

# Bert Oldfield Public School

## Annual Report



2018



4192

## Introduction

The Annual Report for **2018** 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.

Doug Perrott

Principal

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## Message from the Principal

As I write this message at the end of the 2018 school year, I can proudly reflect the many achievements made by our entire school community, all too numerous to mention here. These achievements are so much more enhanced given our current educational environment and unprecedented change to public education. Our core business of educating children to be literate and numerate remains the same, however, the process of achieving this and developing each student as a capable self-reflective learner that is socially and academically capable moves to the forefront of our educational focus. It is my and the school's aim for every student at Bert Oldfield Public School to be able to enter a world beyond primary school where they are so much more than literate and numerate. They will be able to seek opportunities, where they are adaptable and flexible and be able to use technology to effectively enrich their relationships. They will be able to express themselves creatively, play and explore, succeed and fail, and if they fail, have the resolve to try again. They will be able to face challenges with confidence, a strong sense of self and do so with a balance of integrity and social justice.

As I reflect, I realise I am indeed privileged to be working with teachers who value the important contribution that each child makes in his or her classroom. The entire staff at Bert Oldfield Public School continue to inspire me with their dedication to their work, their commitment to the 'whole child' and their passion for public education and acceptance of change. My thanks must also go to the students themselves who have continued to make you – their parents and caregivers – proud. Continued success of the school would not be possible without the ongoing support of parents and caregivers. We have a very small band of P&C members, however, the parents, grandparents, caregivers and community members who support our school through many other avenues such as sport, reading programs, class based reading and math groups, canteen and uniform shop helpers, classroom resourcing, community hub, breakfast club and general volunteers in the classrooms, I thank you for the contribution to our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

Bert Oldfield Public School, in partnership with an engaged school community, provides quality future focused 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 77% 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 from a refugee background. The dedicated, highly qualified teaching and administrative staff along with the School P and C, Community Hub and the school community, implement quality curriculum and targeted programs designed to achieve positive educational outcomes for all 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. (SEF) 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.

The SEF Self-assessment Survey 2018 was completed by the staff and community at Bert Oldfield Public School (4192). As part of the school planning, self-assessment and reporting cycle of School Excellence, we self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Our school critically reflected on our school improvement efforts to inform our decision making process for future directions, analysing an array of evidence mapped against the framework. This self-assessment process has enabled us to capture the "point-in-time" analysis informed by our ongoing self-assessment processes. The on-balance judgement determined by the school is a reflection of the school's progress on these statements.

### Learning: Learning Culture.

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. The school's on-balance judgement for this element is: **Delivering**.

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Our school actively plans for student transitions (e.g. into Kindergarten and Y6 to Y7, developing partnerships with High schools and pre-schools, as well as families entering our community for the first time, and we clearly communicate our transition activities to the school community. Our staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.

### Learning: Wellbeing

When considering wellbeing practices, in schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The school's on-balance judgement for this element is: **Sustaining and Growing**.

When assessing the theme of "Caring for students", we believe that every student can identify a staff member to whom they can confidently turn for advice and assistance at school. There is a planned approach to wellbeing. We collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. There are well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

### Learning: Curriculum

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. The school's on-balance judgement for this element is: **Sustaining and Growing**.

The school's curriculum provision and evidence-based teaching practices provide a high expectation framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet the changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs and the parents of these students are advised about adjustments made.

### Learning: Assessment

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. The school's on-balance judgement for this element is: **'Delivering'**.

Our teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform



reliable assessments to capture information about student learning. Students know when and why assessment is and there is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

### **Learning: Reporting**

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. The school's on-balance judgement for this element is: **'Delivering'**.

The school analyses internal and external assessment data to monitor and report on student and school performance. Student reports include personalised descriptions of the student's strengths and growth. The School provides parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

### **Learning: Student performance measures**

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. The school's on-balance judgement for this element is: **'Delivering'**

The school's value-add is not significantly lower than the value added by the average school. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy and the school identifies growth targets for individual students, using internal progress and achievement data. We use internal as well as external assessments (such as NAPLAN and Standardised Assessment) to assess student progress and achievement against syllabus outcomes.

### **Teaching: Effective classroom practice.**

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: **'Sustaining and Growing'**.

Teachers collaborate within and across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Professional learning ensures that our teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Our teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. As a Positive Behaviour for Learning school, a school-wide approach for effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

### **Teaching: Data skills and use.**

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. Bert Oldfield PS's on-balance judgement for this element is: **'Delivering'**.

Teachers K – 6 access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff and all teachers contribute to gathering and analysing data. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN) with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

### **Teaching: Professional standards**

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. The school's on-balance judgement for this element is: **Delivering**.

The descriptors chosen are: teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. The school facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

## Teaching: 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. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Our on–balance judgement for this element is: **'Delivering'**.

Executive, stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. The school performance and development policy is implemented in a culture of high expectations for every staff member. The leadership team undertakes annual staff performance and development reviews for teaching and non–teaching staff. Poor performance is identified and managed promptly and effectively. With respect to the community, the school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

## Leading: 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 activities. The plan is well–conceived, effectively implemented and effects improvement. The school's on–balance judgement for this element is: **'Delivering'**.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self–assess and report performance annually.

## Leading: School resources

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery. The school's on–balance judgement for this element is: **'Sustaining and Growing'**.

The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is accessible to staff and students. and the use of school facilities by the local community delivers benefits to students. The priorities in the school plan drive financial decisions.

## Leading: Management practices and processes

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school's on–balance judgement for this element is: **'Delivering'**.

Administrative practices and systems effectively support school operations and teaching. All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. The leadership team analyses responses to school community satisfaction measures.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Teaching and Leadership

#### Purpose

- **To create a stimulating, engaging and rigorous learning environment underpinned and driven by evidence based teaching pedagogy, collective teacher efficacy, enabling every student to optimise their learning and realise their potential as active and engaged life long learners**
- **To build on what we have discovered and use this knowledge as feed forward to inform change and directions**
- **To affirm, share and celebrate our successes.**

#### Overall summary of progress

Progress within strategic direction 1 for 2018 is predominantly on track. The Pedagogical framework has been consolidated and evidence of its implementation across both lesson implementation and units of work has become more evident. Discussion about the quality elements of a lesson or unit of work are certainly enhanced and the framework used as an effective tool for reflection and feedback for a number of staff.

The PDP process is on track with the development of a school policy and supported IT infrastructure to assist teachers in their ongoing professional growth and maintenance of accreditation. Evidence of achievement against each teacher's identified goals occurs in a structured and planned approach, with staff investing in the process to a greater or lesser degree.

Evidence based teaching strategies such as L3, Focus on Reading and TEN remain strong and thorough. All staff have participated in Focus on Reading phase 2 and there is clear evidence of implementation within the classroom. L3 implementation remains a successful K – 2 focus with targeted staff investing in ongoing professional learning throughout 2018.

Increased investment within the Instructional Leaders position continues to be a strong and emerging approach to best support teachers with improvement and change in teaching practice. A focus on coaching as a supporting approach to improvement in practice and the incorporation of visible learning approaches to teaching and learning were well supported by the Instructional leader initiative throughout 2018, with most staff engaging at a high level. Evidence from a multitude of teachers indicates on track progress.

There has been only minimal development within our school systems for communicating with parents and developing their capacities to support the learning of our students both within the school and within the home. Our Community HUB continues to provide learning opportunities for our community and develop social cohesion, and has established a number of successful partnerships with outside family and child support organisations.

