

Bert Oldfield Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

I have much pleasure in presenting the Bert Oldfield Public School Annual School Report. Once again it has been my privilege to lead a diverse, high quality school with an energetic and relentless focus on student learning and pastoral care. We continue to offer outstanding academic programs that reflect that individual students learn in different ways and at different rates. I congratulate our students for their active and enthusiastic participation in our school programs and the care they show towards their fellow students on a daily basis. I thank our teaching and administrative staff, our Community Hub leader and our community partners for their tireless efforts to support our students and school community. I would also like to acknowledge the generous contribution of our parents and caregivers. The sharing of information and feedback, the generous donation of time and financial support given by our community has greatly assisted in the variety of opportunities available to our students.

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.

Mr D. Perrott.

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 DEC school in Seven Hills, part of the Bungarribee network of schools, with an enrolment of 290 students, and has been operating as an integral part of the Seven Hills community since 1959. The school serves a diverse range of students from an array of cultural backgrounds, with over 77% of students from a language background other than English. Some of these children are from a refugee background. The dedicated, highly qualified teaching and administrative staff, in partnership with the School Parents and Carers, Community Hub and the wider school community, aim to provide quality future focused programs, practices and opportunities which enhance, challenge and enable the development of the whole child, building academically and socially capable citizens. Our staff implement quality programs and practices, designed to achieve positive educational outcomes for all students, with a strong emphasis on literacy, numeracy, wellbeing and equity. Community involvement and participation are encouraged as an integral part of school life and our collaborative culture is enhanced through our schools' partnership with the Blacktown Learning Community, sharing quality practices and expertise across a range of schools. 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 making a difference for every student, and creating assessment capable learners that are connected to their learning, succeed in every aspect of their lives and thrive and learn through engagement.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Learning

The results of our self-evaluation process indicated that in the School Excellence Framework domain of Learning, our on balance judgement is that we are **Sustaining and Growing**.

Leaders of Learning have high expectations of the entire school learning community and planning for learning reflects the building of educational aspiration and continuous improvement. Lead learners drive learning progress, engaging in continuous professional learning to guide and support all stakeholders through curriculum provision. Instructional leadership supports the implementation of evidence based teaching approaches and summative and formative assessment practice to inform differentiated learning to support learner diversity and increase challenge. Effective partnerships within and beyond the school provide opportunities for parents to be learners as well as decision makers, promoting a strong learning culture and student wellbeing.

The collection, monitoring and analysis of a wide range of qualitative and quantitative data related to syllabus outcomes defines a systematic process and supports continuous learning progress in a high expectations culture. Effective school wide data practices inform assessment development, guide and monitor teaching and learning practice, inform curriculum planning, while differentiating learning to meet the changing requirements of the students. Our school's value added trend is positive.

The implementation of evidence based frameworks, L3 and Focus on Reading strategies, ensures a response to individual student learning needs and high expectations of continuous student learning progress. Differentiation of learning and assessment to meet the needs of students at different levels of achievement is at the core of school practice, and accommodates learning progressions and the interpretation of assessment information. A focus on Visible Learning at Bert Oldfield P.S. drives our strategic direction and the development of our students as assessment capable learners, who articulate their learning and monitor and self-reflect against defined success criteria.

Learning intervention at Bert Oldfield Public School encompasses processes and practices that are responsive to individual student needs. Assessment and analysis of learning progress informs evidence based tiered interventions and ensures responses are in place to guide curriculum provision and differentiation of learning in the classroom, varying adjustment to support learning or increase challenge. Engagement and collaboration with parents is integral to monitoring and developing learning progress for students at risk or who require extension.

Teaching

The results of our self-evaluation process indicated that in the School Excellence Framework domain of Teaching, our on balance judgement is that we are **Sustaining and Growing**.

Lead learners at Bert Oldfield P.S. develop all teachers' understanding and capacity to deliver explicit, evidence based teaching. Our school ensures inclusive strategic planning to develop effective classroom practice. We identify and deploy expertise and Instructional Leadership, incorporating coaching and mentoring approaches for impactful professional learning and guidance, and the inclusion of purposeful observation of teaching practice and related feedback. We strategically plan opportunities through stage planning and learning teams for teachers to engage in professional

discussion, collaborate, share curriculum knowledge, analyse data and plan teaching practice using evidence based approaches. Teachers are supported and encouraged to reflect on their teaching practice and the performance standards through the implementation of the Performance Development Framework and accreditation procedures. Negotiated and monitored PDP goals and structured observation of teaching practice to inform task and process feedback develops teaching craft and capacity, and aligns to our strategic directions and focus on literacy and numeracy teaching.

Teachers at Bert Oldfield use data as a reflective tool. School wide practices in the collection and analysis of data across all teaching areas identify student achievement and progress and inform the teaching cycle. Data discussions on assessments within our collaborative structures provide professional learning and guidance to teachers in the delivery of programmed lessons. Collegial analysis of data incorporates the sharing of explicit practice and subsequently broadens the repertoire of strategies available to a teacher to meet individual students learning needs. Professional learning in data analysis and the moderation of student assessment enhance consistent judgements against standards frameworks.

A focus on pedagogy at Bert Oldfield P.S. drives the implementation of evidence based lessons and units of work in the classroom, guided by our school pedagogical framework. The framework incorporates reflective practice at lesson level and curriculum unit level, and drives feedback to students. Language, Learning and Literacy (L3), Focus on Reading (FoR) and Targeted Early Numeracy (TEN) are evidence based approaches to teaching that enhance practice. They promote collaboration between teachers about explicit teaching strategies and learning progress to guide differentiated lesson sequences and promote the ongoing assessment and analysis of learning data to identify skill gaps for improvement and extension. Professional learning through coaching and mentoring opportunities in evidence based pedagogy has provided access to and guidance by expert teachers. Proficiency in the implementation of L3 has developed three aspiring leaders, and the subsequent sharing of professional learning strategies with other teachers both within and beyond the school.

Leading

The results of our self-evaluation process indicated that in the School Excellence Framework domain of Leading, our on balance judgement is that we are **Delivering**.

As a leadership team, continuous school improvement is our core business. Effective leadership of learning focuses on engagement in, and leadership of, ongoing professional learning, aligned to the school's strategic directions to develop instructional leadership practice and management skills, build a culture of teaching and learning and a community where growth in knowledge, skills and understanding is embraced. We support and lead collaborative performance development where teachers and administrative staff plan for and monitor improvement. The school plan drives our improvement practices and consultation with teachers and parents is integral to the school's priorities and the plan's ongoing development and implementation. Strategic financial management and the targeted allocation of resources supports the school plan.

Measurable whole school improvement through embedded formative and summative assessment and the analysis of assessment data linked directly to Syllabus outcomes and content, makes reporting to parents authentic.

Support for learning and engagement is integral to the learning culture at Bert Oldfield P.S. and a strategic priority. Flexible staff deployment, strategic use of finances in response to need, and engagement with administrative and operational processes allows for a planned approach to intervention, the pursuit of improved student learning outcomes and systems that monitor growth.

Our canopy of PBL systems and practices drive learning, teaching and wellbeing. Service delivery and whole school improvement is supported by the flexible use of learning spaces and the provision of opportunities for feedback from students, teachers, parents and community members, with levels of satisfaction assessed for planning purposes.

Community engagement initiatives establish active partnership with parents and carers. The employment of administrative systems, structures and processes deliver service and information through effective communication, engaging our parents and carers in the life of the school and support ongoing school improvement and student outcomes. Parents are made aware of, and included in, a range of school activities and events that contribute to an inclusive school culture. Syllabus expectations are led by the school leadership team, and teachers supported in the articulation of learning progress for every student through our reporting to parents processes.

At Bert Oldfield P.S. we develop community engagement by establishing strong community connections beyond the school. Partnerships including our Community Hub connect community to the school and develop social cohesion and confidence in our community members to contribute to our growing cohesive educational community.

