Public School "everyone belongs".

Language, Literacy and Learning

The implementation of Language, Literacy and Learning (L3) has continued to make a significant and positive impact on the literacy development of our Kindergarten and Year 1 students. In 2016, all kindergarten and year 1 teachers are trained or engaged in training in L3. L3 in Year 1 has continued this year at Bert Oldfield Public School. The program has supported Year 1 in their literacy learning. A parent workshop for L3 was run this year for Kindergarten parents. The workshop was highly successful, and enabled parents to observe teachers demonstrating how literacy is taught to groups of students using the L3 pedagogy and strategies. Parents were highly engaged through observations of demonstration lessons of students' learning, using L3 strategies. They were able to be involved in conversations about how students learn, and the hands-on activities used in L3. Feedback from parents reflected that they greatly valued the opportunity to see students engaged in learning with the teachers and the strategies that they can utilise at home with their children.

ICAS

Students from years 3 to 6 had the opportunity to participate in the International Competitions and Assessments for Schools (ICAS) offered through the University of New South Wales. The assessments offered this year were English, Mathematics, Science and Digital Technologies.

SRC

The school's Student Representative Council is comprised of two representatives from all classes K–6, and the school captains and vice-captains. The SRC met weekly throughout the year and the meetings were most capably run by the President, an elected Stage 3 student. Throughout the year the SRC was able to address issues relevant to the student body, particularly issues of play equipment, PBL initiatives, food offered in the canteen and fundraising. The SRC executive met with the Principal weekly to discuss the issues raised in the SRC meetings. The SRC also was able to raise funds to assist in the purchasing of new sandpit toys through its Movie Night initiative. The night proved to be a great event for the school community to get together and an evening enjoyed by students and their families.

Anti-Bullying

We pride ourselves in providing a safe, happy and supportive environment to optimise student learning. To ensure this, we deliver a number of programs and initiatives throughout the year. At the commencement of term 1, anti-bullying lessons were taught on a weekly basis through the Bounce Back program and included explicit teaching lessons that focused on including everyone, keeping hands and feet to ourselves, mutual respect and the responsible use of technology. Students were provided with lessons that allowed them to develop a 'toolkit' of strategies to assist them in dealing with bullying. Teachers regularly revisit the lessons during the year, and posters in all learning spaces remind all students of the school's expectations regarding anti-bullying.

Debating

Throughout the year a very dedicated group of Stage 3 students prepared for debates held in the district. The Blacktown Debating Competition is in a 'round robin' format and teams have time to prepare their debate from a known topic. The debating program provided the students with opportunities to build on their knowledge of creating persuasive writing arguments and the delivery of speeches that were able to effectively rebut the other team's arguments. As the competition progressed the students grew in confidence. This year the students should be congratulated on the results that were gained throughout the district competition.

Positive Behaviour for Learning

Positive Behaviour for Learning is an evidence-based whole school approach which improves learning outcomes for all our students. Our school has a PBL team comprised of teaching staff from all stages across the school, the principal and a community representative. The PBL team ensures that there are systems in place to support optimal learning and the explicit teaching of the school's expectations, the monitoring of student behaviour, targeted and intensive interventions as required, student leadership, anti-

bullying and resilience programs. The PBL team also administers a number of initiatives such as Play Pals, Breakfast and Games Club. PBL programs are monitored and evaluated and adaptations made based on the collection of data.

Focus On Reading

Throughout the year staff have participated in extensive professional learning based on developing and enhancing students' comprehension skills. Weekly meetings, that reflected an action research approach, were attended. Staff implemented professional learning in their classrooms and then shared their findings to other staff members. This has provided opportunities for professional development and collaboration of ideas. During 2016 two staff members completed facilitator training for Focus on Reading Phase 2. This was a further step on the school's journey toward continuous improvements in the teaching of reading across the school, with Phase 2 training covering the significance of vocabulary development to improve student reading. The school has made a significant commitment to implement, monitor and evaluate Focus on Reading over the period of the school's current strategic plan.

Sport and PSSA

Bert Oldfield Public school has had another very successful year in the sporting field.

The sports program for 2016 involved the whole school (Year 1 – 6) and was a mixture of school based sports groups and outside sporting providers. Across the four terms, we recommenced an internal whole school sports program, with groups (Years 1–6) organised into stages. Kindergarten ran a separate program at this time. These groups were rotated on a fortnightly basis throughout the term, focusing on the fundamental movement skills and rules specific to a sport. The students were exposed to a variety of sports which included: tennis, aerobics, newcombe ball, soccer, touch football, AFL, softball, cricket and athletics. The students developed a wide set of skills and knowledge relating to these different sports, sportsmanship and enthusiasm throughout the year.