#### 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, with a specific focus within literacy and numeracy.	RAM Equity Funding	<p>In 2018, specific school based assessment data tracked effect size in writing. In 2018, students were tracked on both persuasive and imaginative texts, with all teachers engaged in moderating assessment against NAPLAN writing criteria.</p> <p>All grades achieved a minimum growth of 0.5 from 2017 to 2018 in both imaginative and persuasive text writing. Generally speaking, effect sizes from Year 1 to Year 3 for both genres were greater than the effect size growth for Years 4 to Year 6, with an effect size for Year 1 to 2 and Year 2 to 3 averaging 1.6 and Years 3 to 6 averaging 0.64. In school data indicated that growth for Year 1 to Year 2 students across both text types were significant.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increasing number of lessons are guided by and delivered according to the BOPS pedagogical framework.	Ram Equity  Beginning teacher Funding  Literacy and Numeracy Funding	Teachers were able to produce evidence of lesson design against the BOPS Pedagogical Framework. Lessons observed through the Performance and Development cycle indicated the existence of quality elements, or at least a strong understanding. Bert Oldfield has strong evidence of a modelled, guided and independent approach to teaching and learning across Key Learning Areas, with strength in literacy and numeracy practice.
100% of staff will employ evidence based teaching strategies and actively engage in collaborative practice.	Ram Equity Funding  Operational Budget – SBAR	<p>All staff continue to be professionally developed in New Focus on Reading 3 – 6, with a targeted focus on Comprehension, Vocabulary and Fluency development. There is significant evidence of Focus on Reading implementation in each classroom.</p> <p>90% of staff successfully presented their Action Research projects focussing on reading fluency and vocabulary, as part of the Focus on Reading implementation. Qualitative feedback indicated that it was a worthwhile strategy.</p> <p>Teachers on Kindergarten and Year 1 continue their professional development with the implementation of Literacy, Language and Learning pedagogical approaches (L3).</p> <p>5 weekly data progress is completed by all staff implementing L3. Data is analysed to inform and target interventions for particular students that are not tracking against grade standards, and teaching strategies are adjusted accordingly.</p> <p>The Instructional Leader role in 2018 was more successful than 2017, with greater resourcing allocated and the removal of an opt out selection for staff. Self-choice projects made significant impact on teaching practice, with strong links to Visible Learning pedagogy, and development of teacher proficiency when designing learning using backward mapping in 'Understanding by Design'.</p>
At least 30% of students achieve in the top two bands of NAPLAN reading, writing and numeracy. There are reduced numbers of students performing in the lower 2 bands across all NAPLAN domains.	RAM Equity	<p><b>Year 3</b></p> <p>Analysis of Year 3 NAPLAN reading indicates that 47% of the cohort achieved in the top 2 bands, with no students again presenting in the lower 2 bands.</p> <p>With respect to writing only 18% of the cohort achieved a band 5 or 6 result. 17% of students presented in the lower 2 bands for writing compared to no students in 2017.</p> <p>When analysing grammar and punctuation, 43% of students achieved within the top 2 bands, however, there was an increased number of students represented in the lower 2 bands.</p> <p>Analysis of spelling placed 51% of the cohort in Bands 5 and 6, but there was again an increase in the percentage of students within the lower 2 bands of achievement.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>At least 30% of students achieve in the top two bands of NAPLAN reading, writing and numeracy. There are reduced numbers of students performing in the lower 2 bands across all NAPLAN domains.</p>		<p>With respect to Numeracy achievement, 29% of students achieved within the top 2 bands and 22% of students achieved in the lower 2 bands.</p> <p><b>Year 5</b></p> <p>Analysis of Year 5 NAPLAN reading indicates that 29% of the cohort achieved in the top 2 bands, with 26% of students presenting in the lower 2 bands compared to 48% of Year 5 students in 2017.</p> <p>With respect to writing, only 6% of the cohort achieved a band 7 or band 8 result. 18% of students presented in the lower 2 bands for writing compared to 21% of students in 2017.</p> <p>When analysing grammar and punctuation, 27% of students achieved within the top 2 bands, however, there was an increased number of students represented in the lower 2 bands.</p> <p>Analysis of spelling placed 43% of the cohort in Bands 7 and 8, and there was a significant reduction of the percentage of students within the lower 2 bands of achievement.</p> <p>With respect to Numeracy achievement, 24% of students achieved within the top 2 bands and 23% of students achieved in the lower 2 bands. This was an increase from 2017.</p>
<p>Evidence of differentiation of learning for all students exists within teaching and learning programs, targeted support programs and student work samples.</p>	<p>RAM Equity</p>	<p>Differentiation of learning is producing a growing body of evidence at Bert Oldfield PS. Within targeted support programs, particularly in Learning and Support and English as an Additional Language or Dialect (EALD) there is high level planning and delivery of differentiated learning for students that require additional support or extension. In 2018, the introduction of targeted programs such as 'Macqlit' and 'Minilit' along with extension programs for targeted students through our 'Big History', evidenced the growing development of wider learning opportunities.</p> <p>Analysis of teaching and learning programs within mainstream classrooms and support programs, indicates high levels of differentiation of content, process, product and environment in isolated areas of the school and will remain a continuing need for professional learning and growth in developing teacher expertise.</p>
<p>At least 70 % of students achieve expected growth across assessment measures, including NAPLAN, PLAN and standardised assessment opportunities.</p>	<p>RAM Equity</p>	<p>NAPLAN growth from 2016 to 2018 showed exceptional growth and above expectations for the majority of students. In numeracy achievement, only 2 students of the matched students did not exceed expected growth of 0.8. (2 years) All other students exceeded expected growth, representing 83% of the matched cohort.</p> <p>When analysing NAPLAN writing, the entire cohort on average exceeded the expected growth of 0.8,</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>At least 70 % of students achieve expected growth across assessment measures, including NAPLAN, PLAN and standardised assessment opportunities.</p>		<p>however only 61% of the cohort exceeded expected growth in writing proficiency.</p> <p>When analysing growth in reading, 71% of the cohort achieved greater than expected growth. The entire cohort, on average, exceeded expected growth in reading to a significant level.</p> <p>In 2018, our school has trialled online standardised assessments in reading and writing for grades 1 – 6. Whereas there is no comparative data to determine growth over time at this stage, initial analysis on stanine data indicates significant issues for both numeracy and reading. Some of the data may be inaccurate due to a lack of familiarity with online assessment procedures and students unfamiliarity with online assessment as a tool.</p> <p>Analysis of PLAN data indicates achievement of some targets. 89% and above of Kindergarten students had achieved or exceeded Early Stage 1 expectations for Reading Texts, Comprehension, Vocabulary knowledge, Writing Texts and Speaking. 81% and above of Year 1 students had achieved or exceeded the expected stage level for Year 1 and were identified at or beyond cluster 6 for Reading Texts, Comprehension, Vocabulary knowledge, Writing Texts and Speaking. Only 47% of Year 4 students had reached or exceeded grade expectations across the same 5 areas, with Comprehension and Writing required areas of focus for 2019 and beyond. There were similar concerns within the same areas for Year 5 students within the domains of Reading Texts, Comprehension, Vocabulary knowledge, Writing Texts and Speaking. On average, less than 55% of our Year 5 students had reached expected markers on the literacy continuum.</p>

## Next Steps

Strategic direction 1 will have a continued focus through our 2019 and 2020. Analysis of the Instructional Leader's role has informed school leadership that a significant amount of additional time is required to support individual professional learning through a coaching and mentoring approach. School Budget within QTSS allocation and RAM equity will need to be targeted to increase the level of investment.

Analysis of our progress across 2018, through data interpretation, triangulation and the systematic collection of evidence across a number of areas, highlights the continued implementation of targeted pedagogies and a continued focus on writing K– 6. An emerging need for a strong focus on mathematics, the continued investment in developing Visible Learning approaches to teaching and learning, and a greater focus on our teachers' understanding of and capacity to implement assessment for, of and as learning, with a focus on formative assessment is clear.

Our approach to developing parent and community awareness of our teaching and learning programs will need a stronger commitment from school leadership.

## Strategic Direction 2

### Real World Connections

#### Purpose

- To provide contextual learning opportunities that incorporate real world experiences and big ideas
- To prepare our students to be reflective, active and informed global citizens.

#### Overall summary of progress

Progress on Strategic direction 2 is similarly on track, though the school leadership team have made several course corrections to the expected progress and implementation strategies across most areas of this strategic direction.

Our curriculum implementation through Understanding by Design (UBD) continues to develop, and each year is leading to a greater level of fidelity and quality within teacher planning and programming, in particular the inclusion of higher order thinking and problem solving as part of our real world connection approaches. Extension of UBD approaches to the development of History and Geography units of learning continues, with teachers transferring skills from one curriculum planning and design experience to another.

Our students 'Assessment Capability' and their capacity to be more reflective learners continues to grow and develop. The Instructional Leaders role in developing Visible Learning strategies within teachers classroom practice has led to the incorporation of students self-assessing against defined lesson and learning criteria, and assisting them to assess where they are on a learning continuum.

In 2018, our school continued on its journey to involve our learning community in the life of our school. 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 through our involvement with educational learning communities as part of the local Blacktown Learning Community (BLC) of schools. Staff and students participated in externally developed educational programs and professional learning programs through the BLC.

The Parents and Citizens association (P & C) again developed its core executive structure, increased its active membership and delivered a range of successful 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 enjoyed another 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
Exemplar units of work are developed through collaborative practices, utilising Understanding by Design principles.	RAM equity funding QTSS funding	All staff engage in collaborative practice through our weekly Learning Teams programming meeting, where English units of work are designed through backward mapping, based on a rich culminating, assessment tasks and where the learning is driven by a link to a real world issue. Units of work have been developed to match with the schools scope and sequence for English learning units. This has been extended in 2018 to the development of History and Geography units of work.
The percentage of community members actively engaging within the schools learning programs increases each year.	School Funded Community Hub Grant	<b>Targeted interventions</b> – The school consolidated its relationship with external paraprofessional providers, with 35 students accessing individual speech assessment and ongoing therapy across 2018.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The percentage of community members actively engaging within the schools learning programs increases each year.</p>		<p><b>The P &amp; C –</b> The P &amp; C Executive remained stable in 2018 and managed an increase in the participation of parents within the P and C. The executive were again successful delivering a canteen service, a uniform service and a range of fundraising initiatives.</p> <p><b>Community Learning and Opportunity –</b> The alliance between Bert Oldfield and Community Hubs Australia continued to grow. The Community Hub project provided an array of opportunity for community members, families and students, with growth in the playgroups, multicultural mothers group, and enhanced partnerships with Blacktown TAFE, Junaya Family Services, Syd West and Settlement Services International.</p> <p>Data from participation in the Community Hub activities has grown from 2017.</p> <p>Bert Oldfield PS established relationships with Crestwood Lions Club, The Hills Probis group, and connections with Deloitte through the Australian Business Community Network continued in 2018.</p>
<p>An increase in teacher and student opportunities to engage in broader school networks.</p>	<p>School Operational Budget</p> <p>Beginning Teacher Funding</p>	<p><b>Development of Teacher Proficiency –</b> A number of continuing and emergent learning networks were undertaken in 2018. The Blacktown Learning Community supported a number of teaching and administrative staff at Bert Oldfield through the Beginning Teachers Network, BLC Inspiring Leaders network, and a Higher Accreditation Levels support group, developing knowledge, skills and understandings.</p> <p>The School Executive participated in research based projects through the Primary Executive Support Group (PESG) learning network.</p> <p>The BOPS school executive participated in and led the Nirimba Learning and Support team network, enhancing the knowledge skills and understandings of other schools' learning and support team structures.</p> <p><b>Student Learning and Opportunity –</b> Students engaged in a variety of opportunities through the BLC. Students attended the BLC leadership development initiatives, enhanced learning through the BLC STEAM workshops and the BLC Sharing initiative providing learning extension for targeted students.</p> <p>An alliance between Bert Oldfield PS and Macquarie University commenced, developing programs for Gifted and Talented students, integrating the 'Big History' project into a Stage 2/Stage 3 classroom environment. This project is ongoing into 2019 and 2020 as the school works with the university to further develop and provide feedback on the project and its alignment to the Primary School Curriculum.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible Learning strategies exist in every classroom and are implemented by every teacher.	Ram Equity funding Beginning Teacher Budget QTSS funding	<b>Visible Learning</b> – Visible Learning strategies and the use of learning intentions and success criteria, as well as feedback based on process and task are firmly embedded within the majority of teacher practices. Evidence is reflected in programming, student work samples and teacher PDP evidence sets. The emergence of students developing as assessment capable learners is reflected in the number of teachers exploring goal setting, particularly in writing texts and reading texts, which has grown from 2017.
Digital learning within teaching and learning programs throughout the school continues to grow.	Ram Equity Funding School Operational Budget Teacher Professional Learning funding	<b>Digital Learning</b> – The school's IT resourcing expanded to ensure that Bert Oldfield is moving towards a 1 to 1 device school. All students in Years 3 – 6, were provided a student laptop to assist in their digital learning programs and to explore e portfolios and e learning opportunities. Most teachers are now familiar with ONE DRIVE through Microsoft 365 Suite and can use it as a tool for data literacy, programming and resourcing. Its use as a learning tool for students is still developing and was stronger amongst Stage 2 and 3 classes. Two class teachers were able to engage in e portfolio learning through the SEE SAW online application in their classrooms, however infrastructure and shared device realities were blockers to greater proficiency.