Next Steps:

As we move forward, the following next steps have been identified within the process of self-assessment:

* School planning and the identification and articulation of processes and milestones require adjustment and greater

fidelity. Processes are required to ensure that key accountabilities exist at multiple points within the school year, are driven by school leadership, and are embraced by the entire school community

- * Our knowledge and understanding of the self–assessment process, and the School Excellence Framework must deepen and our ongoing self–assessment be driven by a more strategic approach

- * Our knowledge of qualitative and quantitative data and where it sits against the Statements of Excellence is required so that quality evidence and artefacts can be targeted, sourced and used to inform growth and impact.

- * Professional learning in evaluation of related evidence and analysis of data will be necessary to ensure growth in understanding. Self–assessment processes need to be ongoing and not just point in time, and school infrastructure needs to support the effective and efficient collection and organisation of data and evidence through online resources.

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.

Improvement Measures

School based and standardised assessments indicate greater than 0.5 effect size, with a specific focus within literacy and numeracy.

An increasing number of lessons are guided by and delivered according to the BOPS pedagogical framework.

100% of staff will employ evidence based teaching strategies and actively engage in collaborative practice.

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.

Evidence of differentiation of learning for all students exists within teaching and learning programs, targeted support programs and student work samples.

At least 70 % of students achieve expected growth across assessment measures, including NAPLAN, PLAN and standardised assessment opportunities.

Progress towards achieving improvement measures

Process 1: Professional learning in designing and implementing evidence based lesson formats inclusive of a sound pedagogical framework and incorporating the principles of Visible Learning.

Staff engage in professional learning opportunities that deepen their knowledge of evidence based pedagogies and support the achievement of individual teacher professional goals through the Performance and Development Framework.

Differentiation is embedded in teaching practice

Learning data is used in analysis, planning and teaching.

Evaluation	Funds Expended (Resources)
<p>In 2019, a strong focus on professional learning was again evident within our strategic emphasis of 'Quality Teaching and Leadership. The process of External Validation in May 2019 thrust a focus on our assessment of our school based pedagogical framework for lesson delivery, results showing that the pedagogical structure was evident across teaching staff and key learning areas. The primary structure of a framework that encouraged before, during and after lesson elements continues to be significantly embedded within our pedagogical approach at the lesson level, with a focus on learning intentions and success criteria strongly evident for a significant percentage of staff.</p> <p>In addition, 2019 saw the conclusion of deep professional learning in Focus on Reading phase 2 for the entire staff, an evidence based pedagogical approach to enhance student reading, comprehension and knowledge of vocabulary, and build teachers knowledge of and capacity to differentiate learning tasks for the wide range of learners within their classroom.</p>	<p>RAM EQUITY – Staffing of IL Positions and Teacher relief</p> <p>OPERATIONAL FUNDING – Teacher relief</p> <p>QUALITY TEACHING, SUCCESSFUL STUDENTS FUNDING –Staffing of IL Positions and Teacher relief</p>

Progress towards achieving improvement measures

In 2019, 2 members of staff commenced their professional learning in L3 pedagogical approaches to literacy learning through a peer coaching model. L3 remains a strong evidence based pedagogical approach that enhances teachers' abilities to cater for a wide range of literacy learners.

At the commencement of 2019, the staff engaged in a deep analysis of literacy and numeracy learning, looking at triangulated data from NAPLAN, School generated, ICAS and Standardised assessments (PAT MATHS and PAT READING), with analysis identifying the core developmental needs for TPL within Literacy and Numeracy.

The entire staff commenced and completed the Building Blocks into Numeracy professional learning suite of modules, an evidence-based professional learning approach developing teacher's capacity to effectively teach and assess mathematics using the learning progressions, and plan content for differentiated learners.

Our Instructional Leader (IL) Pedagogy designed and delivered a professional learning course for all staff in 'Effective writing Instruction', based on the research of Alison Davis. This evidence-based approach was implemented as a direct result of deep analysis of both imaginative and informative writing data from 2017 and 2018 and the need to clarify the core elements of writing instruction.

Again in 2019, Stage planning days monitored data gained on 6 sample students from each class. Progress was discussed, analysed and monitored very 5 weeks, as well as leaning progression data, L3 data and data gained from rich assessment tasks at the conclusion of a unit of work.

Our weekly Learning Team TPL and 5 weekly stage planning meetings ensured engagement of staff in a collaborative practice model, and facilitated rich discussion related to programming, the formative and summative assessment of learning, and changes in teaching direction and sequence if warranted.

In 2019, two Instructional leader positions were funded through Operational, QTSS and RAM Equity funding to create a stronger peer coaching model of support for the development of varied teaching pedagogies. Teachers were encouraged to include School strategic directions with their Professional Learning Plans, and targeted goals were supported by the IL Pedagogy and IL ICT positions to enhance teaching and learning practice.

At Bert Oldfield P.S. there is a developing culture of professional learning and growth implemented to support the Performance development appraisal so that quality teaching is delivered and learning is optimised. All staff are supported in their professional learning, both beyond, and within, the school. The Bert Oldfield P.S. Performance and Development Framework Policy implemented in 2019 outlines the processes that the school follows when appraising teachers and administration staff. This policy includes a schedule for each stage of the review cycle throughout the year. Staff, in conjunction with supervisors, formulated professional goals which enabled them to deepen their knowledge and skills, and magnify the impact on student learning outcomes. The effective allocation of school resources, including TPL budgeting and specific time allocations, and the participation of the Instructional Leaders enabled teachers to build their professional capacities and trial evidence based practices and strategies. Evidence of their learning journey was gathered and annotated, and subsequently placed into a One Drive PDP portfolio. Lessons were planned and observed based on the school's lesson structure which is a part of the Bert Oldfield P.S.'s Pedagogical Framework and this formed the basis for specific lesson feedback. The comprehensive verbal and written feedback was provided with the aim of teacher's reflecting on their progress towards their defined goals, and ongoing professional development.

In 2019, Bert Oldfield P.S. developed expectations and processes which

Progress towards achieving improvement measures

support the more strategic collection of data. These enabled student progress and instructional effectiveness to be analysed, and overall program design to be evaluated. Timelines were identified in the school's assessment schedule and teachers collected data to drive teaching programs, and form a basis for collegial discussion. Data was again gained from a diverse range of tools, including qualitative and quantitative forms which included standardised tests and other diagnostic tests. PAT Maths, JET, SENA and TEN assessments were obtained to gain knowledge of maths, whilst reading data was gathered through the ongoing administration of running records, miscue analyses, benchmarking and informed teacher observations. Progress data was collected from all key learning areas through ongoing formative and summative assessment tasks and collaboratively designed rich tasks by stage teachers or the RFF teacher responsible for the delivery of a syllabus area. Classroom observations, student work samples and annotated records contributed to a comprehensive picture being obtained regarding school initiatives, pedagogical and program implementation, and ongoing student progress toward meeting syllabus outcomes and standards.

The school recognised the importance of collecting data on our school population through the LBOTE census and the EAL/D annual survey. Data in the form of survey results including those that provided pertinent wellbeing information on parent, staff and school perceptions of the quality of school life and anti-bullying actions and programs, was also prioritised and collected. Data gained regarding student behaviour drove Positive Behaviour for Learning decision making and has ensured a proactive and effective approach to the development of a positive learning culture within the school.

Process 2: Leaders provide opportunities for staff to collaborate and observe their peers in professional practice.

Teacher Professional development in Visible learning practice through Instructional Leadership.

