Bert Oldfield Public School

Annual Report

2017

4192

Introduction

The Annual Report for **2017** 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 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.

Doug Perrott

Principal

School contact details

Bert Oldfield Public School

Oldfield Rd

Seven Hills, 2147

www.bertoldfie-p.schools.nsw.edu.au

bertoldfie-p.School@det.nsw.edu.au

9622 2122

School background

School vision statement

Bert Oldfield Public School, in partnership with a growing, engaged school community, provides quality teaching and learning programs, practices and opportunities which enhance, challenge and enable the development of the whole child, building academically and socially capable, reflective, and self regulating life long learners.

School context

Bert Oldfield Public School is a caring school operating successfully in the Seven Hills area since 1959. The school boasts spacious grounds that are functional and well maintained by the staff and by the students as a part of the schools sustainability and environmental initiatives. The school population comes from a diverse range of cultural backgrounds and has changed significantly over the last 3 years, particularly in regards to the level of socioeconomic capacity. At present, over 75% of students come from a language background other than English with many nationalities represented at the school speaking over 44 different languages and dialects. Curently, approximately 3% 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 and develop the 'whole child', producing life–long learners. 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 the principals of 'Positive Behaviour for Learning', (PBL) 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.

LEARNING:

Learning Culture

Our schools on balance judgement for this element is: Sustaining and Growing.

Through self–evaluation and reflection we believe that:
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, and most if not all settings
- School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language)
- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students
- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Wellbeing

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Our school's on–balance judgement for this element is: Sustaining and Growing

Through self–evaluation and reflection we believe that:

- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code
- The school encourages students to recognise and respect cultural identity and diversity
- School staff maintain currency of knowledge about requirements to meet obligations under 'Keeping Them Safe'
- The school consistently implements a whole–school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment
- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development
- Students care for self, and contribute to the wellbeing of others and the wider community.

Curriculum and Learning

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

Our school's on–balance judgement for this element is: Sustaining and Growing

Through self–evaluation and reflection we believe that:

- Curriculum provision meets community needs and expectations and provides equitable academic opportunities
- The school has an effective plan for student transitions in place
- School plans elaborate on what all students are expected to know, understand and do
- Curriculum delivery integrates technology, library and information services
- The school provides a range of extra–curricular offerings for student development
- Teachers differentiate curriculum delivery to meet the needs of individual students
- Curriculum provision is enhanced by learning alliances with other schools and organisations
- The school actively collects and uses information to support students' successful transitions
- Teachers involve students and parents in planning to support students as they progress through the stages of education
- There are systematic policies, programs and processes to identify and address student learning needs
- Extra–curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Assessment and Reporting

In schools that excel, consistent, school–wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

Our school's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection we believe that:

- Bert Oldfield school analyses internal and external assessment data to monitor, track and report on student and school performance
- Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation
- Parents are updated on the progress of their children
- The school has developed explicit processes to collect, analyse and report internal and external student and school performance data
- Student reports contain detailed information about individual student learning achievement which provide the basis

for discussion with parents
- Students use assessment and reporting processes to reflect on their learning
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels

Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures.

Bert Oldfield Public School's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection, we believe that:
- The school achieves value–added results
- Students are at or above national minimum standards on external performance measures for some elements of assessed learning
- Approximately 20 per cent of students achieve at high levels of performance on external performance measures.

Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence–based teaching strategies.

Our school's on–balance judgement for this element is: Sustaining and Growing

Through self–evaluation and reflection we believe that:
- Teachers regularly review and revise teaching and learning programs
- All classrooms are well managed, with well–planned teaching, so that students can engage in learning productively, with minimal disruption
- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices
- Teachers provide explicit, specific and timely formative feedback to students on how to improve and assist them in their learning journey and fulfill their individual learning goals.

Data Skills and Use

In schools that excel, student assessment data are regularly used school–wide to identify student achievements and progress, in order to inform future school directions.

The school's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection we believe that:
- Teachers analyse and use student assessment data to understand the learning needs of students
- Data analysis informs the school's learning goals and monitors progress towards them
- The school leadership team regularly uses data to inform key decisions
- Teachers incorporate data analysis in their planning for learning
- Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

TEACHING

Collaborative Practice

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection we believe that:
- Executive, staff, team and other meetings are used to review the curriculum and to revise teaching and learning programs
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes

- Teachers work together to improve teaching and learning in their stages, or for particular student groups
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Our school's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection we believe that:
- Teachers participate in professional learning targeted to school priorities and their professional needs
- The school has processes in place for teachers' performance and development
- Beginning and early–career teachers are provided with targeted support in areas of identified need
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas
- Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards.

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

Our school's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection we believe that:
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes
- Teachers are committed to their ongoing development as members of the teaching profession
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas
- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals
- Teachers work beyond their classrooms to contribute to broader school programs.

LEADING:

Leadership

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole–school improvement.

Bert Oldfield Public School's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection we believe that:
- Parents and community members have the opportunity to engage in a wide range of school–related activities
- The school is committed to the development of leadership skills in staff and students
- Link sexist with communities of schools, other educational providers and other organisations to support the school's programs
- The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice
- The school solicits and addresses feedback on school performance
- Leadership development is central to school capacity building
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students

School Planning, Implementation and Reporting
- In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

Our school's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection we believe that:

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school
- The three–year school plan has annual iterations focused on achieving identified improvements
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs
- An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements
- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community
- Monitoring, evaluation and review processes are embedded and undertaken routinely
- Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes.

The school's on–balance judgement fort his element is: Sustaining and Growing

Through self–evaluation and reflection we believe that:

- School staffing ensures that full curriculum implementation and delivery requirements are met
- Systematic annual staff performance and development reviews are conducted
- The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning
- School and other facilities are used creatively to meet a broad range of student learning interests and needs
- Workforce planning supports curriculum provision and the recruitment of high quality staff
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Our school's on–balance judgement for this element is: Delivering

Through self–evaluation and reflection we believe that:

- The school leadership team communicates clearly about school priorities and practices
- Administrative practices effectively support school operations and the teaching and learning activity of the school
- Accountability practices are tied to school development and include open reporting to the community
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations
- All school staff are supported to develop skills for the successful operation of administrative systems
- There are opportunities for students and the community to provide constructive feedback on school practices and procedures
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement

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

2017 is the final year of our 2015 – 2017 strategic plan. Strategic direction 1, 21st Century Learning, aimed to provide quality teaching practices and curriculum delivery to create assessment capable learners, creative and collaborative in their approach to learning, and learners that can employ critical and reflective thinking to engage in the learning process.

To this end, 2017 has seen the continued focus on the development of teaching pedagogy within evidence based approaches to improve teaching practice and impact positively on student learning outcomes.