## Next Steps

The gradual development of programming strategies utilising understanding by design will remain a strategic focus for 2019 and needs to now be extended beyond English. The Instructional Leader in 2019 will seek to develop support programs, teacher understanding and application of UBD strategies, and backward mapping principles to programming and assessment design in Science, EALD, Library, Music and Movement, and other Key Learning Areas.

The enhancement of Visible Learning strategies to develop each learner's capacity to be assessment capable and reflective, will progress into goal setting in 2019. In addition, the importance of developing sound process, task and product-based feedback, and feedback on student self-regulation will be milestones for achievement across 2019 and 2020. This will include the development of teachers' knowledge and understanding of feedback as well as their capacity to implement strategies in the classroom through professional learning.

Our commitment to providing advice and guidance to parents and engaging in alliances to enhance learning outcomes will remain a focus, having only maintained existing resources throughout 2018. Data collection to analyse the level of parent and community engagement will similarly require enhancement to ascertain any increase in impact.

Digital learning platforms will continue to develop, and resourcing will need to look at enhanced school IT infrastructure. This is to ensure we can support a 1-to-1 device approach to help our students and staff easily and successfully engage with digital learning. Evaluation of school digital learning infrastructure indicates significant challenges to effective implementation. The reliability of e portfolios and digital learning platforms using shared devices is problematic and unrealistic. In addition, greater teacher professional learning on the integration of digital tools and applications to assist creative and collaborative learning and presentation of student work is required. Many staff are still tentative with the inclusion of digital learning and e portfolios within their day-to-day teaching practice.

## Strategic Direction 3

### Shaping Creative, Lifelong Learners

#### Purpose

- To connect students to their learning and ensure positive respectful relationships, and a sense of belonging to their school community
- To demonstrate to our students that they are respected, encouraged, supported and empowered to succeed so that they will grow, flourish and prosper in their lives
- To create engaged, assessment capable learners who are able to set their individual learning goals, and possess the motivation to realise these goals.

#### Overall summary of progress

In 2018, we made progress on achieving our third strategic goal, with continuing support throughout 2019 and 2020. We have continued to implement strong wellbeing programs, with reliable data indicating each student's ability to positively regulate their choices and wellbeing. Our PBL growth mindset approach across BEE BOPS in 2018 helped students to understand the importance of positive thinking. They engaged in a number of student-led activities to develop an enthusiastic approach to learning and life.

Our PBL systems, practices and resultant data remain strong, with greater than 95% of students catered for by our extensive Tier 1 wellbeing systems and practices. Responses to those Tier 2 and Tier 3 students have led to marked improvements in individual wellbeing, as well as appropriate higher level interventions to ensure those students can access the curriculum.

Our students' capacity to be greater self-regulatory learners remains a strong focus for 2019 and 2020. Individual and subject specific goal setting by students against specific criteria is occurring, but is related strongly to teacher professional learning and teacher capacity. A combination of "Bump It Up" approaches in classrooms and the implementation of teacher and student conferencing, enabled criterion specific conversations and product, process, task, and self-regulatory feedback to students to occur. This predominantly occurred for writing, as this is a strong focus for our school across this strategic cycle.

Our learning support systems remain strong, with the development and implementation of specific interventions. The Learning and Support coordinator and team were trained in MiniLit, MacqLit and Multilit and implemented support programs throughout the year, leading to extensive reading growth for some students. The Reading Recovery program was implemented in 2018, supporting those struggling readers in Year 1 to bridge the gap in their reading to a stage appropriate level.

Our school entered into a partnership with Macquarie University to implement the "Big History Project," a program for higher achievers and Gifted and Talented students focussing on the Big Bang Theory. The program enhanced the learning of some of our senior students across Stages 2 and 3.

Throughout 2018, we continued to engage with parents and carers and provide them with a perspective of their child's learning progress across Key Learning Areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 96% of students are represented in the 'green' tier of school based PBL data systems.	School Funded RAM Equity	95.59 % of students were represented in the green tier of school based engagement data for 2018. 3.73% of students were represented in Tier 2, requiring some level of targeted behavioural support. 0.68% of students were represented in Tier 3 and required more extensive intervention strategies to assist their level of engagement, including the identification of more appropriate and supportive learning placements.
• Students identified as requiring	School Staffing Budget	Students that required additional support or



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>additional support or accommodations for identified needs, receive appropriate and timely intervention.</p>	<p>RAM equity – Learning and Support and English Language Proficiency</p> <p>Refugee funding</p> <p>Retrospective funding – Students in detention</p>	<p>accommodations for identified needs were well supported in 2018 through a range of interventions.</p> <p>Students requiring support with English language proficiency were included in the English as an Additional Language or Dialect (EALD) program. All students of a Language Background other than English (LBOTE) were plotted and tracked on the EALD progressions by classroom teachers and then their progress tracked by the EALD teaching staff. The EALD program at BOPS includes Tier 1, in class support interventions, Tier 2 withdrawal group support interventions and Tier 3, intensive support for New Arrivals. A large number of new arrival students from overseas led to additional staffing supplementation, and an additional EALD teacher was employed for 3 days per week to support this growing need.</p> <p>Students requiring additional support for learning and or behaviour received extensive support from the Learning and Support program, the Learning and Support team, and the employment of support officers to implement accommodations for targeted students within mainstream classes.</p> <p>Classroom teachers developed Individual Education Plans for students with more extensive needs, incorporating short term SMART learning goals that were regularly reviewed. The Learning and Support team enabled accommodations for those students with extensive needs, liaising with a multitude of extra agency services implementing adjustments.</p> <p>In-school literacy interventions for specific students were developed, including Reading Recovery, MiniLit, Macqlit, and Multilit, all providing 1 to 1 support to enhance growth for struggling readers.</p> <p>The school again accessed in-school speech therapy and assessment through an external provider. 35 students received intensive 1 to 1 speech intervention as a result.</p> <p>A number of students were successfully placed in specialised settings as a result of the Learning and Support team intervening to ensure appropriate placement based on the level of need.</p>
<ul style="list-style-type: none"> <li>• All students develop personal learning goals, with a specific focus on literacy and numeracy.</li> </ul>	<p>Ram Equity funding</p> <p>QTSS funding</p>	<p>The implementation of the Instructional Leader program and resultant professional learning led to several classes developing specific writing and numeracy goals for each student. The implementation of personal learning goals is targeted more thoroughly for 2019 and 2020 as we continue to professionally develop our teachers' knowledge, skills and understandings of Visible Learning strategies.</p>
<ul style="list-style-type: none"> <li>• Development of criteria based assessment tools to support summative and formative</li> </ul>	<p>Ram Equity funding</p> <p>QTSS funding</p>	<p>In 2018 the Instructional leader worked with all staff on the implementation of Visible Learning teaching strategies. The literacy progressions were utilised</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
assessment practices.		<p>as a starting point to identify and use specific criteria as feedback tool for students' writing, particularly in K – 2.</p> <p>A number of classes across the school implemented a "Bump it Up" approach, where students were tracking and self assessing against specific writing criteria and mathematics criteria.</p> <p>This process is scheduled for further implementation in 2019 and 2020 as we seek to implement practices into every learning space.</p>
<ul style="list-style-type: none"> <li>The school receives higher than state average parental feedback scores in relation to student wellbeing initiatives within the 'Tell them from Me' feedback tool.</li> </ul>	School Operational Budget	<p>The Tell Them From Me survey in 2018 indicated that parent perception of how Bert Oldfield Public School supports learning was equivalent to the state average of 7.3. When asked about supporting positive behaviour, the school scored significantly higher than the state norm, with 8.0 compared to 7.7. On student safety, parents rated Bert Oldfield PS as higher than the stage average, with a strong perception that we deal with the prevention of bullying in a successful manner.</p> <p>When asked if our school supports inclusivity, differing learning needs and the provision of additional support, the school scored 7.6 compared to the state norm of 6.7.</p>
<ul style="list-style-type: none"> <li>All students can articulate their growth against personal learning goals, specifically within literacy and numeracy.</li> </ul>	Ram Equity funding QTSS funding Teacher Professional Learning budget	<p>Feedback processes to students developed in 2018, whereby teachers were asked to provide feedback to students based on product, process and task, as well as self assessment. The development of teacher conferencing related to specific assessment criteria, occurred as a result of teachers implementing their Visible Learning strategies and 'Bump It Up' approaches .</p> <p>All classrooms and learning spaces implemented success criteria. Walk-throughs indicated that most students were able to articulate and identify targeted success criteria within their work samples, and refer back to them when conferencing with their teacher. This assessment capability requires further development across 2019 and 2020.</p>

## Next Steps

A strong focus on continued professional development for our staff across a number of initiatives will continue to support progress against this strategic direction. Development of teacher proficiency in the use of digital technologies to showcase student learning and enable access for parents and carers will ensure a greater level of communication about each child's learning progress, with both curriculum content and student personal learning goals.

Professional learning for staff in student goal setting and conferencing with students across 2019 and 2020 will be vital to support staff with the increased development of our students as self-assessors and self-regulators of their own learning, tying their learning needs back to student centred learning goals.