Evaluation	Funds Expended (Resources)
<p>The School Leadership team enhanced the Instructional leader's position in 2019 based around its strategic importance and desire to expand support for learning into both the teaching and learning world and incorporation of the 'Digital' realm.</p> <p>School leaders created one full time Instructional Leader Pedagogy/Teaching and Learning position, designed to provide coaching and mentoring support in evidence based pedagogical approaches, with an emphasis on Visible Learning, specifically learning intentions, success criteria, differentiation of learning and the quality of feedback.</p> <p>The IL Teaching and Learning positions supported individual teacher projects in elements of personal professional learning and visible learning practices and strategies to enhance learning, areas generally related to teacher PD professional learning goals. Achievements over 2019 included the sound development of pedagogical frameworks for lesson delivery, development and monitoring of student generated learning goals, and the development of teachers' understanding of task, process, and product-based feedback as an assessment for learning tool.</p> <p>The development in 2019 of an Instructional Leader Information and communication Technology position for two days per week significantly enhanced several teacher's skills in the more effective integration of ICT skills, with a focus on the introduction of the Digital Technologies component of the Science and Technology Syllabus. Other goals achieved by the IL ICT included a greater level of engagement by staff in digital platforms, including coding skills and the implementation of Class DOJO, See Saw and SWAY as support tools for the creation of student digital portfolios.</p> <p>The Leadership team provided multiple opportunities for teachers to observe their colleagues in the delivery of L3 pedagogical approaches, the modelling</p>	<p>RAM EQUITY – Funds contributed to the creation of IL positions</p> <p>OPERATIONAL FUNDING – Staffing</p> <p>QUALITY TEACHING, SUCCESSFUL STUDENTS FUNDING – Funds contributed to 2 and a half days per week coaching and mentoring support through the IL Teaching and Learning position.</p> <p>TECHNOLOGY BUDGET – Staffing and device funding</p>

Progress towards achieving improvement measures

of explicit teaching in reading and writing, and the explicit teaching of mathematics. Despite no Beginning Teacher funding, our new career teachers were provided with a critical friend as well as provided coaching and mentoring support, opportunities to observe colleagues and instructional leaders, and opportunities to observe and learn from peers through the school's extensive PDP process.

The PDP process remains on track with enhancements to the school policy and supported IT infrastructure to assist teachers in their ongoing professional growth and maintenance of accreditation, with significant support provided within the ETAMS and teacher accreditation space. Evidence of achievement against each teacher's identified goals occurs in a structured and planned approach, with individual staff continuing to invest in the process to a greater or lesser degree. In 2019, two staff members successfully maintained accreditation at proficient, and one teacher gained accreditation at proficient level.

All staff were provided opportunities to engage in school professional learning networks beyond the confines of Bert Oldfield PS. Beginning Teacher networks supported our new career teachers. The IL teaching and learning contributed to a University developed History project, to enhance the programs delivery at a primary school level.

The Assistant Principal Learning and Support teacher participated in a shared project within the Blacktown Learning community, developing a schools network to enhance teacher capacity to differentiation learning. 'Practice changing Practice' was also supported by the University of Western Sydney.

Process 3: Communication with parents and key stakeholders across multiple platforms.

Evaluation	Funds Expended (Resources)
<p>There has again 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.</p> <p>The school developed a new newsletter format through Microsoft 365 as a more effective communication tool, and enhancements to the school website and communication App proved of some benefit.</p> <p>The ICT Instructional leader successfully developed digital portfolios within several classes, but we will need to continue to enhance teachers skills in ICT and school ICT infrastructure to enable this to be a more effective communication tool and forum for sharing students work samples.</p> <p>Parent members successfully joined our school Self-evaluation team in 2019, contributing significantly to the collection, analysis and presentation of our school systems at External Validation in May.</p> <p>We continue to utilise the Tell Them from Me portal to gain significant feedback from our students and community about our school systems and practices, with a view to reacting to the information and feedback.</p> <p>Each class developed a class newsletter, indicating the focus of teaching and learning across Key Learning areas, as well as providing parents and carers with some knowledge of how each class functions across the course of a week.</p> <p>Our Community HUB continues to provide learning opportunities for our families and develop social cohesion, and the established and successful partnerships with outside family and child support organisations continued in 2019.</p>	<p>OPERATIONAL BUDGET</p> <p>RAM EQUITY</p> <p>QTSS</p>

Progress towards achieving improvement measures

Process 4: Development of parent/carer and community knowledge and understandings of current teaching and learning practice.

Evaluation	Funds Expended (Resources)
<p>Schools and families remained genuine partners in our student's education. In 2019, School leaders continued to develop our community's awareness of our teaching and learning practices and strategies. Parents were provided opportunities to be learners in three aspects – as supporters of learning, as learners themselves, and as school decision makers.</p> <p>Parents were offered information sessions to enhance their knowledge of literacy, numeracy, and school initiatives, with a primary focus on parents being a key component in learning and assisting their child at home. By staying informed about what is happening in the classroom and around the school they are afforded the opportunity to work in partnership with their child and the school to strengthen links between school and home.</p> <p>As learners' parents were offered opportunities for self-growth and the development of new skills. These included opportunities such as computer courses, first aid and courses in certificate 1V in student services. These courses provided skills that parents may use within the home or assist them to gain employment.</p> <p>The school also has utilised the expertise of professionals in the community, such as healthcare providers (Speech Pathologist, for example) to provide parents with deeper knowledge of services that can be accessed beyond the school if necessary.</p> <p>Parents were provided opportunities where they can participate in surveys, forums, group discussions or as a member of the school's P&C and thus families were given appropriate opportunities to contribute to school decision making. The Parent and Citizens association contributed significantly to the life of the school, with monthly meetings again becoming an opportunity to contribute to issues of school governance and general operation.</p> <p>Parents joined school staff in 2019 in the Schools' self-evaluation process or External validation, significantly contributing to our self-appraisal and feedback processes to further define our school into the future.</p>	OPERATIONAL FUNDING

Next Steps

The final year of the current strategic plan will see a stronger focus on Quality Teaching and Leading. The instructional leader role was expanded in 2019 to one full time position, focusing on teaching and learning, and one part time position, focussing on the integration of ICT. We envisage a similar model will be pursued in 2020, with a potential greater focus on the integration of ICT and the Digital Technologies component of the Science Syllabus. Reluctance of some staff to engage in a coaching model has been addressed to some extent, and tying the coaching focus areas to teachers PDP's was a success that will be need to be carried through to 2020.

Triangulated data analysis still heralds a significant focus in 2020 on Literacy and Numeracy, and specifically reading comprehension and writing, with a need for school leadership to continue developing teacher capacity to incorporate visible learning elements into practice. Our next phase will be the incorporation of systems for greater accountability to product, task and process feedback, and personalised learning goals, and the development of students capacity to be more assessment capable. A continued focus on formative and summative assessment and its integration into class programming still requires further attention, and in particular, equitable attention and focus across all stages of learning.

In 2020, QTSS and RAM Equity will employ the Instructional leaders, who will have a narrower field of focus for coaching and mentoring as we attempt to incorporate instructional rounds as a professional learning tool to support teacher growth in teaching and learning strategies and the incorporation of digital technologies and ICT platforms.

The investment in L3 pedagogy will continue in 2020, with 2 staff again identified to lead L3 coaching and mentoring within the Nirimba Network across a large number of schools. OPL for 2 staff members will see the attainment of their L3

accreditation.

Our approach to developing parent and community awareness or our teaching and learning programs will again need a stronger commitment from school leadership and school staff, particularly focusing on teaching strategies that can be developed and employed for support within the home and the online leaning environment. A significant focus on MS 365, Google Classroom and SEE SAW will be given and increased focus in 2020, with a view to developing teacher, student and community proficiency.

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.

Improvement Measures

Exemplar units of work are developed through collaborative practices, utilising Understanding by Design principles.

The percentage of community members actively engaging within the schools learning programs increases each year.

An increase in teacher and student opportunities to engage in broader school networks.

Visible Learning strategies exist in every classroom and are implemented by every teacher.

Digital learning within teaching and learning programs throughout the school continues to grow.

Progress towards achieving improvement measures

Process 1: Students are provided authentic learning experiences that incorporates collaborative problem solving based on real world issues.