We similarly had some success with representative sports. One student represented our schools and the Wentworthville/Seven Hills District in Swimming. One student represented our school and the Wentworthville/Seven Hills District in Cross Country. Two students represented the in Athletics and one student earned the right to represent the Wentworthville/Seven Hills District in Rugby League.

Our swimming carnival, though small, was an enjoyable day, with 35 student participants attending Blacktown Aquatic Centre. This year we had fantastic days for our Cross Country and Athletics carnivals. Both carnivals were very successful events and many of our parents attended to support their children and assist with the running of the carnivals. The students had lots of fun and showed great sportsmanship by supporting all participants in all events and participating with enthusiasm themselves.

Our PSSA and Sydney West Zone representatives included Thomas P for swimming, Daniel S. for Cross Country, Layla M and Jurnee N. for Athletics. and Connor P for PSSA Rugby League.

Rugby League

2016 saw the establishment of Senior Boys and Junior Boys Rugby League teams. The juniors participated in the All Schools Knockout competition. They displayed enthusiasm, cooperation and team spirit but unfortunately did not advance. The seniors participated in several events throughout the year. The Peter Wynn's 7s League Legends Shield provided many of the boys with their first taste of rugby league. The boys progressed through the first round undefeated to be crowned Parramatta North Division B Champions. The finals round was held against the champions and runners up of the Parramatta North and Parramatta South districts. The boys had the pleasure of playing the grand final in front of Peter Wynn who was very impressed with the skill our team possessed and won the title undefeated. During the All Schools Knockout, the senior team played several A Division sides and recorded a loss, a draw and a win before convincingly winning the grand final. This saw them progress to the All Schools Grand Final Night held at Guildford. Yet again, the boys put on an amazing display of skill, athleticism and sportsmanship and saw them crowned the overall winner of the Parramatta All Schools Division B competition. This then provided our team with the wonderful opportunity to represent our school and the Parramatta Eels at the All Schools State Championships where they played against schools from all over New South Wales. They played well but unfortunately fell at the last hurdle. Regardless, the entire school community were exceptionally proud of their achievements.

After School Sport Clinics

During Term 2, AFL NSW/ACT conducted 4 after school AFL sessions. Students, both boys and girls, and from Kindergarten to Year 6 participated in these sessions. The clinic, conducted by qualified AFL coaches, aimed at teaching students the skills required to play AFL (kicking, catching, dodging and running) through fun filled drills and modified games.

Our local district football club, Blacktown City, conducted an after school football (soccer) clinic free of charge to our students. The purpose of this clinic was to increase students' understanding of the game whilst developing their skills of ball mastery, receiving and passing, speed and target accuracy.

Both the AFL and Football (soccer) clinics promoted the importance of an active, healthy lifestyle whilst providing students with the opportunity to be involved in physical activity that promoted confidence, participation and team work through a supported, fun and safe environment. AFL NSW/ACT conducted a session for all classes during Term 2 to introduce students to AFL. Each session was delivered by a trained AFL NSW/ACT Development Officer. Drill games were differentiated according to ages and allowed students

to practise a range of skills.

Backyard League

The Rugby League Backyard League program was conducted in Term 4 for a duration of three weeks. The program, delivered by our district NRL Game Development Officer, involved modified non-contact, safe and age appropriate activities that develop an introduction to and understanding of rugby league. Stage 2 and 3 participated in sessions that focused on fundamental movement skills required to play modified games of league such as dodging, running, kicking, catching and throwing as well as development skills such as hand-eye coordination, communication and cooperation. The sessions also delivered important education, health and welfare messages. The Stage 1 program also encompassed a reading program to complement the practical sessions.

Western Sydney Wanderers Football (Soccer) Clinics

Stage 2 and 3 classes participated in a free football (soccer) clinic during Term 1 which was conducted by members of the Western Sydney Wanderers Community and Development Officers. Sessions catered for a range of abilities while challenging all in a fun, safe and professional environment.

Eels Community Carnival

Our school was one of many to be involved in the Eels Community Carnival during Term 1. We were visited by NRL Game Development Officers as well as two Parramatta Eels players, Mitch Cornish and Ryan Morgan. The focus of the Community Carnival was to deliver messages to students about well-being and reinforced the importance of maintaining a nutritious diet, regular exercise, healthy sleeping patterns and the impact these have on mental health.