Professional support from the Instructional Leader in the development by teachers of student learning goals, remains a strong focus for 2019, implementing an action research approach to developing and monitoring student tracking of learning against criteria embedded in personal learning goals. A focus on peer feedback between students will also be part of our 'Next Steps' in shaping lifelong learners.

Our monitoring of progress will lead to the continued implementation of learning walks and walk-throughs, but with greater frequency, as we continue to build our Visible Learning approaches and strategies.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal funding– RAM	In 2018, students of Aboriginal and Torres Strait Island (ATSI) descent were again supported through the school's learning and support programs and targeted literacy and numeracy initiatives. Personalised Learning Plans were developed for our three ATSI students that included learning goals determined to support their learning and provide targeted and general support. Funding was also used to augment our school learning support program and provide aide support for indigenous students, enhancing their access to the curriculum. One of our Indigenous students attended a 2 day STEAM camp, integrating Science, Technology, Engineering, Arts and Music into both traditional and contemporary indigenous culture.
<b>English language proficiency</b>	English Language Proficiency Funding – RAM	In 2018, targeted equity funding was allocated to provide additional staffing to support students K–6 with diverse learning needs. Our substantive 0.8 EALD allocation was increased to a full time teaching position through the allocation of English Language Proficiency funding. 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) across 2018 led to additional staffing support through the NAP program, and the employment of an additional teacher for 3 days per week for the majority of the year. Funding associated with refugee students was also expended on additional SLSO in class support and bilingual support for new arrivals students, with Arabic being the targeted first language.
<b>Low level adjustment for disability</b>	Low Level Funding for Disability – RAM	Low level adjustment for disability funding was expended on the employment of additional learning and support teacher time to augment the 0.8 allocation and 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 for targeted students through a paraprofessional. All students requiring adjustments and 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. Significant funding was expended on professional learning for the Learning and Support Teacher (Assistant Principal position) in tiered interventions and the implementation



<b>Low level adjustment for disability</b>	Low Level Funding for Disability – RAM	of a flexible support timetable and weighted system of support.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funding allocation	<p>The QTSS staffing allocation was utilised in supporting the implementation of the Performance and Development Framework and teaching, to plan, monitor and reflect on staff professional learning goals and identify supporting evidence. Time was allocated to professional learning to support teacher lesson planning, lesson observation and feedback to teachers about their lesson delivery.</p> <p>In addition, funding was used to create a 0.6 Instructional Leader position. The Instructional Leader pedagogy position enabled one school Assistant Principal to work with each member of staff in a coaching and mentoring capacity to develop teachers' proficiency when implementing a range of Visible Learning strategies, as well as support them in their achievement towards fulfilling their professional learning goals.</p>
<b>Socio–economic background</b>	Low SES funding– RAM	<p>Low Socio–Economic Support funding was used to contribute to the creation of the Instructional Leader coaching and mentoring position, to mentor and coach teachers in Visible Learning pedagogical practice. This year all teachers were required to engage in professional learning initiatives to enhance their knowledge, skills and understanding of Visible Learning elements and evidence based pedagogical framework for lesson delivery.</p> <p>Low SES funding was also utilised to employ additional in–class SLSO support for students requiring adjustments and accommodations to their learning programs.</p>
<b>Support for beginning teachers</b>	Beginning Teacher funding–RAM	Two members of staff employed in full time temporary engagement received funding under the Great Teaching Inspired Learning initiative. Both teachers were supported through coaching and mentoring to enhance their knowledge, skills and understandings of evidence based teaching strategies. They received weekly coaching support and were regularly critiqued against targeted criteria for the purposes of effective feedback. They also received weekly support for programming and assessment through team meetings and additional release from face to face learning. Both were supported through the Blacktown Learning Community early teacher career network initiative, gaining valuable professional learning.
<b>Targeted student support for refugees and new arrivals</b>	New Arrivals and Refugee funding – RAM	New Arrivals and students from a refugee background were supported through the EALD program. Students worked intensively with the EALD teacher who provided additional support in class and for targeted programs supporting English Language development. In addition, both NAP funding and retrospective funding provided additional

<b>Targeted student support for refugees and new arrivals</b>	New Arrivals and Refugee funding – RAM	staffing allocation to support second language learners, build teacher capacity and provide bilingual support for transference of their first language.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	124	132	129	142
Girls	108	137	118	128

Reporting of the school enrolment profile from 2015 indicates a gradual, overall increase in student population.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	92.5	96.5	90.8
1	93.1	92.9	94.4	93.9
2	94	92.5	93.6	93.8
3	93.8	89	93.6	91.8
4	91.7	91.2	94	91.5
5	96.6	91.1	95.8	94.5
6	96.2	92.5	92.1	94.6
All Years	94.1	91.8	94.4	92.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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 their parents and the School Learning and Support team. In addition, The School Administration Officer generates reports every 3 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 department's 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.43
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	2.62

\*Full Time Equivalent

In 2018, the school formed 12 classes led by 9 teaching staff and three teaching executive staff. Additional to classroom teaching positions, there were two part time RFF positions, a part time library position, a full time and a part time Learning and Support teaching position, a part time Reading Recovery position and a full time and part time EALD teaching position. The teaching staff are supported by two School Administrative positions and two part time General Assistants. The school used additional funding in 2018 to establish a part time Instructional Leadership position to enhance the coaching and mentoring of staff in targeted teaching strategies. The school employed 4 part time SLSO staff to assist and provide additional support for student learning. There are no staff of Aboriginal and Torres Strait Islander descent at Bert Oldfield PS in 2018.

### 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	20

### Professional learning and teacher accreditation

At Bert Oldfield PS in 2018, there are 7 post 2004 teaching staff members currently maintaining their accreditation at proficient level. All remaining staff (pre 2004) transitioned to the Institute of Teachers and have commenced the first year of their accreditation at proficient process. All 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 2018 targeted strategic directions identified in the 2018 – 2020 school plan. The entire staff continued professional learning in 'New Focus on Reading 3 – 6' and commenced their training in phase 2. Focus on Reading continues at Bert Oldfield PS as a structured professional learning program to improve student reading comprehension, thinking skills, reading fluency and vocabulary. All staff participated in several workshops implementing comprehension development strategies, reading fluency and vocabulary development strategies and best practice in teaching reading, and all completed Phase 1 implementation.

For the second year in a row, all staff accessed additional professional development in 'Visible Learning' pedagogy through the creation of a school funded part time Instructional Leader position focusing on teaching pedagogy. One Assistant Principal was released from classroom teaching for 3 days per week through the QTSS program to mentor, coach, and team teach with all staff and provide process and task based feedback in the integration of elements of Visible Learning and the structuring of lessons against a defined pedagogical framework.

In 2018, 3 members of staff engaged in Ongoing Professional Learning (OPL) and continued their formal training in Language, Learning and Literacy (L3) Stage One and one member of staff completed their L3 accreditation in 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 ICT and the integration of WEB 2.0 tools into their teaching and educational management practices. A focus on Professional learning in "SEESAW" led to several staff developing e portfolios for their students and all staff developed their proficiency with ONE DRIVE as an educational management tool and as a tool to integrate into their classroom.

All staff participated in the full year 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 requiring an Individual Learning Plan, and students that require additional support across a multitude of needs that could be identified within the disability standards.

The school administrative staff continued to engage in extensive TPL in school finance and school information systems, integrating the department's financial and school management systems initiative.

Members of the school executive team participated in professional learning in data collection and data analysis to more effectively direct school staff in consistent teacher judgement practices when analysing student learning and work samples. The school executive led staff through the structured analysis of school internal and external data, and the development of assessment skills when utilising the literacy and numeracy progressions as a tracking tool and a tool for identifying success criteria.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	125,994
<b>Revenue</b>	2,740,151
Appropriation	2,566,403
Sale of Goods and Services	613
Grants and Contributions	170,749
Gain and Loss	0
Other Revenue	100
Investment Income	2,286
<b>Expenses</b>	-2,586,696
Recurrent Expenses	-2,586,696
Employee Related	-2,278,669
Operating Expenses	-308,026
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	153,455
<b>Balance Carried Forward</b>	279,449

In 2018, the school continued to manage financial

matters through the continued deployment of the SAP financial system. The school employed a Business Manager to work with the School Administrative Officer and school principal. The school carries forward a significant balance of funds that have been committed for expenditure in 2019.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	<b>2,097,323</b>
Base Per Capita	47,762
Base Location	0
Other Base	2,049,561
<b>Equity Total</b>	<b>259,627</b>
Equity Aboriginal	2,556
Equity Socio economic	28,862
Equity Language	114,051
Equity Disability	114,158
<b>Targeted Total</b>	<b>16,082</b>
<b>Other Total</b>	<b>78,395</b>
<b>Grand Total</b>	<b>2,451,427</b>

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

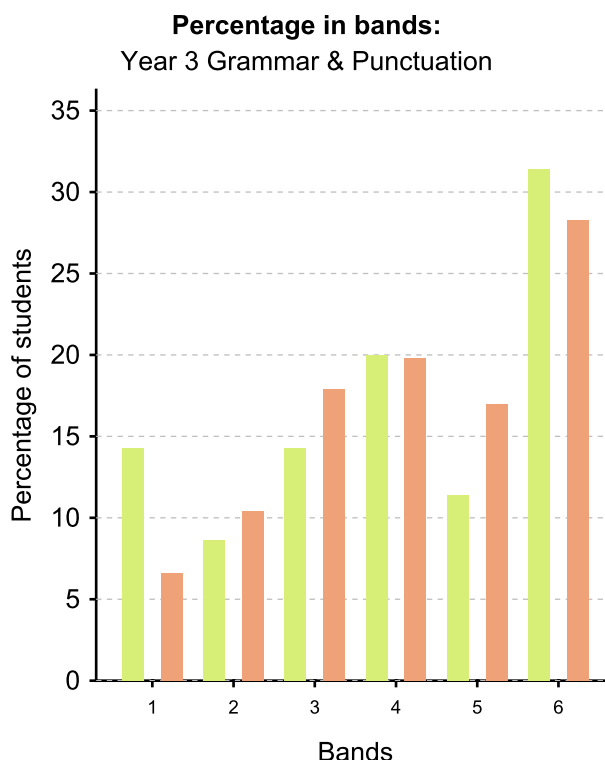
### NAPLAN

In the National Assessment Program, the results across the Years 3, and Year 5 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