In respect to Visible Learning practices, students have become more assessment capable but are only partly on their way to becoming proficient in identifying, monitoring, and articulating their learning journeys, and identifying their learning goals and what they need to do to drive them. In addition, although staff have gained significant knowledge and practical experience with elements of Visible Learning through professional learning, teaching staff have a significant distance to go in both their level of understanding and expertise when delivering and driving Visible learning practices in each classroom.

Our approach to curriculum design and delivery continues through 'Understanding by Design.' We have developed strong approaches and units of work within the English strand and throughout 2017 continued to support our collaborative planning approach as a method of professional learning for our staff in this process. The extent to which our 'Big Ideas' approach has developed creative and critical thinking within the students has commenced, but needs to continue and be significantly enhanced, particularly within both literacy and numeracy into the future.

Our focus on scaffolded learning and the differentiation of learning within the classroom met with some success, particularly when developing an inclusive school culture and supporting the learning of those students who struggle to meet their learning expectations. A greater focus on developing our higher achieving students and developing each teacher's capacity to differentiate learning at the higher levels of classroom achievement is a need into the immediate future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers engage in Focus on Reading 3 – 6 professional learning and implement Super Six pedagogy into their classroom teaching and learning programs.	$2000.00 – teacher relief for Focus on Reading 3 – 6 facilitators to plan and develop course components	Most staff have participated in the 30 hours of accredited professional learning in Focus on Reading 3 – 6 phase one. Staff developed high level knowledge and developed their teaching practices to significantly enhance the teaching of comprehension when reading.
PLAN data indicates consistent student achievement against the literacy continuum.	$3000.00 – Release of school executive	All teachers enter PLAN data at key points across the course of the year. At the mid point of term 4, students were assessed against the literacy continuum clusters for all aspects of literacy. All students from K – 6 were progressing through the cluster markers at expected rates. 75 – 90% of Kindergarten students had achieved either cluster 3 or 4 across all domains of reading texts, comprehension, vocabulary knowledge, writing, speaking, phonics and concepts of print, with a small percentage of students exceeding expectations for reading texts and phonics.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
PLAN data indicates consistent student achievement against the literacy continuum.		75 – 90% of Year 1 students were assessed at or approaching cluster 6 on the literacy continuum across all aspects of literacy. Approximately 10–15% of students had not achieved their grade expected clusters across all aspects of the literacy continuum. For year 2 students, teachers assessed that between 60–80% of students were at or approaching their expected achievement levels against all literacy continuum domains., with greater strength in "reading texts" and some concerns for "writing'. On average, 20 – 25% of students were still working towards achieving their grade expected levels of achievement for literacy. With respect to year 3 PLAN data, all students experienced growth. Between 60 – 70% of students were achieving or approaching their expected markers. However, only 64% of year 3 students were on track against the writing domain.. Year 4 students were also assessed against the literacy cluster markers. On average, between 80 and 90% of students were assessed as on–track or approaching their expected achievement level against all elements of the literacy continuum. Between 70 – 80% of year 5 students were assessed as being on –track, and at or approaching cluster marker 11, their expected point of progression.
PLAN data indicates consistent student achievement against the numeracy continuum.	$3000.00 – Release of school executive	**Kindergarten.** 86% of Kindergarten students had achieved level 4 in forward number sequencing, with 58% achieving level 4 for backward number sequencing. 78% of Kindergarten students had achieved their target level for numeral identification and 75% had reached grade standard for Early Arithmetic Strategies. **Year 2** 97 % of year 2 students were at or above their expected level of achievement for forward number sequencing. Similarly, 94% of year 2 students were achieve at or beyond level 5 for backward number sequencing. 86% of year 2 students were at or approaching their stage appropriate level of achievement for numeral identification and 97% of students had sound and grade appropriate early arithmetic strategies. **Year 4** Year 4 students were achieving consistently against the numeracy continuum. Between 85 and 94% of students had achieved expectations with their counting skills and had sound numeral identification skills. All year 4 students were assessed at or

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN data indicates consistent student achievement against the numeracy continuum.		above their expected level of achievement when working with place value.
School based and standardised assessments indicate greater than 0.5 effect size.	Nil	in 2017, we continued with our data collection processes with writing under "Know thy Impact" Visible Learning Pedagogy. We are seeking at least one years growth for one years learning, equating to an effect size of 0.4. Our effect size assessment of writing growth with narrative writing from 2016 to 2017 was 1.04 for Year 2 students, 0.8 for Year 3 students, 0.97 for Year 4 students, 0.44 for Year 5 students and 1.3

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School based and standardised assessments indicate greater than 0.5 effect size.		for year 6 students. As a comparison, effect size assessment was undertaken with a persuasive writing task. The Effect size from 2016 to 2017 for Year 2 was 0.51, 0.12 for Year 3, 0.98 for Year 4 (small sample) 0.27 for Year 5 (small sample) and 0.53 for Year 6. The small sample sizes existed due to technical issues. Persuasive writing still remains a focus area for our teaching and learning programs into 2018 and beyond. In the area of standardised assessment, we again used NAPLAN assessment data to make determinations on effect size. Our Year 2 to Year 3 effect size from 2016 to 2017 was 0.97 for reading and 0.26 for number. For Year 3 to 4, the effect size was 0.50 for reading and 0.26 for number. Our Year 4 to Year 5 data achieved an effect size of 1.08 for reading and 0.95 for number. Year 5 to Year 6 assessment data returned a 1.51 effect size for mathematics. The data for Year 5 to 6 reading was unfortunately invalid. Analysis of our numeracy teaching program is warranted into 2018 and beyond.
Lessons and learning are driven by learning intentions, success criteria, student feedback and reflection.	$20,000.00 Instructional Leader teaching and mentoring position	The school utilised Equity funding to create an Instructional Leaders position. The Instructional Leader Pedagogy worked with each teacher for a period of 4 – 5 weeks to develop their understanding and capacity to deliver elements of 'Visible Learning', primarily the use of learning intentions and success criteria. Additionally, the Instructional leader developed a range of teaching and learning resources for classroom teachers to utilise in their 'Visible Learning' journey, as well as developed and implemented a school based pedagogical framework for lesson delivery and for the development of units of work.
Curriculum units of work are developed through collaborative practice and utilise an understanding by design approach.	$40,000.00 – Teacher relief	Teachers were released every week for an additional hour of team based professional learning to develop their understanding, knowledge and skill in the design of curricula through 'Understanding by Design' or backward mapping. A scope and sequence for English units of work and the development of accompanying units based on a 'Big Idea' were developed on a weekly basis through collaborative planning and programming.
Teachers are up skilled in their knowledge, understanding and capacity to integrate ICT into their classroom teaching and learning program.	$20,000.00 Instructional Leader teaching and mentoring position	The school utilised Equity funding to create an instructional Leaders position within ICT(Information and Commuication Technology). The Instructional Leader Technology surveyed staff to ascertain their level and area of need with the integration of tablet technology into effective classroom practice. The Instructional Leader worked with each teacher for a period of 4 – 5 weeks to develop their understanding and capacity to deliver ICT based learning and to develop their confidence and competence in the use of tablet technologies. In Term 4 a change in staff led to the

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Teachers are up skilled in their knowledge, understanding and capacity to integrate ICT into their classroom teaching and learning program.		employment of an alternate teacher mentor program, who worked with each class to integrate Robotics into their teaching program and develop their understanding knowledge and skill in basic coding., augmenting the program initiatied in term 3.