Evaluation	Funds Expended (Resources)
<p>In 2019, our strategic focus on authentic learning continued through collaborative approaches with teachers gaining greater understanding and confidence in programming and planning utilising a strong pedagogical framework and an Understanding by Design approach for several key learning areas.</p> <p>The Bert Oldfield P.S. 2019 Pedagogical Framework outlines the pedagogical values and practices that form quality teaching and learning at our school. The framework creates the structure around the collaborative development of units and assessment, and the planning and delivery of teaching and learning, including at the lesson level. A focus in 2019 in the Pedagogical Framework was unit design and the process by which the school follows Understanding by Design (UbD). School units of work were developed using a backward mapping approach that prioritised the formulation of rich authentic tasks from which learning experiences and formative assessments were planned and mapped. This approach means that students can reveal their understanding effectively as they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathise, and self-assess.</p> <p>Developed English units of work that had real world authentic connections included Accepting Difference; a unit of learning where students recognise that everyone is unique and that acceptance of differences allows for the building of positive relationships and personal growth. The unit Power and Glory enabled some stages to look at the power of nature and it's capacity to return to glory after disaster. Other stages examined how power is used to control people and the need for advocacy for stories to be heard. Look Again reinforced the need for all of us to look at situations more than once to gain a full understanding, and as a result, appropriate responses to each situation.</p> <p>All maths programs have been developed with daily problem solving embedded. Students display their maths knowledge and are able to transfer this knowledge to the solving of real life problems which provides context to their learning, and allows them to relate it to real-life.</p>	<p>OPERATIONAL BUDGET – Teacher Relief</p> <p>RAM EQUITY –Instructional Leader positions</p> <p>QTSS – Instructional Leader positions</p>

Progress towards achieving improvement measures

Other units of work in History and Geography have allowed students to build their knowledge and skills so that they are able to address issues that are relevant to their community, our country and globally. Students have been able to assess change through the study of local sites, assess how people from other countries live compared to themselves and look at the role that we can play in protecting world environments for a sustainable future.

The school engaged with the Blacktown Learning Community's STEM focus through the BLC STEAM TEAM, a Science and technology based sustainability project integrating digital technologies. The STEAM Team engaged in problem solving tasks to create projects to solve common problems within a MICROBIT home, using robotics and craft materials. The annual STEAM expo brought together over a one hundred students from the Blacktown community of schools, which allowed the children at Bert Oldfield to show their amazing projects and learn with the areas most brilliant digitally minded students.

Several incursions and excursions augmented our teaching and learning programs to enhance their relevance and authenticity.

Process 2: Teachers engage in Collaborative practices focusing on programming and assessment.

Evaluation	Funds Expended (Resources)
<p>In 2019, our strategic focus on collaborative practice was again evidenced by the extensive professional learning offered as part of our learning team structure.</p> <p>The Instructional Leader position was extended to all stages of learning, with the IL mentor and coach leading or co-leading each stage-based Learning Team every week through a process of collaborative programming and assessment. The addition of expertise in UBD programming and planning principles as a professional learning strategy across Key Learning Areas within a 5 weekly programming cycle was a core achievement of the year. Backward mapping principals incorporating elements of visible learning pedagogy and a focus on the inclusion of higher order thinking, relevant real-world issues and problem solving as part of our real-world connection approach are now embedded in programming and assessment design.</p> <p>Another core achievement of 2019 was the continued implementation of stage planning days, supporting our 5 weekly programming cycle.</p> <p>At Bert Oldfield P.S. programming is undertaken collaboratively, with teachers utilising Learning Teams, planning days and stage meetings to build their programming knowledge and to ensure that the teaching and learning experiences delivered to students are rigorous, of high expectation, and differentiated to meet the learning needs of our students. In 2019 our Learning Team approach offered teachers time to collegially reflect and evaluate program design and delivery.</p> <p>The school has developed and amended comprehensive scope and sequence documents for each KLA, and these are followed when planning and programming. Syllabus outcomes were mapped to ensure that all students are engaged in teaching and learning programs that cover all defined outcomes. All maths lessons K–6 were planned following the school's programming template and this enabled a consistent approach across all stages. The template identified the outcomes to be addressed and was plotted against the Numeracy Continuum and Progressions, as well as the Quality Teaching elements which apply. Teachers articulated the learning intentions for the lessons and the mathematical language that students needed to understand and engage with. Lessons commenced with warm up activities, including counting and problem-solving, and in the case of K–2, the TEN activities. Modelled, guided activities were planned and</p>	<p>OPERATIONAL FUNDING</p> <p>RAM EQUITY – Instructional Leader positions</p> <p>QTSS FUNDING – Instructional Leader positions</p>

Progress towards achieving improvement measures

differentiated independent activities allowed students to be actively engaged and to display their knowledge and skills. Formative and rich assessment tasks continue to be embedded into the program ensuring that student progress is effectively tracked, and forms the basis for the next teaching/planning cycle.

Stage planning days also enhanced our capacity to monitor and share data on targeted student progress and enable collaborative discussion and development of teaching strategies to meet individual student's needs and guide greater levels of differentiation and scaffolding of learning.

Weekly stage meetings throughout 2019 were used to enhance our collaborative practice, targeting a restricted number of areas of the literacy and numeracy progressions to develop deep understanding and more effective consistent teacher judgement when assessing learning data to drive teaching content. This effective collective mapping of students' progress on the Literacy and Numeracy continuums also enhanced our capacity to program and differentiate learning experiences.

Process 3: Leaders develop and implement strategic alliances with other schools and organisations that ensure the school's curriculum provision supports high level knowledge, skills, understandings, and expectations for student learning in a globalised world.

Evaluation	Funds Expended (Resources)
<p>In 2019, Bert Oldfield PS continued a number of alliances to support teaching and learning. We continued our relationship with external paraprofessional providers, with targeted students again accessing individual speech assessment and ongoing therapy across 2019.</p> <p>We consolidated our connections with Deloitte through the Australian Business Community Network, with Impact Day continuing in 2019.. We again received extensive support from Crestwood and Blacktown Lions groups, supporting an array of fundraising initiatives across the year.</p> <p>A number of learning networks continued in 2019. The Blacktown Learning Community supported teaching staff through the Beginning Teachers Network and the BLC Inspiring Leaders network, developing knowledge, skills and understandings. The School Executive participated in research-based projects through the Primary Executive Support Group (PESG) learning network. Participation in the 'Practice Changing Practice' initiative between the BLC and Western Sydney University occurred with the executive staff and led to action research in the area of differentiation and mathematics. From this initiative all staff completed professional learning through the online course 'Building Blocks for Numeracy'. Classes trialled the use of the teaching and learning cycle advocated in the modules to drive a pedagogical approach in mathematics and explored the creation of 'Rich Assessment Tasks' to cater for differing ability levels in the classroom. Surveys indicated improvements in pre and post test data and a high interest factor when participating in a 'Rich Assessment Task.' The intention is for ongoing implementation and action research to continue in 2020.</p> <p>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 and Public Speaking initiatives, providing learning extension for targeted students. An alliance between Bert Oldfield PS and Macquarie University continued, developing programs for Gifted and Talented students, integrating the 'Big History' project into a Stage 2/Stage 3 classroom environment. This project will be ongoing into 2020 as the school works with the University to further refine and provide feedback on the project and its alignment to the Primary School Curriculum.</p> <p>Two staff members participated in the initial training element of the L3</p>	<p>OPERATIONAL FUNDING</p>

Progress towards achieving improvement measures

teachers' network, receiving their first year of L3 Stage 1 accreditation. Two staff members were seconded as Assistant Principal L3 trainers, supporting and developing the literacy learning skills in L3 evidence based pedagogy across a large number of schools. This role is envisaged to continue into 2020.

Process 4: Learning programs incorporate digital platforms in an online world.