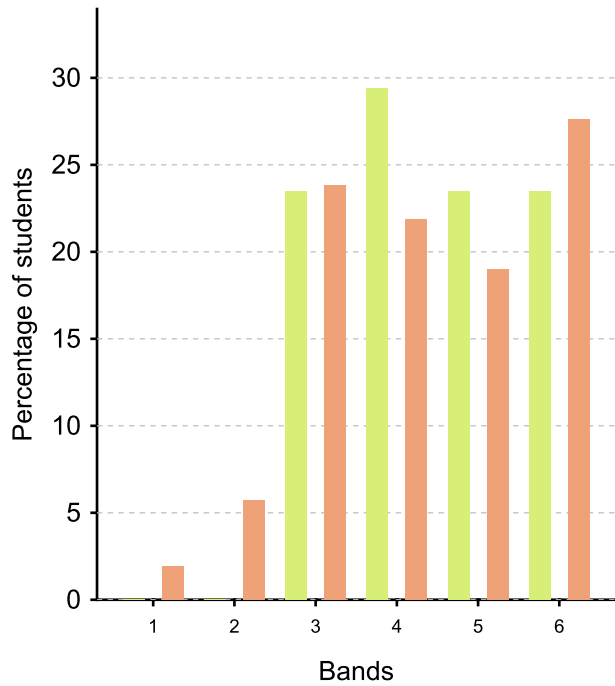
The students' performance on the NAPLAN assessment is highlighted in the following tables and graphs.



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	14.3	8.6	14.3	20.0	11.4	31.4
School avg 2016-2018	6.6	10.4	17.9	19.8	17	28.3

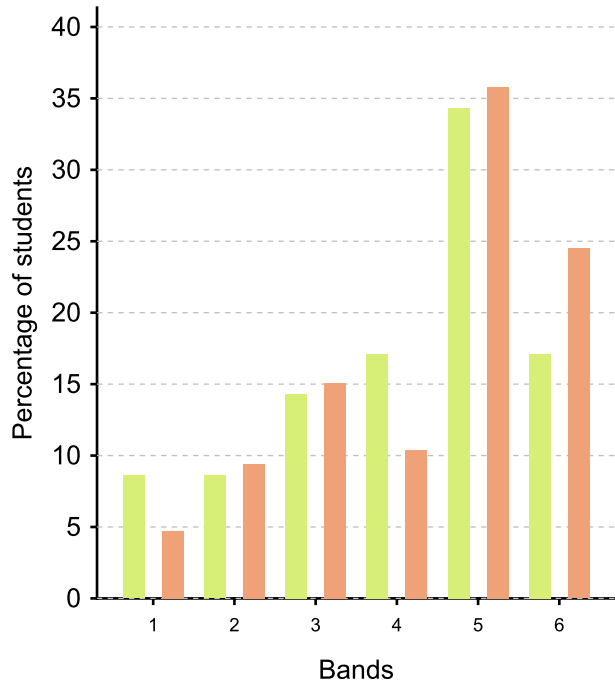
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	23.5	29.4	23.5	23.5
School avg 2016-2018	1.9	5.7	23.8	21.9	19	27.6

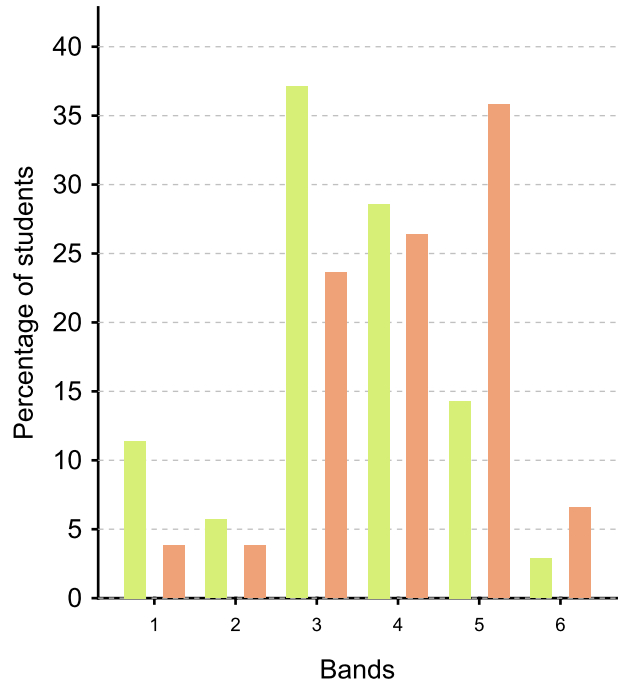
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	8.6	8.6	14.3	17.1	34.3	17.1
School avg 2016-2018	4.7	9.4	15.1	10.4	35.8	24.5

**Percentage in bands:**  
Year 3 Writing

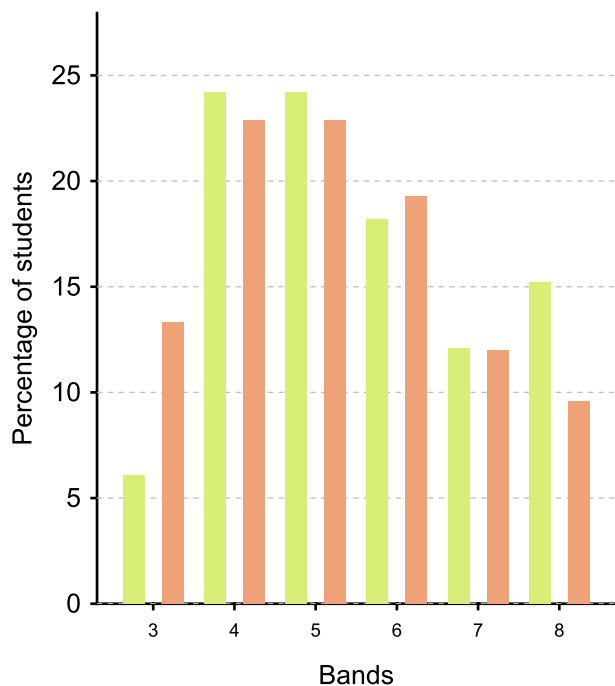


Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.4	5.7	37.1	28.6	14.3	2.9
School avg 2016-2018	3.8	3.8	23.6	26.4	35.8	6.6



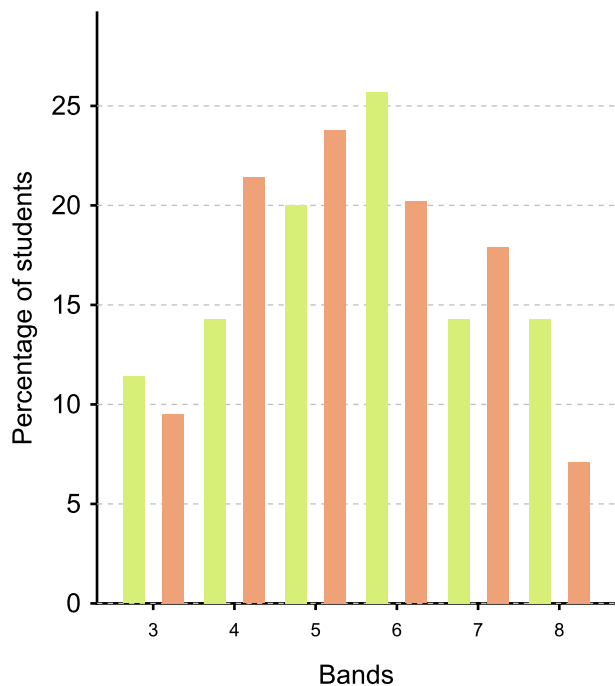
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.1	24.2	24.2	18.2	12.1	15.2
School avg 2016-2018	13.3	22.9	22.9	19.3	12	9.6

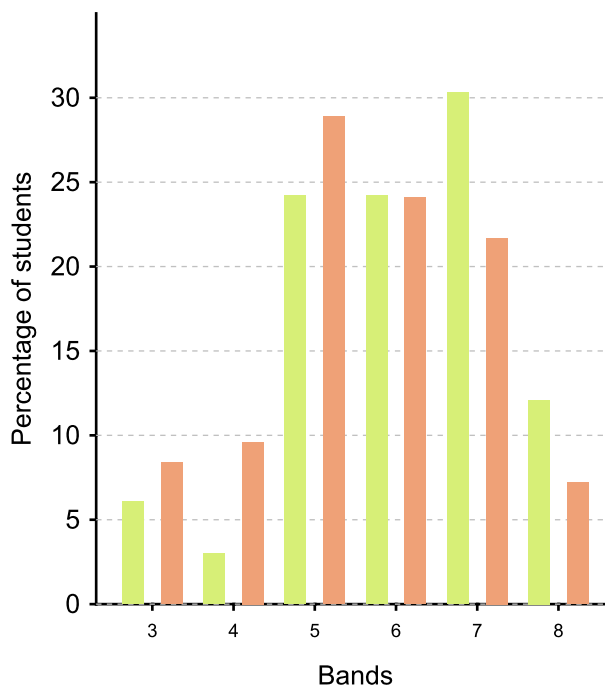
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	11.4	14.3	20.0	25.7	14.3	14.3
School avg 2016-2018	9.5	21.4	23.8	20.2	17.9	7.1