Next Steps

Our 2018 – 2020 strategic plan will continue to pursue the integration of Visible Learning Pedagogy, focussing on the quality of lesson delivery specifically within Literacy and Numeracy. A more focussed and targeted coaching model of support that is differentiated for each teacher to allow teaching staff to better grasp the key skills, knowledge and understanding of how to drive learning through 'Visible Learning' strategies and develop assessment capable students.

A continued focus on the development of a "quality lesson" through staff awareness of and engagement with a quality 'pedagogical framework' inclusive of elements of the quality teaching framework will also enhance the differentiation of learning within each lesson, again a key focus for our next strategic cycle. Ongoing development of collaborative practices in relation to data literacy and the analysis and interpretation of formative, summative and standardised assessment data as, of and for learning will need to be built into our school strategic planning cycle across the next 3 years.

The continued evolution of our school's pedagogical approach will require continued support for staff through engagement with high level expertise and developing our school capacity for instructional ldeadership. Instructional leadesrship will need to continue to drive quality lesson and curriculum design and delivery through quality leadership and professional learning.

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

The development of quality systems and practices continued throughout 2017. System development and enhancement included a review of our PBL initiatives and practices, delivery of our student leadership practices, development of our learning teams and collaborative teacher practices to develop quality units of work and enhanced learning outcomes, and the formal implementation of the Performance and Development Framework to enhance teaching practice.

In addition, staff analysed our current systems as they relate to the School Excellence Framework in preparation for External Validation and the National Education Standards Authority (NESA) school registration process.

Resource tracking systems have been effectively developed and will be maintained over the coming strategic cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of students are represented in the green, 3% in the targeted and 2% in the intensive domains of PBL 3 tiered intervention.	$6000.00 PBL Budget	Our students continuously present within the 'green' and high levels of engagement exist for 94.31% of the students population. There were 14 (4.98%) students with more than 2 behavioural referrals for the year and only 2 students (0.71%) with more than 6 behavioural referrals. The students presenting in the 'orange' and 'red' zones were referred to the Learning and Support team and PBL team to enable systems support and individual achievement programs to be developed.
Leadership training and opportunity is afforded all student leaders.	$1000.00 – teacher relief	In 2017 Stage 3 students participated in leadership training to enhance their leadership skills. The leaders led initiatives within the school throughout the year and contributed strongly to the Student Representative Council and school fundraising initiatives as a result. Our 'Peer Support' program, 'Cooperation Day' which occurred over 2 days in 2 different terms, was a great success and both leaders and recipients of the program gave positive and helpful feedback.

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.

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. |
| | | |

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff participate in observations, reviews and structured feedback as part of the Performance and Development Framework.	$5000.00 – Teacher relief	In 2017, staff participated in both mandatory and voluntary components of the Performance and Development Framework. The pedagogical framework for lesson delivery that was developed in 2016 was implemented for this process, with all teachers participating in a pre–lesson meeting with their chosen observer, developing a lesson according to the framework, and delivering an observed lesson against the framework. All staff participated in formal feedback to each other about their lessons and the elements of the framework identified by each teacher. In addition, all staff were required to be observed by their supervisors and receive feedback about an identified and negotiated lesson. A third level of observation, feedback and support was created through the Instructional Leader pedagogy and Instructional Leader ICT, both of whom worked with every teacher in a mentoring role and provided both formal and informal feedback within their respective area of expertise.
All teachers and leaders participate in a process of maintaining or seeking accreditation at higher levels of the professional learning continuum.	Nil	Teachers have been kept abreast of the National Professional Standards. They have been introduced to My PL and the e–Tams process as they prepared to maintain accreditation at proficient level.
All staff will develop and review professional learning plans and professional learning goals.	$4000.00 – teacher relief	All staff were involved in the development of the strategic plan and yearly milestones plan, as well as contributing to supporting implementation plans across a number of areas of school governance. All staff met with their supervisors to discuss and develop their three to five strategic goals, and identified their required professional learning and evidence. Our school focus areas included Visible Learning, Focus on Reading and Information and Communication Technologies. Staff participated in a half yearly and yearly review process for their annual PDP evaluation and reflected on their achievements to inform the 2018 process. Evidence was collected and submitted as part of the 2017 process and integrated web based tracking process.
Systems for the tracking and monitoring of key teaching and learning resources is developed and maintained.	$10,000.00	In 2017, the school sought to outsource systems for the effective and efficient monitoring and tracking of school records and school assets and resources. The development of 'Smart Box' archiving systems to track school documentation on a physical and electronic platforms was established in early 2017. We similarly outsourced an assets tracking system for all school assets, and established our 'Eeny Meeny' asset management system, both of which will continue into 2018 and beyond.

Next Steps

As we come to a transition point for strategic planning, Positive Behaviour for learning sits in an esteemed place in our school. As such, the next strategic plan will need to assess current PBL practices and respond to feedback from all key stakeholders as if grows and develops.

Similarly, opportunities to develop 'student voice' within our school through leadership will need to be explored beyond a program approach, and become more inclusive across classrooms through enhanced student participation. Student voice will need to exist at a higher level of engagement so that students can have a "real' say on school systems and structures.

Our systems for the maintenance of accrediation at different levels of learning for staff will be enhanced within the next strategic plan due to the transition of all staff to the NSW Institute of Teachers and mandatory engagement in a maintenance schedule through the Performance and Development Framework for teachers. The developmemt of a support network for all BOPS staff will be essential within the next cycle to ensure teachers continue to grow and be the best teachers they can be, and maintain system expectations.

Our professional learning to develop quality pedagogy must be about the lesson and the utilistaion of effective feedback against a quality standards framework to enhance lesson delivery and teaching practice and impact student learning outcomes. The 2018 – 2020 strategic plan will have lesson observation and the provision of feedback to staff.

Systems for the tracking and monitoring of key teaching and learning resources will need to be maintained and enhanced.

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

In 2017, our school continued on its journey to build an engaged learning community. Overall progress is reflected in the continued development of our students leadership initiatives, continued provision of information and support to parents about curriculum and school policies, and the development of parents skills in supporting their childrens literacy journey. In addition, our school again engaged with educational communities as part of the local Blacktown Learing Community of schools, and staff and students participated in externally developed educational programs and professional learning programs.

The Parents and Citizens association (P & C) again developed its core executive structure, and delivered a range of sucessful fund raising and community building initiatives.