Evaluation	Funds Expended (Resources)
<p>The school's IT resourcing expanded and in 2019 we became 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. All students in K–2 were provided with a personal iPad to integrate into classroom learning. All 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, as well as Microsoft SWAY as a presentation tool. Most primary classes engaged in e-portfolio learning through the SEE SAW online application in their classrooms, however infrastructure again remained as a significant blocker to greater proficiency.</p> <p>A staffing position was created across 2 days per week to provide one to one mentoring support to all teaching staff. The Instructional leader worked to support digital learning in all classrooms, with a focus on network connectivity, online learning portfolios, and various coding platforms as part of our implementation of the digital technologies' syllabus. The IL ICT leader also had a significant role in the management of school infrastructure and the pursuit of funding through the Connecting Metro Schools' initiative.</p>	<p>RAM EQUITY – Instructional Leader positions</p> <p>QTSS FUNDING – Instructional Leader positions</p>

Process 5: Parent and community members are engaged in school activities, opportunities and programs where they can develop and utilise their skills to enhance their child's wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>In 2019, 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 through BeeBOPS, 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 throughout 2019 via the BLC.</p> <p>The Parents and Citizens association (P & C) again delivered a range of successful fund raising and community building initiatives. The P and C executive were again successful delivering a canteen service, a uniform service and a range of fundraising initiatives including our annual Christmas Carols event and a Colour run greatly enjoyed by the community.</p> <p>The alliance between Bert Oldfield and Community Hubs Australia continued to grow in 2019. The Community Hub project provided an array of opportunity for community members, families and students, with growth in attendance at playgroups, our multicultural mothers group, and enhanced partnerships continued with Blacktown TAFE, Junaya Family Services, Syd West and Settlement Services International. Fourteen HUB mothers achieved certification in certificate 1V in student services, with 6 parents fulfilling their voluntary course component at Bert Oldfield PS. The Hub served as a gateway for our families to connect with each other, the school and services within our community. Through the activities that the Hub provided our parents have been able to engage in informal coffee and chat, be part of working within the school or participate in playgroup activities. The courses</p>	<p>OPERATIONAL FUNDING SCHOOL AND COMMUNITY FUNDING</p>

Progress towards achieving improvement measures

enabled our families to build their confidence and provide them with skills that they can use within the home, the community, or the workplace. Formal Vocational training was attended 183 times throughout 2019 by parent and community members utilising the Bert Oldfield PS. Community Hub. Twenty-Two new families engaged with the hub during 2019, and we had strong attendance at conversational English classes. The Hub has again allowed our parents to have a safe and rewarding place to connect with our school.

Effective community, business and school partnerships continued at Bert Oldfield P.S. in 2019 and these partnerships are apparent in a wide range of areas throughout the school. We are aware that these partnerships are important as families strive for the future successes of their children. Our corporate and service club ties enabled us to connect with the community beyond the school. Our relationship with the Lions Club has meant that the school garden has been able to blossom; Lions also supported school events such as the Carols Night where they provide manpower for cooking sausages, or voices for singing of carols. Seven Hills RSL supports our ANZAC Day commemorations and Rotary our Presentation Day celebrations. We had a Probus Club visit that tended to our garden, and the input and hard labour from corporations such as Deloitte.

In 2019 our school planned and delivered culturally respectful programs and encouraged all students in their class to have an awareness and understanding of the cultural backgrounds of their peers, recognising and embracing difference. School events were planned with the aim of maximising parental involvement. Parents were invited to be a part of learning experiences such as Harmony Day and NAIDOC, where cultural diversity is embraced. Multicultural Days allowed all to celebrate and learn about cultural diversity and recognition of cultural celebrations such as Eid and Diwali allowed for a greater connection between home and school to be forged. Parents also attended information sessions, such as those offered in conjunction with the Life Education program, that deepened their

Next Steps

2020 maybe the final year of this current strategic direction, but it will remain a strategic focus area beyond 2020, particularly as it related to Collaborative practice and community engagement. The Instructional leader positions that have been created and that drive collaboration will remain a significant component of professional learning and guidance for teacher growth in the teaching and learning space beyond 2020. A fulltime position and part time position beyond 2019 will continue to provide greater teacher identified learning opportunities to improve assessment, data and explicit teaching practices within current and emerging evidence based pedagogical approaches and strategies. As Collaborative practice becomes more embedded in our professional learning culture, the continued development of Teacher capacity to deliver programming and assessment via 'Understanding by Design' principles, incorporating backward mapping and rich assessment will continue to grow across many learning areas, with the future need focusing on the constant refinement and re design of learning content. 2020 will need to see a greater level of accountability from a wider section of the teaching staff, as buy in becomes greater each year.

Our commitment to providing advice and guidance to parents and engaging in alliances to enhance learning outcomes will again remain a focus in 2020 and beyond. The Community Hub will become a School funded and School managed staff position, and a greater school focus on supporting parents understanding of the curriculum, assessment and teaching and learning space needs greater commitment from school leadership.

Within 2019, we achieved a one to one capacity within our digital learning capability. The next steps are to ensure teachers are utilising their professional learning within the Microsoft WEB 2.0, GOOGLE and SEE SAW digital environment to deliver an online learning platform for every student. The creation of a digital learning portfolio accessible from cloud-based options for collaborating and sharing learning will be a significant focus of the Instructional leader ICT position, which we hope to expand to 3 days per week. Engagement with the ET4L infrastructure program "Connecting Metro Schools" has been initiated in 2019 to bear hopeful fruit in 2020, with significant changes and enhancements to the school's connectivity for online and digital learning. Professional learning in digital teaching will remain a key focus area in 2020, particularly the digital technologies content of the Science and Technology Syllabus implementation as well as online digital learning platforms.

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.

Improvement Measures

- 96% of students are represented in the 'green' tier of school based PBL data systems.
- Students identified as requiring additional support or accommodations for identified needs, receive appropriate and timely intervention.
- All students develop personal learning goals, with a specific focus on literacy and numeracy.
- Development of criteria based assessment tools to support summative and formative assessment practices.
- The school receives higher than state average parental feedback scores in relation to student wellbeing initiatives within the 'Tell them from Me' feedback tool.
- All students can articulate their growth against personal learning goals, specifically within literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Students actively direct and monitor their learning progression.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 teachers were able to enhance their knowledge and understanding of the literacy and numeracy continuums and developed their capacities to place students on the continuums and monitor student progress. Through working with the Instructional Leader/Pedagogy some members of staff were able to use this increased knowledge to implement processes for the identification of learning goals for reading, writing and some elements of maths through student conferencing, assessment tasks, and self and peer assessment strategies. It is an area of focus to increase the identification and monitoring of learning goals involving all members of staff, which include more areas across all key learning areas.</p> <p>Visible Learning strategies have been implemented across all key learning areas with teachers utilising these strategies more consistently and students developing their assessment capabilities by referring to success criteria. This will continue to be an ongoing focus to build student knowledge and skills to be self-regulatory. Feedback processes have improved as teachers have concentrated on providing feedback that is task and process oriented.</p>	<p>OPERATIONAL FUNDING – Professional Learning</p> <p>RAM EQUITY FUNDING– IL Positions</p> <p>QTSS FUNDING– IL Positions</p>

Process 2: Students engage in learning experiences that build and foster a growth mindset for themselves and their peers.

Evaluation	Funds Expended (Resources)
<p>In 2019 there continued to be attention placed on embedding Growth Mindset approaches across the school in all settings. Growth mindset posters were displayed reminding students that it is okay to make mistakes, that we don't get things the first time, and that our brains are elastic. Teachers use the</p>	<p>OPERATIONAL FUNDING</p> <p>SCHOOL AND COMMUNITY FUNDING</p>

Progress towards achieving improvement measures

language of growth mindset in the classroom, encouraging students to continue trying hard with their learning.

To enable students to practice their growth mindset skills teachers offer a variety of learning experiences to challenge students and build their resilience. These experiences included the activities at Stage 3 camp where students tested themselves by completing activities such as the high ropes course. Students are offered STEM activities that allow students to support each other and try several strategies to attain the desired end result. Selected Stage 2 and 3 students have engaged in the Big History project where they had to transfer learned skills and test their capacity to gain solutions to problems. Activities that enhanced growth mindset strategies of adapting and improvement included involvement in the BLC public speaking competition, Stage 3 debating and the Premier's Spelling Bee.

Process 3: Students actively engage in 'Positive Behaviour for Learning' initiatives.