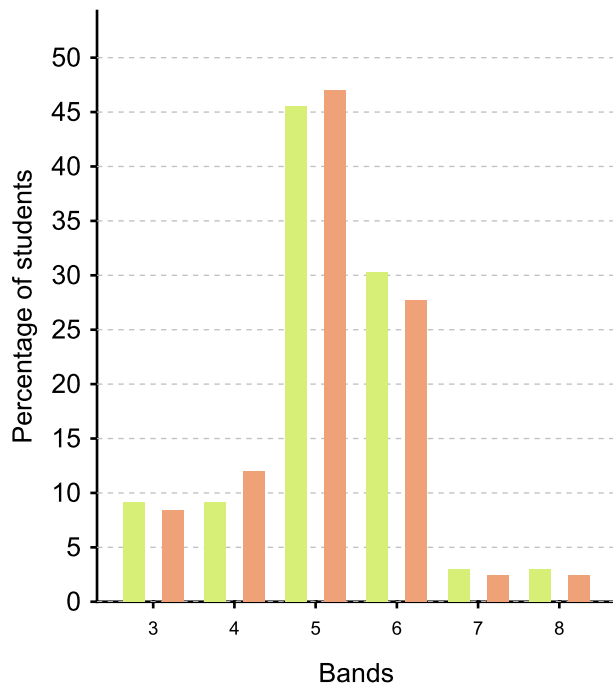
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.1	3.0	24.2	24.2	30.3	12.1
School avg 2016-2018	8.4	9.6	28.9	24.1	21.7	7.2

**Percentage in bands:**  
Year 5 Writing

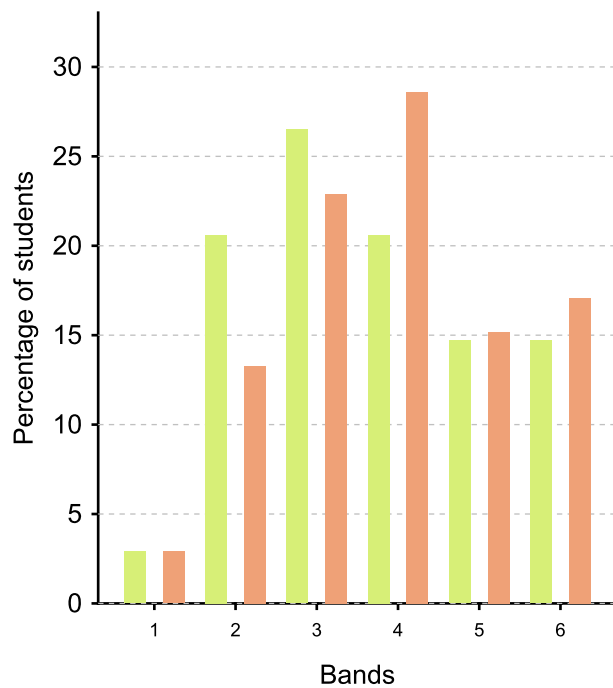


Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	9.1	9.1	45.5	30.3	3.0	3.0
School avg 2016-2018	8.4	12	47	27.7	2.4	2.4

The students' performance on the NAPLAN assessment is highlighted in the following tables and graphs.

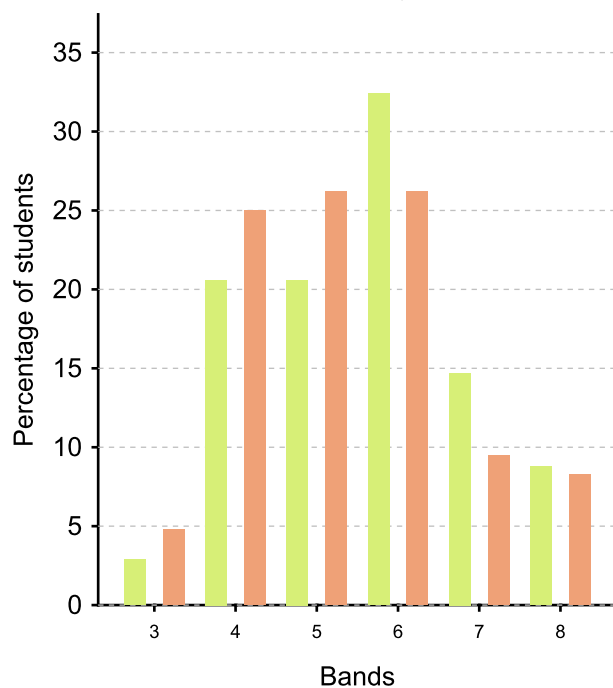
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.9	20.6	26.5	20.6	14.7	14.7
School avg 2016-2018	2.9	13.3	22.9	28.6	15.2	17.1

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.9	20.6	20.6	32.4	14.7	8.8
School avg 2016-2018	4.8	25	26.2	26.2	9.5	8.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

There are no additional State Reporting requirements

## 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.

### 2018 Student Survey

The 2018 *Tell Them From Me Student Survey* was completed by 82 students. The survey highlights that students at BOPS feel that staff have high expectations for all students which is above the DoE norm. Other important factors that drive student learning outcomes above the DoE norm included a student perception that there were clear rules and expectations for classroom behaviour and that instruction at BOPS is well-organised, has a clear purpose, and provides immediate feedback. The data also highlighted that 88% of students display positive behaviour which is above the Government norm of 83%. 91% of students at Bert Oldfield PS were interested and motivated in their learning compared to 78% of students across the state in NSW Department schools. Our students try hard to succeed in their learning, represented by 96% of the students at BOPS compared to 88% in most Government schools.

When asked about feeling challenged in their English and Maths classes and feeling confident of their skills in these subjects, 46% 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%. In addition, 34% of students were confident of their skills but did not find classes challenging. The NSW Government norm for this category is 26%. 16% of students were not confident of their skills and found English or Maths challenging. The NSW Government norm for this category is 14%. 4% of students lacked confidence in

their skills and did not feel they were challenged. The NSW Government norm for this category is 7%. There are implications here for the authenticity and interest level of some curriculum content that we will need to develop, highlighted through our new strategic direction and connecting learning more to the world around our students.

When asked about the effective use of learning time, the relevance of their learning to their lives and the rigour of our learning content, the school ranked above state averages for all three domains.

A positive 96% of students value schooling outcomes believing that schooling is useful in their everyday life and will have a strong bearing on their future. A continued focus for our school will be assisting students to develop positive relationships at school. In 2018 BOPS remains slightly below the government norm for victims of bullying at school. Though this is a significant improvement from 2017, this area continues to be an important focal area.

### 2018 Teacher Survey

The *Focus on Learning Survey* is a self-evaluation tool for teachers and schools that assists school leaders to reflect on their everyday leadership practices. The 2018 data suggests staff feel that school leaders play an important role within the school. They believe that school leaders help to establish challenging and visible learning goals for students. There is a strong sense of collaboration between leadership staff and teachers in developing cross-curricular or common learning opportunities. Staff feel that leaders set high expectations for student learning. An area of focus will be using technology in the school so that students and staff will have more opportunities to use computers or other interactive technology to analyse, organise and complete set tasks.

### 2018 Parent Survey

In 2018 we had 68 respondents to the *Partners in Learning Survey*. This is the most participants since beginning the Tell Them From Me survey in 2015. Parents indicated that they felt welcome when visiting our school and 82% believe that school supports positive behaviour compared to 77% in other government schools. Parents feel that their child is clear about the rules for behaviour at Bert Oldfield which indicates that our Promoting Positive Behaviour Policy is supporting behaviour and learning at our school. A total of 81% of parents identified that they felt the school helps prevent bullying and that behaviour issues are dealt with in a timely manner compared to 74% as a norm in department schools. They also indicated a strong sense of safety for their children through the school's staff and learning programs.

Parents indicated that they would prefer that parent activities are scheduled at times when parents can attend. Data also indicated that parents also wish to be informed on their child's social and emotional development.

BOPS has elected to continue to participate in the Tell

Them From Me surveys for the 2019 calendar year so that the school can monitor areas of strength and identify areas for improvement.

## Policy requirements

### Aboriginal education

In 2018, ATSI students were again supported within class through learning and support staff and targeted programs, specifically MultiLit and Macqlit, targeting students' individual literacy and 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 development of Personalised Learning Plans, targeting desired learning goals for the year and highlighting their specific literacy and numeracy needs. One ATSI student attended an Indigenous STEAM camp, linking Science, Technology, Engineering, Art and Music to traditional and contemporary elements of Aboriginal and Torres Strait Island culture. All students K–6 participated in a traditional Aboriginal Cultural performance supported through our targeted funding and through our NAIDOC day events. 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 2018, 77% 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 are committed to continued implementation of policies relating to multiculturalism and anti-racism and endeavours to ensure that programs being implemented are inclusive. In 2018, Harmony day continued the message of Everyone Belongs, a message of multicultural inclusivity. The English as an Additional Language or Dialect teacher (EAL/D) was increased again this year, growing to a six days per week allocation based on an increasing number of New Arrivals from overseas. The EALD teaching staff increased from 1 to 2 teachers, and has continued to implement a 3 tiered program of support for our LBOTE (Language Background Other Than English students) as well as provide intensive support for new enrolments and their families to settle into the Australian school system. The school has again invested heavily in the continuance of the Community Hub, an independent organisation seeking to develop social cohesion within culturally diverse communities. The Hub program is a significant contributor to the ongoing education and support of our multicultural community.

The EALD teacher re-established their skills in anti-racism through the departments Anti-Racism Contact Officer position.

### Other school programs

## Learning and Support 2018

Learning and Support at Bert Oldfield Public School is comprehensive and seeks to provide additional support to students that may be struggling across academic, social, behavioural, sensory or physical learning domains. At Bert Oldfield we have implemented a response to Intervention model –'RTI' to implement support programs. Learning and Support focuses on Tier 2 (targeted small group intervention) and Tier 3 (intensive individual intervention) programs.

The Learning and Support team met fortnightly to discuss learning needs from student referrals and decide upon a course of action and tiered program support if required. In 2018 Learning and Support was involved in the implementation of 29 Individual Education Plans (IEPs) Tier 3 in consultation with teachers, parents and carers and where applicable, students, to cater for students' learning and wellbeing needs. Staff attended professional learning around effective IEP's and the use of SMART Goals. 30 students received support through Tier 3 programs including in class with Student Learning Support Officers (SLSOs) and a range of specific intervention programs such as Multilit and Macqlit, programs that target students who are not reaching grade standards in literacy.