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 again 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)	Funds Expended (Resources)	Progress achieved this year
Increased participation of parents in the P and C activities from year to year.	Nil	The P & C Executive remained stable in 2017 but the school did not manage to increase the participation of parents within the P and C. The P and C executive were successful delivering a canteen service, a uniform service and a range of fundraising initiatives.
Number of parent sessions provided increases from year to year.	$1000.00 teacher relief	The teaching staff and Community Hub continued to deliver an increased number of courses for parents to engage in. These included sessions on Behavioural Optometry and Vision support, Speech Therapy, Occupational Therapy, Reading at home support, Language, Learning and Listeracy, Beauty Therapy, Using computers and parenting courses.
		The Community Hub continues to be a highly successful component of the school. In 2017, the Hub playgroup had a total attendance for the year of 405 children and 320 adults. Other pre school and early years services such as the 'Cubby House' and 'Kids Sports" programs were similarly well attended. 'Zumba classes' consistenty attracted 10 participants per week. Other initiatives such as working bees, parent drop in sessions and cancer council workshops, were similarly well attended.
The number of business and community partners increases year to year.	$5000.00 Comunity Hub Initiative.	The school maintained its level of involvement from business partners through the Australian Business Community Network. In 2017 the school had support from Deloittes and Ernst and Young. The Community Hub welcomed a relationship with Settlement Services International in 2017.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data indicates high levels of parent, staff and student satisfaction.	Nil	Bert Oldfield Public School continues to recieve high levels of parent, staff and student satisfaction through the Tell Them from Me Survey. Please refer to the Parent/caregiver, student, teacher satisfaction secetrion towards the end of this report.

Next Steps

Building an engaged learning community within and beyond the school will always be a priority for continued development for Bert Oldfield Public School. The value of engaging our community and the parents and carers within the school to enhance learning programs and learning resources through a variety of strategies such as the Community Hub is vital for our continued growth as a school and for the ongoing development of student learning outcomes. Our focus beyond 2017 will be to develop students capacities to connect to their world and to utilise the expertise within and beyond our community to this end.

Seeking feedback each year of our next strategic cycle will be continuously pursued to assist us in developing our core practices and programs.

The Community Hub will continue to be a focus for enhancing parental participation and engagement in the school in 2018 and beyond.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$3409.00 – Aboriginal Student funding. • Aboriginal background loading ($2 398.00)	In 2017, students of Aboriginal and Torres Strait (ATSI) descent were supported through the school's learning and support programs and targeted literacy and numeracy initiatives. Personalised Learning Plans were developed for all ATSI students and learning goals determined to support their learning programs and provide targeted and general learning support. Funding was also used to augment our school learning support program and provide aide support for indigenous students.
English language proficiency	$42000.00– NAP staffing supplementation	Targeted equity funding was allocated to provide additional staffing to support students K–6 students with diverse learning needs. Our substantive 0.6 EALD allocation was increased to a full time teaching position through expenditure of equity funds. This led to the employment of an additional teacher for 2 days per week providing additional in class support. In addition,the enrolment of a significant number of New Arrivals (NAP)accross 2107 led to additional staffing support through the NAP program, and the employment of an additional teacher for 2 days per week. Funding associated with refugee students was also expended on additional SLSO in class support and bilingual support for new arrivals students, with Arabic and Punjabi being the targeted first languages.
Low level adjustment for disability	$30, 902.00 – Low Level Adjustment for Disability funding. • Low level adjustment for disability ($0.00)	Low level adjustment for disability funding was again expended on the employment of additional learning and support teacher time 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, including subsidised speech pathology therapy through a paraprofessional. 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, with funding allowing the development and implementation of Individual Education plans (IEP's) for each student.
Quality Teaching, Successful Students (QTSS)	$20, 112.00 – Quality Teaching, Successful Students funding • Quality Teaching, Successful Students (QTSS) ($2 000.00)	The QTSS staffing allocation was utilised to support the Performance and Development Framework to plan, monitor and reflect on staff professional learning goals and identify supporting evidence. Time was allocated to the development of learning plans and professional learning through lesson planning, observation and feedback to staff about their lesson delivery.
Socio–economic background	$43, 809.00 Low Socio–Economic Support funding	Low Socio–economic support funding was utilised to create Instructional Leader

Socio–economic background	• Socio–economic background ($0.00)	coaching and mentoring positions, with two Assistant Principals released 1 day per week to mentor and coach other teachers in 'Visible Learning' pedagogical practice and the integration of Information and Communications technology and the SAMR model of ICT integration into the classroom. This year, all teachers were required to engage in the professional learning initiatives to enhance their knowledge skills and understanding of 'Visible Learning' elements and an evidence based pedagogical framework for lesson delivery. In addition, the Instructional Leaders ICT mentored all staff in the integration of tablet based tools into teaching practice, across a range of staff identified areas of integration.
Support for beginning teachers	$934.00 – Rolled over funds • Support for beginning teachers ($0.00)	We did not receive any funds for support for beginning teachers in 2017. Rolled over funds were expended on teacher professional learning and mentor support.
Targeted student support for refugees and new arrivals	$3032.00 Refugee funding • Targeted student support for refugees and new arrivals ($0.00)	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 in Arabic and Punjabi first languages to provide additional support in class and for targeted programs supporting English Language development. In addition, both NAP funding and retrospective funding provided additional staffing allocation and the employment of a teacher for 2 days per week, supporting second language learners and building teacher capacity.
Community Engagement funding	Nil grants recieved $45000.00 – Grant funded – Refuge of Hope $5000.00 – School funded	The school recieved no funding for Community Engagement. The Community Hub continued to operate throughout 2017, operating programs and initiatives to develop social cohesion and create learning opportunities for our diverse cultural community.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	116	124	132	129
Girls	111	108	137	118

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	93.9	92.5	96.5
1	92.7	93.1	92.9	94.4
2	92.5	94	92.5	93.6
3	95.2	93.8	89	93.6
4	94.8	91.7	91.2	94
5	95.7	96.6	91.1	95.8
6	96.6	96.2	92.5	92.1
All Years	94.1	94.1	91.8	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Bert Oldfield Public School has integrated 'EBS4 Ontrack' into its attendance procedures to generate an electronically marked roll. Teachers monitor attendance on a daily basis and continue to enter enrolment data in relation to student absence from school. Students that have attendance issues or concerns are identified by the classroom teacher and alerted to the School Learning and Support team. In addition, The School Administration Office generates reports every 5 weeks to identify students whose attendance has fallen below 85% and those families are contacted through the Principal or their delegate, alerting them to the school's concerns and informing them of required improvement targets for attendance. Attendance issues that are not resolved are referred to the Departments Home School Liaison Officer, who can intervene and develop attendance improvement plans, in collaboration with the school and the students parents.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.02
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	2.62
Other Positions	0

*Full Time Equivalent

In 2017, the school formed ten classes led by seven teaching staff and three teaching executive staff. The third Assistant Principal position was created by increased student enrolment in 2017. 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 two 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 2017, there are 4 additional post 2004 teaching staff members currently maintaining their accreditation at proficient level. All other staff at Bert Oldfield met the requirements of their Professional Learning Plan and completed their annual reflection statements and submission of evidence against their goals.