Evaluation	Funds Expended (Resources)
<p>In 2019, Bert Oldfield P.S. maintained Positive Behaviour for Learning as a core pedagogical element. Positive Behaviour for Learning (PBL) continues to be supported by systems which ensure that the whole school community actively promotes positive behaviour and attitudes. It enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community. The PBL systems were reviewed in 2019 through the Benchmarks of Quality assessment and have again experienced ongoing transformation. The discipline referral processes were also adapted in response to data and teacher reflection on practices and adjustment made to our STARS data system. The PBL systems have embedded processes for data gathering and analysis, and the PBL committee, comprised of members of staff and a community representative, met every three weeks.</p> <p>The ongoing success of Positive Behaviour for Learning (PBL) within the school has been attributed to effective systems and responsive practices, and the ongoing belief from the school community that PBL makes a difference to the learning environment and culture of the school. The 2019 school matrix outlines the school expectations across all settings, and these were taught through explicit teaching lessons, emphasised at school assemblies, and were supported visually within classrooms and throughout the school. 2019 data gained from surveys, teacher referrals and suggestions, as well as behaviour data assisted the PBL team to identify expectation focuses. Data was also used as a basis for defining the PBL practices that the school implements. All teachers delivered 'Bounce Back' lessons with the aim of building resilient, socially capable learners. The school again implemented a variety of preventative and responsive approaches that can be effectively implemented with all students or intensified to support small groups or individual students. This school again had a Breakfast Club, Gardening Club and Games Club. Play Pals groups allowed Stage 3 students to develop their leadership skills. So that students are actively engaged in break times they were also able to draw on the playground chalk boards and play in the school's sandpit. Students displayed support for others through being responsive when they see someone seated on the Friendship Seat and are very inclusive of others in play. If a child is having trouble engaging in appropriate play, interventions such as a 'ticket to play' enabled the child to socialise with their peers whilst being supported by a monitoring and checking system.</p> <p>At Bert Oldfield P.S. effort, achievement and adherence to the school's expectations is recognised. As part of developing a positive school culture where the students feel valued, the school has implemented a highly successful awards system. We recognise student contributions to the school and their learning frequently through our STAR award system designed by staff. There is a defined process for awarding Star awards and the teachers</p>	<p>OPERATIONAL FUNDING</p> <p>SCHOOL AND COMMUNITY FUNDING</p>

Progress towards achieving improvement measures

undertook TPL on the monitoring and implementation of the system to ensure its success. Students are acknowledged within the classroom by the recording and ongoing monitoring of their awards on the class' star chart. The teacher monitored the levelled system ensuring that the higher awards are presented at whole school assemblies and acknowledged to the school community via the school newsletter. Students take pride in their achievements and their attainments. Our recognition processes also entail the promotion and acknowledgement of student engagement in the school's Home Reading Program. The Home Reading Program provides a structure that encourages students to engage in reading beyond the school environment. It therefore promotes children to practise the skills and strategies they are being taught at school, sharing their learning with their families, and developing a love of reading and sharing books. The Home Reading Program recognises student reading endeavours every 25 nights and encourages parents to also be engaged with reading. Students receive acknowledgement in assemblies for 100, 200 and 300 nights of reading, as well as recognition of their achievements in the school newsletter.

The school's Anti-bullying policy and plan, formulated in conjunction with the school community, outline our processes towards providing students with these skills. Term One in 2019 had an anti-bullying focus from both our PBL expectation and Bounce Back programs. Our 4 core anti-bullying PBL expectations are 'We include everyone', 'We keep our hands and feet to ourselves', 'We speak to each other respectfully' and 'We use technology responsibly'. Lessons are focussed around these four core expectations. The Bounce Back lessons support these strategies.

In 2019 the school offered a diverse range of leadership opportunities for all students which include participating in leadership training development for Stage 3 students and the leading of, or participation in, school initiatives. In 2019 we had a proactive Student Representative Council (SRC) which allowed student leaders to develop leadership skills and the student body to have a voice. The SRC met weekly and had in its portfolio assembly organisation and timetabling, the operation of the school's Cross-Country carnival, and the organisation and promotion of the school discos.

Stage 3 students undertook leadership training that has been tailored to meet the specific needs of our school. In 2019, BeeBOPS was the school's program where stage 3 students led a mixed aged group of children over multiple lessons and are trained prior to each session's delivery. In 2019 there was a whole school focus on 'Indigenous cultures around the world'. The program was written by the Instructional Leader and classroom teachers and was evaluated by students, leaders and teachers.

Process 4: Teachers are implementing Visible Learning practices in their classrooms.

Evaluation	Funds Expended (Resources)
<p>In 2019, Bert Oldfield Public P.S. has again undertaken a strong commitment to implementing Visible Learning principles within teacher and school leadership practices. For students to be assessment capable we provide clear learning intentions and success criteria. Teachers are focussed on the clear articulation of the purpose for the learning and students are referencing the success criteria to monitor their progress and guide their learning toward success. There has also been a school focus on teachers providing timely and effective task and process feedback as well as building the students' capacities to peer and self –assess. Formative assessment strategies are used to collect evidence of achievement to identify where our students are on their learning journeys, where they need to go, and how they are going to get there. Students are developing their capacities to identify and monitor their learning goals. School data is analysed to ascertain the effect size for learning experiences and specific interventions and individual student growth.</p>	<p>QTSS – IL Positions</p> <p>RAM EQUITY – IL Positions</p>

Process 5: Teachers monitor and respond to student progress.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>In 2019 teacher were required to effectively monitor student learning for the purposes of tracking student learning progress, making instructional decisions and providing students feedback on their learning journeys. Staff use a variety of learning trackers such as observation forms, and logs that record ongoing student results. Data is viewed as being key to identifying students who have mastered learning outcomes, those that need further reinforcements of concepts and those that would benefit from differentiation that provides them with more complex challenges. Staff record data on defined elements of PLAN 2 and the monitoring of student progress on PLAN 2 allows teachers to support learning and target specific skills for development in areas of literacy and numeracy.</p> <p>As part of the effective implementation of the L3 pedagogy staff comprehensively monitor student progress and report externally on this progress. Staff also use the monitoring of data in forming small group instruction, and in evaluating the success of learning interventions that are provided for identified learners. The school monitors student results by calculating learning effect sizes, and from this data whole school instructional decisions are made regarding pedagogical approaches that are to be delivered within classrooms. The monitoring of data is seen as crucial in the provision of timely and effective feedback to students, allowing them to monitor and play a role in the direction of their learning. In 2019, Bert Oldfield Public School, based on an identified need gained from data monitoring, has had a specific focus on the monitoring of student results in writing. Initial assessment of students, accompanied by the writing results from the previous year, and if applicable NAPLAN results, was defined at an initial stage meeting for 6 identified students from each class. At 5 weekly intervals stages met for the purpose of discussing the progress of the identified students. Work samples are analysed, and teachers participate in professional discussions around the placement of the students on PLAN 2 and strategies that will assist each child to progress to the next level. These discussions have involved the marking of writing samples based on NAPLAN marking criteria and in 2019 the plotting of these students aligned to the Literacy Progressions.</p> <p>In 2019, Teachers were again required to regularly review the data that they have collected and analyse individual student's results to modify their teaching and learning programs. Teachers also regularly participated in the analysis of classroom teaching strategies and collaboratively discuss the effectiveness of these strategies. We engage in conversations about data and value these as a means of improving instruction. Through stage meetings teachers discuss specifically what is working and what is not working to increase student learning in their context. School executive have undertaken professional learning so that SCOUT data can be more capably interpreted and utilised within the school. Teachers analyse NAPLAN data and identify areas of strength, and those that require further focus. The school executive comprehensively analyses data including school-based assessment, NAPLAN results, ICAS and other standardised tests results, as well as PLAN and PLAN 2 data. These results are triangulated where possible and analysed for trends and patterns in the data, including areas of query that need to form a point for further discussion, or deeper analysis. This triangulation of data has enabled deep conversations regarding student progress, performance in specific areas of instruction and evaluation of school assessment marking approaches. Our objective is always to identify at risk and underperforming students, inform program directions, quantify the impact that we are having on learning, identify response measures and celebrate teaching and learning achievements.</p>	OPERATIONAL RAM EQUITY QTSS

Process 6: Implementation of the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Bert Oldfield P.S. has a strategic and planned approach to developing whole school wellbeing processes that support the wellbeing of all students, through the gradual implementation of the Wellbeing Framework to ensure every child 'Connects, Thrives, and Succeeds'.