Multilit –'Making up Lost Time in Literacy' ran from 8.45 –9.15am Term 1 – Term 4 supported by a teacher and 4 SLSO's. In 2018, all students supported by the Multilit program made significant gains in their levels of reading. 48% of students in the program met or exceeded the expected reading level for their age by the end of the program. Three staff members attended professional learning for Tier 2 programs – Minilit and Macqlit and all SLSO (Support Officers) received training through the 'train the trainer' model. Minilit– 'Meeting Initial Needs in Literacy' supported Stage One students that required additional interventions and Macqlit supported students in Years 3–6. These programs commenced in Term 3 with 8 students accessing the programs.

In 2018 Bert Oldfield acquired the services of a para-professional to deliver individual speech intervention at school. 35 students accessed the Hills Speech Therapy services on a fortnightly basis.

Support for students with English as an additional dialect (EAL/D) was similarly supported through a 3 tiered approach. Our 2 EAL/D teachers supported students within class, within targeted withdrawal groups focusing on specific elements of English language development, and intensive support processes for high needs and newly arrived students. In 2018, 77% of our population were from a language background other than English. In 2018, all staff were trained in the assessment and identification of students on the EAL/D progressions and assessed students' ESL phases as Beginning, Emerging, Developing and consolidating. In 2018, 184 students required EAL/D intervention as appropriate according to the 3 tiered model of support.

### Music Aviva

In Term 3 Week 3, as part of Bert Oldfield Public School's **Education Week Open Day, *Musica Viva*** came to the school to perform '*Da Vinci's Apprentice*'. The students from Kindergarten to Year 6 were entertained with a story set in the Renaissance Period about a young girl who wanted to become an inventor and engineer like Leonardo Da Vinci. The story was delivered in theatre, song and used musical instruments from that period in history.

In the weeks prior to the performance the students were engaged in learning about the Viola da Gamba, the Cornetto and the Theorbo. We discussed musical concepts such as Timbre, Beat, Pitch and the classification of instruments according to families. They learned about Leonardo Da Vinci and the Renaissance Period.

Through this experience, students learned about a number of subject areas including engineering, inventing and the use of scientific principles. Music, Art, History, cultural and traditional Italian customs of people in the Renaissance Period were also investigated so that students had a good understanding of the story to be presented.

A lot of parents also stayed after our Open Classrooms and picnic lunch to enjoy the concert and many commented on the musicians and the professional presentation of a valuable learning experience. The students were given an opportunity after the concert to ask the musicians questions and the musicians were surprised with the in-depth questions asked.

All students had a very creative and educational experience.

### **2018 School Choir**

Bert Oldfield Public School Choir (Years 3–6) participated in the 2018 Blacktown Festival of Performing Arts.

Our 30 eager choir students met every Wednesday at lunch time in the music room to learn and rehearse the many songs chosen by the Festival Committee.

During the year, the individual choirs from the Blacktown Learning Community met at Quakers Hill East Public School to refine and rehearse the songs for the festival performance.

These rehearsals culminated in the Blacktown Festival of Performing Arts performance on Tuesday, 4th September, 2018. It was a very successful evening where our students had a wonderful experience performing in a combined choir in front of their parents and local community.

The choir also performed at formal school occasions such as Presentation Day and as part of the Education Week Showcase at WestPoint Shopping Centre in Blacktown. We are hoping to perform in many different settings as we become more skilled at singing as a choir.

## **Sport**

### **Annual Swimming Carnival**

This year 35 students from Years 2–6 participated in the annual school swimming carnival at Blacktown Leisure Centre. Students participated in competitive swimming races across all strokes to earn their place in the Seven Hills/Wentworthville Zone Swimming Carnival. We appreciated the parents who attended and gave their support to the students and to the smooth running of the carnival. We were proud of the efforts of our students and the excellent sportsmanship they displayed. The winning house on the day was Court.

### **Athletics Carnival**

This year's Athletics Carnival was a great success. We saw large participation rates in all events both track and field, and fantastic support shown by students and community spectators. We were able to send 40 students to the Zone Carnival from which 3 students progressed to the Regional Athletics Carnival.

### **Athletics Carnival K–2**

K–2 students participated in Bert Oldfield Public School's annual athletics carnival. The children engaged in a wide range of races and novelty activities, which were aimed at improving the students' gross motor and athletic skills and to promote positive sportsmanship in a supportive environment.

### **Cross Country**

This year's carnival was hosted by a very eager Student Representative Council. Official roles were filled by each of the SRC members, who worked extremely hard and efficiently to deliver a successful carnival. Participation rates K – 6 were high and it was pleasing to see the students cheering for their Sport Houses and supporting all participants. 40 students proudly represented our school at the Seven Hills Zone carnival, with three students gaining a top seven placing to go on to compete at the Sydney West carnival.

### **School Sport**

The school sports program this year saw students in Years 1–6 participating in teacher led weekly sports activities in mixed aged groups. Students were given the opportunity to develop skills, sportsmanship, fundamental movement skills and team skills in tennis, dance, aerobics, netball, yoga, AFL, cricket, soccer, golf, Newcombe ball, lacrosse and T–Ball.

### **Paul Kelly Cup**

Three teams participated in the AFL Paul Kelly Cup. We sent one junior team of boys from Years 3 and 4 who showed great tenacity and sportsmanship. Two senior teams also participated, a senior girls team and a senior boys team comprised of Stage 3 students. Both teams represented our school with pride and were able to win some games despite both teams having

many players without previous AFL experience.

### **Peter Wynn 7's tournament**

Our school sent two teams to the Peter Wynn Rugby League 7's Gala Day. We sent one junior team and one senior team. In a tackle allowed competition, both teams performed exceptionally, with our junior team remaining undefeated on the day and our senior team losing only one game. It was great to see the students having so much fun and really bonding as a team.

### **PSSA Soccer**

Bert Oldfield was lucky enough to take part in PSSA soccer this year. With four fantastic teams we took the competition by storm. Under the guidance of Mr Southwell and Mrs Landall, students spent their precious lunch times honing their skills and practicing winning techniques. We were so proud of their commitment and effort. Sportsmanship was clearly displayed at all games. Well done teams!

### **Sporting Schools Australia**

#### **Gymnastics**

Bert Oldfield PS utilised the Sporting Schools Australia grant to subsidise and implement a skills based Gymnastics Program for all students. The 'Fit Futures' gymnastics organisation implemented a skills based program to develop each child's fundamental movement skills. The focus was on initial movement exploration leading to the acquisition of some preliminary gymnastics skills. Students investigated a wide variety of movement experiences and challenges, developing skill, demonstrating control and exploring the ways in which the body can move. Our students certainly looked forward to their Gymnastics lessons every week.

#### **Milo Cricket**

Bert Oldfield PS again utilised the Sporting Schools Australia grant to subsidise and implement the development of games skills through the Milo Cricket program. Cricket NSW were engaged to provide a 10 week cricket program to develop students' movement skills including throwing, catching, striking and running. The activities in the program are also designed to develop each student's competence and confidence in a broad range of games, sports and physical activities. Skill development progressed to game and sport specific skills in non-competitive and competitive environments and fostered positive feelings of success and enjoyment.

#### **Junior Dance Group**

The K-2 dance group has been moving and grooving all year long. We were lucky enough to perform our fabulous number 'Can't Stop the Feeling' at Westpoint Blacktown. We were so proud of how well they performed. Not only did we wow the crowd at our Carols Market Night with the same number, we also performed The Crazy Santa Dance. Crazy was an understatement! Thanks to all the students in the group

who spent their lunch time practising and perfecting the dances.

### **Senior Dance Group**

In 2018, the senior dance group consisted of 24 students (7 boys and 17 girls) from Years 4 to 6. The troupe danced to a mix of 'Eye of the Tiger' by Survivor and 'Hit Me with your Best Shot' by Pat Benatar. They performed at Westpoint Shopping Centre during Education week, the Blacktown Festival of Performing Arts and at the school presentation assembly. They also performed a Christmas hip hop dance to 'Hip Hop Santa' at the Carols Market Night at school. The students worked very hard throughout the year, training and rehearsing during lunchtime and were very successful in their performances.

### **Life Education**

This year Bert Oldfield Public School was fortunate enough to participate in the Life Education Program. The Life Education Program supports teachers to reinforce learning about healthy food choices, the benefits of physical activity, staying safe online, the dangers of smoking, alcohol and illegal drugs, and strategies to cope with peer and social pressures. Students responded positively with Life Education staff and to the activities involving Healthy Harold. Thank you to all families who supported us in ensuring students could be transported to the facility safely in the Life Education bus.

### **Zoo Snooze**

Zoo Snooze was an exhilarating experience for the students who attended. We ventured on a night walk through the zoo to see the animals after dark. The students slept overnight in the education centre which was very exciting as we got to share our rooms with various zoo creatures. In the early hours of the morning, students went behind the scenes to see how the zoo operates on a daily basis. Then the zoo keepers let us loose to roam the zoo for the day, to discover and learn more about the animal world.

### **Debating**

The 2018 Blacktown Debating Competition provided our Stage 3 students with the opportunity to gain confidence and enhance their persuasive language skills. Students built on their knowledge of rebuttals and created strong arguments on many occasions. They developed techniques for structuring an argument that, at times, took on an opinion they may not have agreed with. Our team demonstrated respect and represented our school with pride. We are proud of each debating representative and they should be commended on the progress made and the effort put in.

### **Student Representative Council**

The Bert Oldfield Public School Student Representative Council (SRC) is comprised of two representatives from each class. The school captains and vice captains are the executive members of the SRC. Election to the SRC is a wonderful opportunity as members are



recognised as leaders in our school. Each representative has responsibilities that enable us to achieve our goals.

This year the SRC hosted our ANZAC day service, our School Cross Country Carnival, a Family Movie Night and our end of year School Disco. The council had lots of fun planning and running these events, but also worked very hard and learnt and practised skills that will help them become leaders in the future. Each of these events were very successful and the SRC received positive school community feedback. The SRC supported the Deafness Foundation through butterfly badge sales. They also initiated and implemented changes to canteen procedures to improve student flow and safety, collected student surveys to gauge student ideas about school routines and to receive input for organisation of events. Representatives were enthusiastic in all roles and enjoyed the opportunity to improve their leadership skills.