Professional learning at Bert Oldfield PS in 2017 was extensive. The entire staff continued professional learning in 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 implementing comprehension development strategies and best practice in teaching reading, and all completed Phase 1 implementation.

All staff accessed professional development in 'Visible Learning' pedagogy through the creation of a school funded Instructional Leader position focusing on teaching pedagogy. One Assistant Principal 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.

In addition, a second Assistant Principal was released from class one day per week as an Instructional Leader ICT to mentor, coach and team teach with other staff in the integration of digital platforms and development of the SAMR model of ICT integration into teaching and learning programs, as well as 'coding'. In Term 4 this position also developed staff and student understanding of "Robotics" and the use of robotics to develop coding skills.

in 2017 a member of staff commenced their formal training in Language, Learning and Literacy (L3) Stage One and one member of staff competed their L3 accreditation in Early Stage 1, both engaging in this TPL to support their development as a teacher in delivering literacy skills.

The entire staff engaged in professional learning in the 'Seven Steps to Writing' pedagogical approach, developing staff competencies in how to effectively teach writing to students K – 6.

All staff participated in the second full year of the implementation of the Performance and Development Framework. All teachers identified their own learning goals, aligned to the school plan, and directed elements of their own professional learning. 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.

Within the area of Learning and Support, all teaching staff participated in professional learning to increase their understanding of and capacity to differentiate learning for students with language and speech delays, students that require additional support with fine and gross motor control, and students that may have vision

issues. We engaged with paraprofessional educators in Speech, Occupational Therapy and Vision to offer professional learning in these areas.

The school administrative staff engaged in extensive TPL in school finance and school information systems, integrating the departments financial and school management systems initiative.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	83,222
Revenue	2,301,029
Appropriation	2,185,771
Sale of Goods and Services	5,819
Grants and Contributions	107,818
Gain and Loss	0
Other Revenue	0
Investment Income	1,622
Expenses	-2,258,257
Recurrent Expenses	-2,258,257
Employee Related	-1,993,911
Operating Expenses	-264,346
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	42,772
Balance Carried Forward	125,994

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	1,781,364
Base Per Capita	41,110
Base Location	0
Other Base	1,740,254
Equity Total	247,249
Equity Aboriginal	3,409
Equity Socio economic	43,809
Equity Language	98,028
Equity Disability	102,004
Targeted Total	3,032
Other Total	53,280
Grand Total	2,084,926

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.
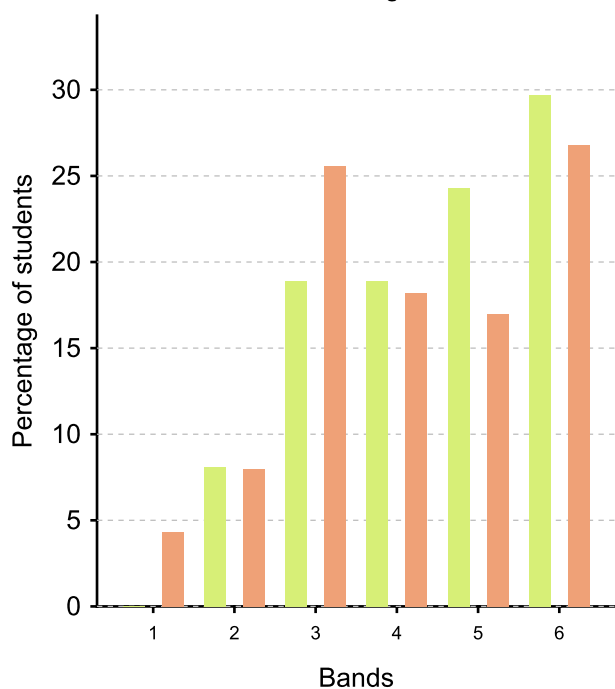
School performance

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.

Year 3 students that sat the NAPLAN assessment in 2017 performed admirably across all areas of Literacy assessed in the National Assessment program. Year 3 students were significantly above state averages in reading, with 54% of students achieving proficiency. Similarly, 57% of Year 3 students achieved proficiency level, compared to a state average of 53%. In spelling, 68% of students achieved Band 5 and Band 6, compared to 53% of students across the state. For grammar and punctuation , Year 3 students were below state averages, with only 53% of students achieving proficiency compared to state achievement levels of 64%. No Year 3 students were below minimal standards for reading or writing, and only 3% of students were below minimal standard for spelling and grammar, compared to 6–8 % of students across the state.

For Year 5 students, all domains of literacy were below state levels of proficiency, with significant areas for development identified in writing. No Year 5 students
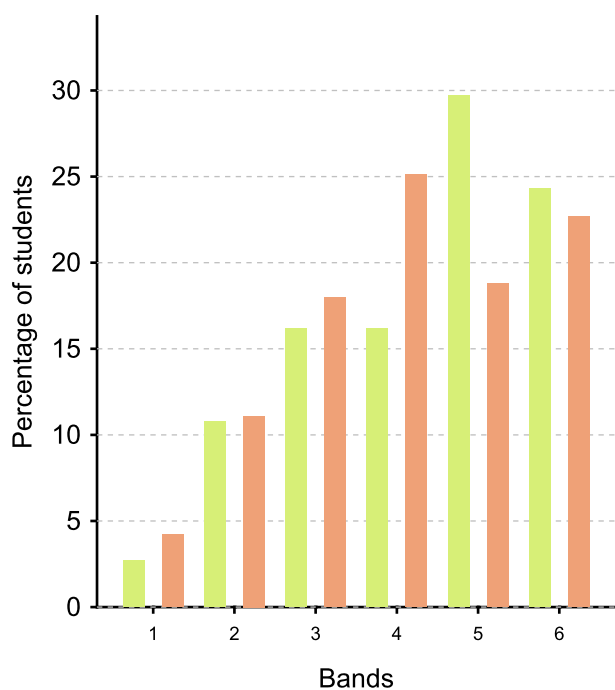
were below minimal standard in reading, however, the areas of writing, spelling, grammar and punctuation were slightly over represented in the lower bands compared to state averages. Growth for Year 5 students from Year 3 to Year 5 was on or just below state average, with writing again highlighted as an area for significant focus and development of teaching practice.