In 2019 the school continued with its overarching implementation of Positive Behaviour for Learning. PBL's ongoing impact has been underpinned by a philosophy and commitment to consistent monitoring of systems and practices and the collection and analysis of data, including surveys, to keep the community informed and ensure that approaches are best meeting the needs of our students and the school community. Systems have evolved in response to data and this is illustrated in the modification of the referral processes over time. Our approach to all aspects of building a supportive, safe environment is also demonstrated by the positive framing of classroom 'timeout' procedures where students are supported through expectation reminders and time to reflect and make the best choices for learning. In 2019 our 'Green' PBL tier has grown and our data now tells us that more than 96% of our students are in the green.

The PBL practices that scaffold the building of a positive, caring and inclusive environment have included input and backing from the community, the explicit teaching of expectations that is supported by visual reminders across all school settings every year. Learning excellence and responsiveness to meeting the needs of all students is promoted. In 2019 we continued to receive the ongoing support of teaching staff and PBL and Learning and Support teams that were proactive in implementing processes and practices that scaffold and build the capacities of any Tier 2 or Tier 3 students within the school. Our well-developed and evidence-based approaches and processes regularly monitored and reviewed individual learning needs. Strategies such as Play Pals and Games Club continued to provide activities that allowed students to be engaged and interact positively in a social context. Our quest for ensuring that each child feels safe at school has meant that a focus on teaching Anti-bullying explicit teaching lessons which outlined the responsibilities and strategies for each student to use in their role of preventing bullying, and building an awareness of how to deal with situations if it happens to them.

Bert Oldfield P.S. students were provided with consistent feedback on their behaviour and this was actioned by a well-structured and monitored student recognition approach. Students were involved across the school in a variety of leadership capacities and school leaders are empowered by leadership training and opportunities to display their leadership skills and capabilities.

SCHOOOL AND COMMUNITY FUNDING

RAM EQUITY – IL position

Process 7: Leaders ensure the employment of systems responsive to student's needs.

Evaluation

Funds Expended (Resources)

The implementation of Every Student Every School in 2019 acknowledges that some students require additional support to access the full range of education opportunities and to achieve and ensure lifelong learning. In 2019 we again implemented a comprehensive Learning and Support program that detailed processes and practices to support the learning needs of diverse learners.

All aspects of a student's cognitive, sensory, physical and social emotional learning were closely monitored by classroom teachers, in consultation with their parents and carers, and specialist teachers and any identified needs raised for discussion and intervention. Necessary adjustments and accommodations were implemented to support the student through quality differentiated learning tasks within each classroom.

The Learning and Support team met fortnightly to discuss and determine further interventions that maybe required for a referred student, and both parents and teachers were made aware of support structures being

DISABILITY FUNDING

SOCIO-ECONOMIC FUNDING

considered. In 2019, the school's 'weighted system' based on the level of intervention required to support a student, and allocation of appropriate resourcing to enhance the student's level of access to learning was augmented. This system was again utilised to determine support intervention, and a flexible timetable that is responsive to the changing needs of our students remains. Learning and Support teacher and support officers worked within tiered interventions, supporting students in class, within targeted group programs, or within intensive interventions for greater levels of student need. Students with a need for higher levels of support required and Individual Education plan be developed, inclusive of consultation with the referring teacher and the student's family. Processes such as interagency consultation and request for specialised DEC services and resourcing lead to greater levels of intervention for a number of targeted students to ensure the student has access to the full range educational opportunity.

Bert Oldfield P.S. implemented responses to students regarded as gifted or talented, and in provided opportunities, differentiation within class programs and learning experiences that met the needs of the identified students. A comprehensive identification process was undertaken which invited input from parents, teachers, students and their peers. This Information accompanied by school data was triangulated to identify those students who would benefit from gifted and talented strategies.

Students across Years 1–6 were again provided the opportunity to experience a one-day SHARING course at various schools across the Blacktown Learning Community (BLC), providing extension and enrichment opportunities across a wide range of learning areas including Visual Arts, Science, Technology, Drama, Dance and Food Technology. Information from the identification process also allowed us to source a program/approach that could challenge identified Years 4–6 students in a problem-solving approach, based on collaborative and critical thinking activities. Involvement with Macquarie University for the Big History Project to be introduced into the school continued in 2019 and the school's G and T teacher subsequently attended Big History network meetings. The students continued with Big History "MARS PROJECT" and are embraced the hypothesising, experimenting, deep-thinking, and transference of their knowledge and skills in a learning environment that required them to support, yet challenge each other.

In 2019, students were offered a wealth of experiences beyond the classroom to extend their classroom learning, provide an avenue for exploring their interests or talents, and to enhance their social and emotional wellbeing. Many opportunities exist for student participation in creative and performing arts such as senior and junior dance group and the choirs. Additionally, the school facilitated the "Music Bus" program which provide an opportunity for students to learn a musical instrument.

Students who have a creative talent were able to participate in 'BOPS You've Got Talent', an event which allows students to showcase their abilities and build their confidence.

The school's participation in debating competitions and workshops provided interested students avenues to display their public speaking skills and refine their skills to think critically considering ethical and philosophical issues. Teamwork capabilities were also enhanced by team members whether they were selected to be a speaker, assist in argument development, be a chairperson or a timekeeper. In 2019, the BOPS debating team made the regional finals of the Premiers debating challenge.

Students are were also encouraged to participate in public speaking initiatives within, and beyond, the school, through the BLC Public Speaking initiative.

For those students who are interested in sport, throughout the year the school were able to participate in a gymnastic program provided by a

Progress towards achieving improvement measures

qualified instructor who presented classes across the school, and is an important supplement to fundamental gymnastics skills included in the curriculum.

Teachers planned rewarding and engaging incursions and excursions to support classroom learning.

Process 8: School systems ensure effective and informative communication of student progress across learning domains.

Evaluation	Funds Expended (Resources)
<p>At Bert Oldfield P.S. we have a commitment to providing timely, meaningful and comprehensive information on student achievement and progress to students and parents, promoting effective home and school partnerships in support of student learning. In 2019, Parents were invited to take advantage of a Parent/Teacher Meeting held in Term One with approximately 80% of the parent population availing themselves of this opportunity. This meeting was a great opportunity for parents to work closely with the class teacher for the benefit of their child. Teachers prepared evidence for discussion and students were able to have input into reporting their progress to their parents. Teachers regularly met parents before or after school to discuss individual student progress. Written school reports were sent home twice a year and contained an evaluation of student's knowledge, skills and application of learning against an assessment scale. For students with individual learning and support plans learning progress was reported against curriculum area achievement standards and against documented learning expectations as identified in their Individualised Education Plan, formulated in consultation with their parent/carer. Our students that receive EAL/D also received an additional EAL/D report.</p> <p>Bert Oldfield P.S. also recognises that parent engagement with the school has a significant impact on the learning outcomes of our students. In 2019 we endeavoured to enhance our range of communication means to maximise engagement with the school and build active partnerships with parents. Regular information was made available for parents on several platforms. The school newsletter remained an integral part of the communication to parents. Parents are informed on educational programs, school events and student achievement and recognition. All classes K–6 use the newsletter to share important, detailed, and regular updates with parents. Each issue had a class focus under the banner of "Spotlight On" where teachers can communicate to parents and the wider school community about what is happening in their classroom and sharing an insight into that class' learning journey. The school newsletter updated the wider school community about other important happenings regarding learning and programs such Positive Behaviour for Learning and community events.</p> <p>The Skoolbag App was again utilised extensively as our digital platform from which parents could easily access school newsletters, notices, class notes and alerts.</p> <p>In 2019, several teachers utilised the digital platform 'Class Dojo' to communicate to parents learning stories from the class.</p> <p>The school provides many opportunities for parents to gather and mingle with other members of the school community, and the staff of the school. Our 2019 Meet the Teacher breakfast enabled to engage in a relaxed way in meeting their class teacher, finding out about class procedures and routines, as well as being informed of the learning that their child/children were going to engage in throughout the year. At the conclusion of the breakfast parents were invited to join the school executive in the school hall for a more formal session regarding syllabus and school expectations. Parents were encouraged to speak to their child's teacher regularly and teachers kept in touch with parents through formal, and informal means. The school ensured</p>	<p>OPERATIONAL FUNDING</p>

Progress towards achieving improvement measures

that parents received pertinent information regarding their child's schooling, academic progress, attendance and behaviour. The school also communicated with parents through publications such as the Information Handbook, and the Annual School Report.	
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Next Steps

Our strategic direction of Shaping Creative Lifelong Learners continues to be an area that we have displayed progress; however, remains an area of deep commitment as we attempt to build the knowledge and skills of our learners, our teachers, and the school community.