Road Safety

Stage 2 participated in a Road Safety Day held at school during Term 4. Students were permitted to bring their bikes or scooters and helmets to school for the day which was supported through numerous parent helpers and Blacktown Police. The day began with lessons focusing on road rules, safe and unsafe pedestrian and cyclist behaviours, passenger safety, bicycle/scooter maintenance and protective gear. This was followed by a visit from Senior Constables Mills, Stone and Citon who reinforced these concepts and provided students with the opportunity to explore a police vehicle. Students then rotated through 6 practical skills stations: Slalom Course, Slow Race, Bags in a Bucket, Scooting, U-Turn and Distance Race which were supervised by our parent helpers and teachers. Each station focused on certain skills such as control, braking, changing direction, balancing, scanning and avoiding obstacles and hazards. A wonderful day was had by all but importantly, road safety messages were taught and learnt in a fun, stimulating, practical and safe environment that allowed students to make connections with their learning and real world situations.

Start Smart Primary Program

Years 1 to 6 were involved in the Start Smart Primary Program which is organised by the Commonwealth Bank. The aim of the program is to develop financial literacy skills to students in an engaging and interactive manner and delivered by a highly qualified and trained facilitator. Students participated in a range of lessons, specific to their grades, that covered the concepts of Australian coins and notes, keeping money safe, differentiating between complex needs and wants, using money in exchange

The program also provided advice about how to look for goods and services, addition and subtraction, exploring ideas, settings and characters within a community, credit and key-cards, earning money, spending habits, maximising savings through certain strategies, comparative shopping, goal setting, interests, constructing budgets and developing confidence in managing their financial futures.

Gymnastics

In 2016 our school was fortunate to access a number of Federal sport grants, including the 'Sporting Schools Australia' grant. This grant enabled us to offer and subsidise a 20 week gymnastic program, delivered through 'Fit Futures' for all students K-6. The program was enjoyed immensely by all students and developed their fundamental movement skills and contributed towards the achievement of outcomes within the PDHPE syllabus. We hope to continue this initiative in 2017.

Swim Scheme

Every year our students attend a special swimming scheme designed to develop students swimming skills from basic water awareness and safety, to stroke correction and proficiency. Our Term 4 program ran once again at the Seven Hills Swimming Complex through the Royal Life Saving Society. The majority of our participating students developed their basic water safety and awareness levels of achievement.

Library Program

For 2016 the library has been utilised as an information rich learning centre for students and staff. The library lessons have strongly encouraged students to borrow book resources as well as developing student's enthusiasm for lifelong reading and learning. Teaching and learning programs have also been aimed at the development of research skills and use of ICT, including online subscription to World book and Typing Tournament programs.

The library has been open from Tuesday to Thursday. The collection of books and audio visual resources were made accessible to the entire school community with both students and teachers using the library resources on a regular basis. With the assistance of library monitors the library has been open

to students during lunchtime for browsing, quiet reading and games.

Students also had the opportunity to participate in educational activities such as the Premier's Reading Challenge, a Book Week character parade and two very successful Book Fairs with commissions used to expand the library book collection with many student requested popular titles. Throughout 2016 there have been a number of students and parents who are to be acknowledged for their kind donations of new and popular titled books to further expand on students reading choices. The continued support from the school community is greatly appreciated.

Community HUB

Our Community Hub program entered its fourth year, and first year of local funding through a Federal Government grant and school based funding. Community Hubs is a national program that links families and their preschool children to services and support, learning opportunities and the wider community. Community Hubs makes it easier for families to access the assistance they need by bringing local education, health, community and settlement information and services into a familiar and friendly place. In Hubs, their children can also enjoy activities tailored to advance their learning, development and wellbeing. Being a part of a Hub gives families a sense of belonging and creates friendships and support networks. Mothers, fathers and carers also connect at their local Hub with volunteer, education and training pathways that can lead to employment.

In 2016 our Hub was very active, establishing and continuing partnerships with 'Karabi Community and Development' services, 'Junaya Family Development' services, 'Syd West' migrant services, 'Settlement services International', and 'Children's First'. In addition, activities at school were run by 'The Asthma Foundation', 'The Cancer Council NSW', 'Bunnings', 'Go 4 Fun', 'Blacktown Community Centre', 'TAFE', 'Woolworths' and 'Coles', 'Blacktown Aquatic Centre', and 'Blacktown City Council', mostly running parent information sessions and courses for our community members.