Percentage in bands: Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	2.7	10.8	16.2	16.2	29.7	24.3
School avg 2015-2017	4.2	11.1	18.0	25.1	18.8	22.7

Legend:
- Percentage in Bands
- School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	8.1	18.9	18.9	24.3	29.7
School avg 2015-2017	4.3	8.0	25.6	18.2	17.0	26.8

Percentage in bands: Year 3 Spelling

Legend:
- Percentage in Bands
- School Average 2015-2017
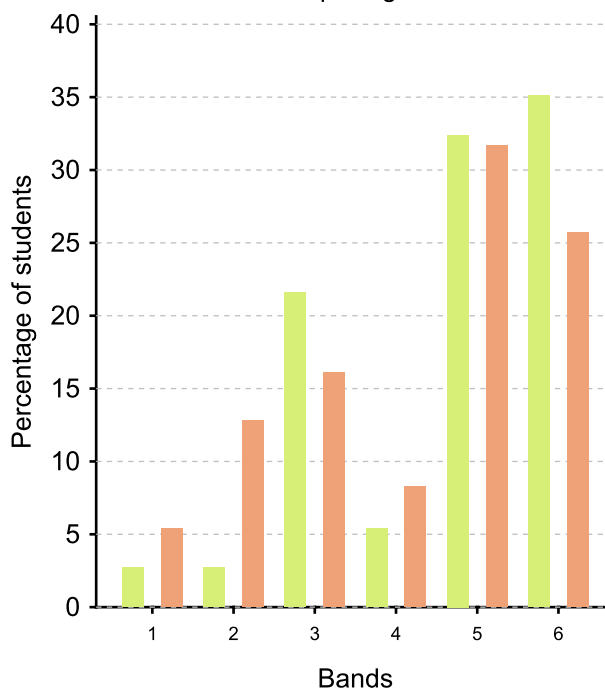
Band	1	2	3	4	5	6
Percentage of students	2.7	2.7	21.6	5.4	32.4	35.1
School avg 2015-2017	5.4	12.8	16.1	8.3	31.7	25.7

Percentage in bands: Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 3 Writing
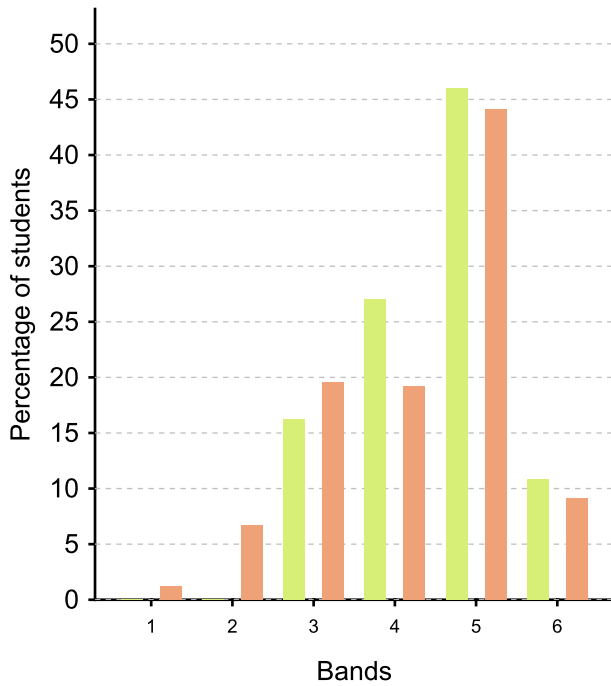
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.2	27.0	46.0	10.8
School avg 2015-2017	1.2	6.7	19.6	19.2	44.1	9.1

Percentage in bands:
Year 5 Grammar & Punctuation

	Percentage in Bands
	School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	17.4	8.7	17.4	30.4	13.0	13.0
School avg 2015-2017	14.1	21.3	20.7	22.2	15.3	6.4

Percentage in bands:
Year 5 Reading

	Percentage in Bands
	School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	30.4	17.4	13.0	34.8	4.4
School avg 2015-2017	5.1	27.2	27.8	15.9	20.4	3.6

Percentage in bands:
Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2015-2017
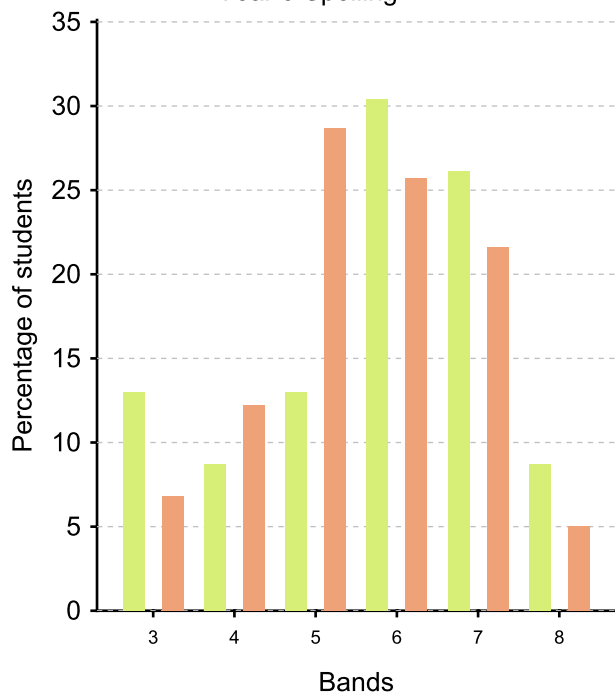
Band	3	4	5	6	7	8
Percentage of students	13.0	8.7	13.0	30.4	26.1	8.7
School avg 2015-2017	6.8	12.2	28.7	25.7	21.6	5.0

Percentage in bands:
Year 5 Writing

Legend:
- Percentage in Bands
- School Average 2015-2017
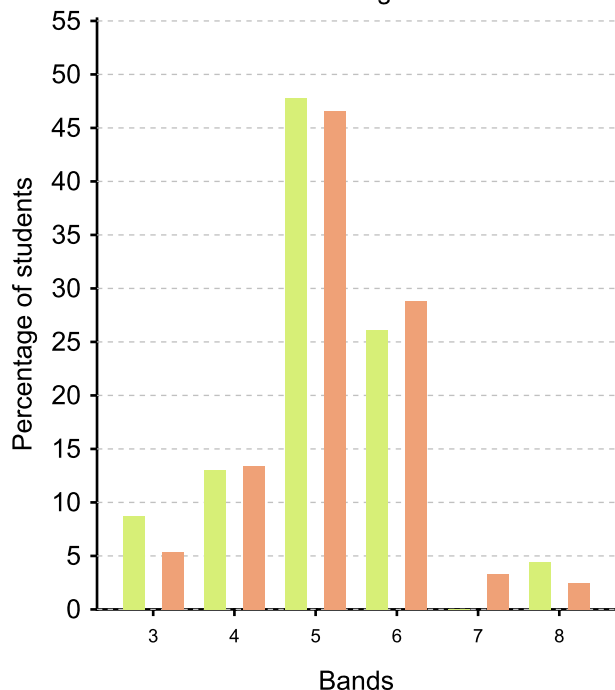
Band	3	4	5	6	7	8
Percentage of students	8.7	13.0	47.8	26.1	0.0	4.4
School avg 2015-2017	5.4	13.4	46.6	28.8	3.3	2.5

With respect to numeracy performance, Year 3 students achieved the state average levels of proficiency, with 43% of students achieving band 5 or band 6. In addition, the percentage of students not reaching minimal standard was below state achievement levels.