### **Gifted and Talented**

So that the needs of all students can be met, 2018 saw the commencement of an extensive identification process for Gifted or Talented students, and students with specific talents or capabilities. Parents, teachers, the students themselves, and their peers identified those students that may benefit from academic enrichment activities or sport activities/camps. The information gained enabled some students to attend SHARING courses at other schools which included courses such as 'Makerspace: Game Design'. Other identified students attended STEM courses at Vardy's Road Public School.

Twelve Stage 2 and Stage 3 students engaged in the 'Big History Project'. These students met on a weekly basis for an hour lesson that covered such topics as the Big Bang and the mystery of Easter Island. The activities were problem based and students participated in collaborative, and critical thinking tasks.

### **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 Club and Games Club. PBL programs are monitored and evaluated and adaptations made based on the collection of data.

### **BeeBOPS Growth Mindset**

BeeBOPS is a peer support initiative that allows our Stage 3 students to initially develop, and then display, their leadership capacities. Stage 3 students lead

teams of approximately ten students from Kindergarten to Year 4. In 2018 the fortnightly lessons lead by our Stage 3 students were based on Growth Mindset.

Growth Mindset is an approach that encourages students to understand that we can 'grow our brains' and that our brains are 'elastic'. When students believe they can get smarter, they understand that effort makes them stronger. Students participated in activities that reinforced concepts like it's okay to make mistakes and that we may not be able to understand, or know something &hellip;YET.

### **Library**

In 2018 the library has provided a flexible and positive learning space. Library lessons have encouraged students to continue building their research skills as well as opportunities to enjoy listening to, reading and learning about new and existing books.

The library has been open from Tuesday to Thursday and in addition to programmed library class sessions there are many students that use the library space and resources during their lunchtime. With the assistance of library monitors, the library has been used for browsing, quiet reading and games. From the collection of books and audio visual resources, there has been a high level of borrowing with over 6,700 resources loaned across the year.

Students have demonstrated enthusiasm for other resources available from the library including laptops, iPads and game boards. OLIVER has continued to be a very effective library system for the management of library resources and online access for students has been widely used for book requests, reservations and catalogue searches.

### **Premiers Reading Challenge**

In 2018 participation in the Premiers Reading Challenge has encouraged students to read a wide range of language rich books. This year our school had over 185 participants completing the challenge, with eight students awarded Gold challenge certificates and one Platinum award recipient.

### **Bookclub and Book Fair**

In 2018 students our school community ordered many high interest books from the catalogues available. We held mid-year and end of year Book Fair events and with the support of our school community through purchases, the school library has added many new book titles to its collection.

### **Stage 3 Camp**

On the 17th September, Stage 3 travelled to Canberra for three days of activities in the national capital and the Snowy Mountains. They visited the High Court, Questacon, Parliament House, the Australian War Memorial as well as travelling to the Perisher ski fields within the Kosciuszko National Park.

Questacon was a favourite for many, as the students

could watch, engage with, learn about, or just have fun with the exhibits.. The free fall was definitely a highlight, along with the souvenir shop of course!

Students found it really interesting to learn about how laws are passed at Parliament House and how laws are contested (and decisions appealed) in the High Court. They learnt about processes, including the role of the speaker, the role of the House of Representatives and Senate and processes of discussion on whether or not a bill should become law.

Students enjoyed a tour of Parliament House and visited the House of Representatives and the Senate to watch bills debated by politicians. They even had a chance to meet with and ask questions of our local federal member Michelle Rowland.

The weather up in the alpine country was&hellip; you guessed it, FREEZING! But that didn't dampen students' spirits as they took full advantage of the wide open spaces that Perisher provides for snow play. The teachers vs students snow ball fight was a 'hotly' contested event with the teachers landing some great shots, but in the end we were overrun by the youthful enthusiasm of the students and Mr Perrott thankfully negotiated an armistice – not a surrender!

Overall the excursion to Canberra and the Snowy Mountains was a fantastic learning experience and a lot of fun.

### **Community Hub**

Our Community Hub program entered its sixth year, and third 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 make 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, 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 2018 our Hub was very active, establishing and continuing partnerships with 'Karabi Community and Development' services, 'Junaya Family Development' services, 'Syd West' migrant services, Blacktown TAFE and 'Settlement services International'.

The Hub celebrated EID and Diwali across 2018 in partnership with local organizations. These cultural events were a great opportunity for families to engage with the school and contribute to our growing understanding of other cultures.. We had an abundance of families who brought food, decorations and served the rest of the community. Playgroup mums enjoyed the day and for a majority of them, had their very first experience attending a public event. All were very

thankful to us as we provided them with a platform to celebrate and enjoy different elements of other cultures.

### **Playgroup**

2018 saw the 6th year of our community Playgroup. The Playgroup created opportunities to build engagement with families and led to the employment of a community member to facilitate the playgroup.

### **BOPS Has Talent**

'BOPS Has Talent' was a great way to showcase our student's creative and imaginative skills. Whether they were singing, dancing, acting or performing other skills, their enthusiasm and support for each other was the most notable element of this initiative.

While talent shows take considerable time and dedication, the students were excited and relentless, eager to audition, keen to participate in rehearsals and were excellent performers on the day. It was a fun-filled day and a rewarding event that exhibited the gifts and abilities of the participants.

### **Harmony Day**

Harmony Day is held each year in March at our school and is a day to celebrate and embrace cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. On Harmony Day, the students created an artwork with a buddy class. The artworks reflected the 2018 theme 'We all belong'. Parents were invited to attend a Harmony Day themed assembly, which was hosted by Stage 3 students.

### **Mathletics**

Mathletics is a web-based learning program that our school subsidises and which integrates home and school learning via the internet. Mathletics covers Years K–6, is linked to the Australian Maths Curriculum and includes extension activities. Many of our students reached certificate levels of achievement by participating in the Mathletics program across the course of the year.

### **BOPS Public Speaking Competition**

The Blacktown Learning Community Public Speaking Competition was again undertaken in 2018, with the competition final held at Bert Oldfield PS. There are two parts to the Public Speaking program – class and stage based competition and the inter school competition. Students are given a topic and are asked to prepare a speech. Years 3–4 are asked to prepare a 2-minute speech and Year 5–6 are asked to prepare a 3 minute speech. The topic for the prepared speeches is chosen by the BLC Chairperson.

This program has been running successfully for many years and each year, the quality of the performances seems to improve more and more. Students really enjoy the program and reap the benefits for years to come. Teachers are enjoying the program and making it part of their class curriculum as it incorporates story writing, research, and speaking in front of the class.

## **Year 6 fundraising**

The Stage 3 teachers and Year 6 did a wonderful job to prepare and run a number of fantastic events ranging from discos to cake stalls and everything in between. In 2018 we raised just over \$2000 which was used to subsidise Year 6 events and purchase a gift to the school.

## **Reading Recovery 2018**

Reading Recovery is an intensive daily program that targets Year 1 children experiencing difficulty in reading and writing. It is a short term intervention where 30 minute lessons are taught to individual children lasting between 12 to 20 weeks. In 2018, 6 students were involved and each of these children increased their reading levels and ability to hear and record sounds in their writing. Two children were successfully discontinued from the program as they reached required targets, and the remaining 6 were referred off the program requiring continued monitoring and support in 2019.

## **Live Life Well – Crunch and Sip**

*Live Life Well @ School* is a collaborative initiative between the NSW Ministry of Health and the NSW school sectors. It is designed to promote healthy eating and physical activity to students. In 2018, Bert Oldfield Public School has continued to be involved in 'Crunch and Sip' as a whole school healthy eating strategy, where all children are encouraged to eat fruit/vegetables on a daily basis. Our school has received funding to develop an Action Plan that supports continued commitment to Live Life Well initiatives.

## **Play Pals 2018**

Play Pals is a valuable component of the school's Positive Behaviour for Learning philosophy that aims to develop and build relationships, promote the learning of social skills and enjoyment in a positive and safe environment. In 2018 the Play Pals program ran every Tuesday and Thursday during lunch time. This year we were able to complete a stocktake of our current equipment. This enabled us to purchase new equipment to replace broken/lost items as well as fulfil the differing needs of our student body. All equipment was organised into easy access tubs for the children. This gave us lots of new toys and activities which the children enjoyed very much. Play Pals encourages positive interactions and collaborative play among students as well as developing skills such as communication, creative and critical thinking, team work and fair play. This is achieved through puzzles, developmental play toys, games, building and gears equipment and cars. The Play Pals program also offers our Year 5 and 6 students the opportunity to develop and refine their leadership skills. They work on a rotational term roster that involves the setting up of games and equipment that encourages students from all grades to participate and engage in positive play.

## **Kindergarten Sport 2018**

Kindergarten sport took place every Friday morning. The students were involved in a 10 minute warm up activity, then broke off into their groups to participate in 3 rotational activities that were based around the fundamental movement skill that was the focus of each term. Kindergarten were taught the fundamental movement skills of the vertical jump, static balance, sprint running and catching. These sessions were complimented by the students' participation in the Milo cricket and Gymnastics programs that were accessed through the Sporting Schools Australia funding.

## **Premier's Spelling Bee**

During Term 2 and 3, Stage 2 and 3 students engaged in spelling activities to help them to prepare for participation in the Premier's Spelling Bee. Each class conducted their own 'knock out rounds' to determine their 4 entrants in the BOPS Spelling Bee. From this very close school competition, 2 junior and 2 senior students represented our school at the regional competition held at Tregear Public School.

## **Home Reading**

Bert Oldfield Public School enjoyed another successful year of home reading. The home reading program tracks and rewards students for successfully attaining the home reading targets of 25, 50, 75, 100, 150, 175, 200, 250 and 300 nights reading. This year we were pleased that 100% of kindergarten students participated in the home reading program and 90% of all children in K–2 also participated. Across the whole school 68% of all students actively engaged with the home reading program. Pleasingly 62 students reached 200 nights of reading while 38 students achieved the highest award of 300 nights.