Year 5 students preformed below state levels of proficiency for Numeracy, with 22% of students reaching a band 5 or band 6 level of achievement, compared to state proficiency levels of 33%. Growth for Year 5 students from Year 3 to Year 5 was exceptional, with 90% of Year 5 students exceeding their expected levels of growth, significantly above state levels.
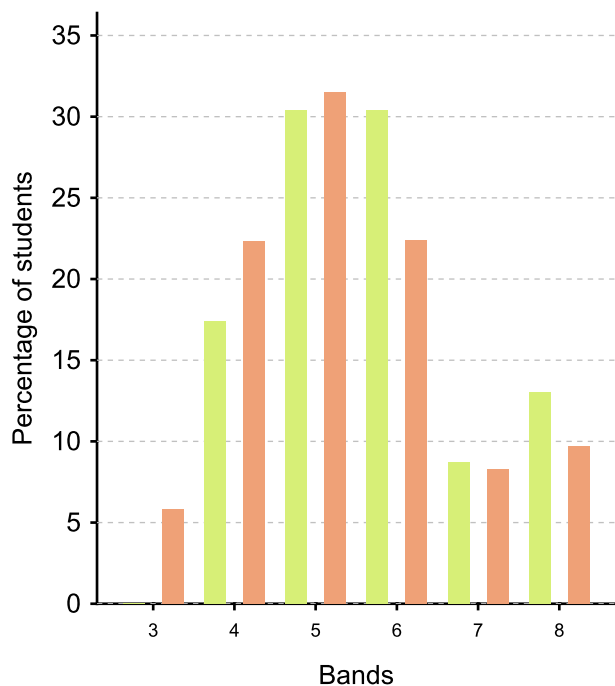
Percentage in bands:
Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2015-2017
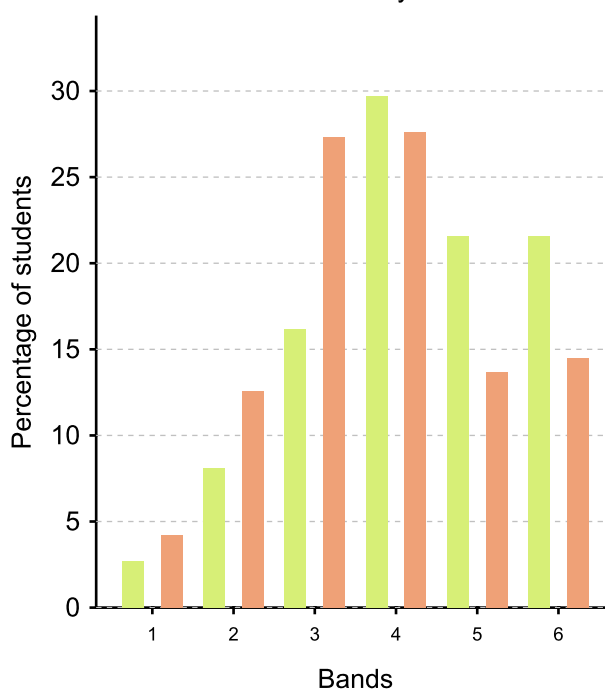
Band	1	2	3	4	5	6
Percentage of students	2.7	8.1	16.2	29.7	21.6	21.6
School avg 2015-2017	4.2	12.6	27.3	27.6	13.7	14.5

Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	17.4	30.4	30.4	8.7	13.0
School avg 2015-2017	5.8	22.3	31.5	22.4	8.3	9.7

Parent/caregiver, student, teacher satisfaction

Bert Oldfield Public School once again engaged with the 'Tell Them From Me' survey, a departmental initiative to provide purposeful feedback to schools across an array of different domains. The school surveyed students, parents and carers and teachers to gain insightful information about what we do well and what directions and areas we need to focus on and develop over the following years.

The TTFM Student Survey is designed to provide school communities with insight to guide school planning and help schools identify school improvement initiatives.

Student Survey results

All students from year 4 to year 6 were surveyed at the beginning of 2017 and again at the end of 2017 and the results presented here reflect their perceptions and ideas about Bert Oldfield Public School towards the end of the 2017.

The results of the student survey indicate that students feel a strong sense of belonging. 85% of students indicated that they feel valued and accepted by their peers at school. 86% of students indicated that they have friends at school they can trust and who encourage them to make positive choices.

97% of students believe that what they learn at school is useful in their everyday life and will have a strong bearing on their future. 74% of students said that the students at Bert Oldfield Public School were interested and motivated in their learning and most students (87%) believed that students work hard to achieve their learning outcomes.

When asked whether they feel challenged in their English and Maths classes and feel confident of their skills in these subjects, 44% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category is 53%. 32% of students were confident of their skills but did not find classes challenging. The NSW Government norm for this category is 26%. 15% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Government norm for this category is 14%. 9% of students lacked confidence in their skills and did not feel they were challenged. The NSW Government norm for this category is 7%.

When students were asked about 'bullying', 39% of students indicated that they had been subjected to physical, social, or verbal bullying, or have experienced bullying over the Internet. This is above state norms of 37%.

Most students felt that teachers are responsive to their needs, and encourage independence with a democratic approach. Students understand there are clear rules and expectations for classroom behaviour and the teachers emphasise academic skills and hold high expectations for all students to succeed.

 When asked about the teachers using learning time effectively, whether learning presented is relevant to them and that the learning presented to them is well organised and feedback provided to help them learn, scores were above state means for all 3 areas of enquiry.

The students indicated that they are heavily supported in school–based sports and that the school has a comprehensive program of extra curricula activities.

Parent Survey results

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents'   perceptions of their children's experiences at home and school.

Successful
Schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and
enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Their was a high level of support for the programs and practices of Bert Oldfield Public School from the 2017 parent survey.

Parents were asked a series of questions about whether or not they feel welcome in the school. The questions and their respective scores are indicated below.

I feel welcome when I visit the school.   8.4

I can easily speak with my child's teachers.   8.6

I am well informed about school activities.   8.5

Teachers listen to concerns I have.   8.6

I can easily speak with the school principal.   8.8

Written information from the school is in clear, plain language.   8.9

Parent activities are scheduled at times when I can attend.   8.0

The school's administrative staff are helpful when I have a question or problem.   8.3

All domains of enquiry were significantly above the state norms when compared to all other NSW schools.

Systems at Bert Oldfield that seek to keep parents informed was also strongly acknowledged by the parents who completed the survey. The scores were indicated below and were again significantly greater than the State norm of 6.6

Reports on my child's progress are written in terms I understand. 8.6

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.7

I am informed about my child's behaviour at school, whether positive or negative. 8.1

The teachers would inform me if my child were not making adequate progress in school subjects. 7.9

I am well informed about my child's progress in school subjects. 7.5

I am informed about opportunities concerning my child's future. 7.2

I am informed about my child's social and emotional development.

Reports on my child's progress are written in terms I understand. 8.6

When asked about the school supporting students

learning journey through the home and the community, Bert Oldfield PS was again significantly above state averages according to the parents that completed the survey. The Teachers were judged to have high expectations of each child, show interest in each students learning, encourage each child to do their best, take students interests, needs and talent into consideration when delivering curriculum, have expectations for the completion of homework and expectations that each child should work hard.

When surveyed about behavioural systems, the school again performed at an exceptional level. Parents believe that the staff expects each child to pay attention in class, that teachers have strong systems in place to maintain control of students behaviour, that their children are clear on what the school behavioural expectations and systems are, and that learning is supported through a range of extra curricula experiences.

When asked about safety, parents were supportive of the systems and practices in place at Bert OldfieldPS. Parents strongly believe that behavioural issues are dealt with in a timely manner, that their child feels safe at school, and that the school helps to prevent bullying.

When asked if parents felt that Bert Oldfield was an inclusive school, parents were again supportive and mean scores were above state average for this domain. Parents who completed the survey believe that students who require additional support or who struggle with their learning are highly supported and that the teachers cater for students with special needs. School staff take an active role in making sure all students are included in school activities. Teachers also help students develop positive friendships.

Specific areas for future development include the number of parents that are actively involved in the school, and in particular the encouragement of parents and community members to be involved in school decision making and governance.

Focus on Learning Teacher Survey

The Focus on Learning Survey is a self–evaluation tool for teachers and schools which is based on research areas. The questions in the survey assess eight Drivers of Student Learning. It surveys the existence of practices within a school that set tangible, challenging goals for teachers; the existence of strategies that lead to the achievement of those goals, systems of support for participants achieving those goals in incremental steps, systems of constant feedback from trainers and peers, and a staff that help participants overcome personal obstacles such as fear or a lack of perseverance.

According to the 13 teaching staff that completed the survey, there was some support for quality systems, as well as the identification of focus areas for improvement and development from school leadership.

Staff felt that school leadership needs to better support staff with the development of skills in establishing challenging and visible learning goals for students.

Similarly, staff felt that school leadership needed to focus more on establishing systems for teachers in creating new learning opportunities for students, and that teachers required more effective feedback from school leadership about their teaching practice. Staff also felt that school leadership needs to focus more on the development of individual teaching practice and the general improvement of teaching practice into evidence based pedagogical areas.

When asked about developing their competencies with monitoring student learning, staff felt that school leadership similarly needed to provide more guidance and support, and opportunities for professional learning in this area.

Staff were supportive of the school leadership's efforts to create a safe and orderly school environment, and that there had been an increased focus on observing teacher's classroom practice for the betterment of student learning.

When asked if school leaders had supported staff through stressful times, staff indicated a need for school leadership to improve in this area.

When asked about learning culture, written feedback to students was identified as an area of greater need as well as practices creating opportunities for teachers to talk to students about their schoolwork and the creation, monitoring and achievement of learning goals for each student. Teachers felt strongly that the school has systems and practices in place to monitor individual progress, maintain classroom behaviour, set high expectations and deliver an interesting and relevant curriculum.

Staff were asked about the school's practices in data collection, analysis and interpretation to inform teaching practice. Again, there are some practices the school does well, and areas for future development and focus. Please see below. The state mean is 7.8

My assessments help me understand where students are having difficulty. 8.5

I use formal assessment tasks to help students set challenging goals. 6.7

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way 7.1

I use formal assessment tasks to discuss with students where common mistakes are made. 7.3

When students' formal assessment tasks or daily classroom tasks fail to meet expectations, I give them an opportunity to improve. 8.5

I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 6.0

I use results from formal assessment tasks to inform my lesson planning. 8.1

I give students feedback on how to improve their

performance on formal assessment tasks. 7.7

When asked about teaching strategies, staff felt that they and the school had a good command of this domain, scoring just below the state mean. Improvement areas identified included the development of challenging learning goals with students, students' knowledge of the required learning tasks, the provision of purposeful feedback to students and feedback related to their learning goals and the provision of worked examples of quality work as a teaching strategy.

A strength identified by staff was their capacity to interpret assessments to determine different teaching strategies and lesson planning.

Teachers use of technology as a driver of learning was assessed at just below state mean of 6.6

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 6.4

I use interactive technology to give students immediate feedback on their learning. 6.4

Students use computers or other interactive technology to track progress towards their goals. 5.0

I help students set goals for learning new technological skills. 6.7

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 7.5

I help students use computers or other interactive technology to undertake research. 7.7

I help students to overcome personal barriers to using interactive technology. 7.3

I work with students to identify a challenging learning goal relevant to the use of interactive technology. 6.9

Surveyed teachers felt that Bert Oldfield PS and their own teaching practices created a strong inclusive school. There are strength in systems that helped students with special learning needs, the establishment of clear learning expectations and behavioural expectations, feedback for students struggling in one or more areas, differentiation or learning for students with special learning needs and the use of individual learning plans for those students.

The staff's perception of parental involvement in the school and the classroom indicated areas for growth and focus. In particular, each parent's knowledge of their children's learning goals, engagement of parents in assisting with their child's learning, the utilisation of parents in the provision of feedback to a student about their work, systems of contact and communication from the classroom teacher to the parents, and the involvement of parents in each teacher's classroom.

The two focus areas defined by teachers in this survey

and potential areas of action for the next strategic cycle include the development of skills and systems in developing challenging and visible learning goals and the quality and frequency of feedback to students about their learning.

Policy requirements

Aboriginal education

In 2017, ATSI students were supported within class through learning and support staff and targeted programs, specifically MultiLit and QuickSmart, targeting students individual literacy and numeracy skills through small group and one to one support. This program was also supported through the Classroom without Borders program. All students are making steady progress across the literacy and numeracy continuums.

ATSI students and their parents were involved in the devleopment of Personalised Learning Plans, targeting desired learning goals for the year, and highlighting their specific literacy and numeracy needs.

All students K–6 participated in a traditional Aboriginal Cultural performance supported through our targeted funding. 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

In 2017, 73% of students attending the school came from 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) was increased this year, growing to a four days per week allocation. The EALD teacher has continued to support 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 as well as additional EALD teacher support. In Semester Two we employed an SLSO Ethnic support officer who spoke Arabic and another SLSO Ethnic support officer who spoke Tamil and Punjabi, in order to support the language needs of our targeted New Arrivals students. Our SLSO Ethnic Tamil aid was utilised to support our existing refugee students within the classroom, while our SLSO Ethnic, Arabic supported the EALD teacher with withdrawal groups in addition to working with class teachers within the classroom. The SLSO Ethnic staff were also being trained in the MultiLit program to support the literacy needs of our targeted students.

Our EALD teacher also functioned as our school's Anti Racism contact Officer, working with issues related to cultural inclusivity and equity.