We acknowledge for our goals to be achieved that we need an ongoing focus on the wellbeing of all students. Our Positive Behaviour for Learning data, systems and practices and commitment from staff to building and enhancing our school environment for successful learning to occur remain the underpinning of this strategic direction. There is a recognition that we need to focus on the obtaining of meaningful data, beyond behaviour data, for our students to be provided with programs that appropriately meet their needs. The implementation of the Wellbeing Framework and the assessment of the school against this framework will be conducted again in 2020. This audit will allow us to provide pertinent strategies and programs. A review of staff knowledge of PBL will be undertaken and professional learning of Tier 2 and Tier 3 Interventions provided.

Data collection and practices have been identified as an area for greater focus. Student learning data will continue to be used for placing each student on the learning progressions and will form the basis of professional discussions and conversations with parents. Data gained will also form a foundation for identification of professional learning needs and the analysis and monitoring of learning programs. Our learning and support systems will ensure the efficient implementation of our intervention programs such as MiniLit, MaqLit and QuickSmart as well as social skills programs. The school's High Potential programs will also be evaluated to ensure that they meet the needs of those identified students.

The school maintains an ongoing drive for developing assessment capable, self-regulatory learners. Classroom walkthroughs which utilise Dr Lyn Sharratt's protocols will permit the observation of classroom implementation of learning intentions and success criteria and allow for professional discussions to take place. Leaders will encourage and promote the recognition of outstanding teaching practice as seen through lesson observations, collaboration, mentoring and coaching to encourage ongoing staff learning and support the implementation of valued practices. Students will formulate their learning goals and these will include both literacy and numeracy goals. Teachers are to provide effective feedback on student performance to achieving these goals.

The school will continue to focus on a multifaceted approach to the building of partnerships with the parent community. We will communicate effectively using a range of sources so that parents are informed on student learning, organise community events and opportunities for parents to engage with the school. The school will build its parent information/workshop sessions that aim to educate the parents on school pedagogical approaches and increase their knowledge and skills of how they can assist with their child's learning at home. Upon Celebration of student success will continue to form an imperative aspect of building partnerships. The school will continue to provide opportunities for parents to celebrate academic results, sporting success, and the meeting of behaviour expectations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	ABORIGINAL BACKGROUND OPERATIONAL FUNDING QTSS FUNDING– STAFFING POSITION	<p>In 2019, students of Aboriginal and Torres Strait Island (ATSI) descent received support through the school's learning and support programs and targeted literacy and numeracy initiatives. The development of Personalised Learning Plans enabled our two ATSI students to identify pertinent learning goals that would assist in supporting their learning journeys and provide general and targeted support.</p> <p>To maximise students' capacity to engage in learning, funding was utilised to provide aide support for Indigenous students and to supplement our learning and support program, strengthening their access to the curriculum. All students have benefited from the embedding of Aboriginal and Torres Strait Islander histories and cultures within all units of work and programs.</p>
English language proficiency	ENGLISH LANGUAGE PROFICIENCY FUNDING NEW ARRIVALS FUNDING RETROSPECTIVE REFUGEE FUNDING	<p>In 2019, equity funding was again allocated to provide additional staffing to support students K–6 with diverse learning needs. Our substantive 1.0 EAL/D allocation was increased to a 1.6 teaching position through the allocation of English Language Proficiency funding. This, combined with additional staffing support funded through the NAP program and retrospective funding for refugee students, led to the employment of an additional teacher for 3 days per week providing additional in class and targeted support for English language development and learning and support needs. Funding associated with refugee students was again expended on additional SLSO in class support and bilingual support for new arrivals students. The EALD teacher also completed their TELL (Teaching English Language Learners) training and accreditation, enhancing their capacity to support students and teachers within the EALD teaching and learning space.</p> <p>In 2019, all staff have participated in professional learning to enhance their knowledge of English Language interventions, including knowledge of the ESL scales and the EAL/D learning progressions, increasing their capacity to identify, support and track student progress within Reading, Writing, Speaking and Listening. Accurate identification and tracking by the classroom teacher, in consultation with the EAL/D teacher through our consultation model, enabled an appropriate level of need be identified through the Department's tracking processes, and the requisite allocation of staffing to Bert Oldfield P. S. Our EAL/D staff utilised this initial assessment process to develop individual class overviews which identify the learning needs for EALD students, determining the allocation of their support time to tier 1, 2 and 3 interventions. EAL/D</p>

<p>English language proficiency</p>	<p>ENGLISH LANGUAGE PROFICIENCY FUNDING</p> <p>NEW ARRIVALS FUNDING</p> <p>RETROSPECTIVE REFUGEE FUNDING</p>	<p>support was communicated through the master timetable and remains flexible to ensure responsiveness to changing needs.</p> <p>Each newly arrived student was individually assessed, and results analysed to allocate them the appropriate level of tiered support. The EAL/D teaching staff played a significant role in developing individual teacher capacity to differentiate learning for EAL/D learners. Planned consultation for Tier 1 supports between specialist EAL/D staff and the classroom teacher led to the implementation of programmed learning to address student needs and develop their English language proficiency. Student learning was monitored within both the EAL/D progressions and linkages weremade by the EAL/D teacher to the continuums. The parents and carers of our EALD students were kept informed through interviews, and as part of our school's bi-annual reporting to parent's process where each targeted child was identified against the ESL scales and the EALD progression in 2019.</p>
<p>Low level adjustment for disability</p>	<p>DISABILITY FUNDING</p> <p>OPERATIONAL</p>	<p>Low level adjustment for disability funding was again expended on staffing, employing additional learning and support teacher days o increase the level of available assistance for students with diverse learning needs and disability.</p> <p>In 2019, funding was also expended on the employment of learning and support personnel and the provision of whole class, small group and individual targeted support, and significant professional learning funds were directed towards the establishment of the AP learning and support teachers knowledge and understanding and capacity to implement Macqlit, Minilit, Multilit and Quiksmart, evidence based tier 2 intervention programs. We again subsidised speech pathology for targeted students through a paraprofessional to support a high number of students with mild to moderate speech and language concerns.</p> <p>The Learning and Support Coordinator trained our School Learning Support Officers (SLO's) in the implementation of evidence-based practices in literacy and numeracy. Literacy results showed, on average, students gained an 18-month improvement in reading age, and in numeracy, students response times decreased for all basic facts indicating higher levels of automaticity. The post program survey showed growth mindset towards mathematics increasing from 37% pre-program to 75% post program.</p> <p>Disablilty funding also contributed to the school's participation in a learning alliance with the University of Western Sydney. 'Practice changing Practice' led to the enhancement of teacher's knowledge of how</p>

Low level adjustment for disability	DISABILITY FUNDING OPERATIONAL	Mathematics, and cater for a wider range of students, including those with disability.
Quality Teaching, Successful Students (QTSS)	QTSS FUNDING OPERATIONAL RAM EQUITY	<p>In 2019, the QTSS staffing allocation did not change in terms of its overall focus. It was utilised to support the development of collective teacher efficacy and the development of teacher capacity to effectively implement evidence based pedagogical approaches to teaching and learning. Two Instructional leader positions were created, one to develop our approach to evidence based teaching strategies with a strong focus on Visible Learning and the effective teaching of writing, as well as the Performance and Development Framework, supporting teachers to plan, monitor and reflect on staff professional learning goals and identify supporting evidence. The Instructional Leader role was deployed to identify, analyse and respond to the learning needs of students, and of teachers. It has enabled an increased focus on classroom based instructional techniques. To maximise the impact of this approach a process was formulated and implemented which allowed for teacher choice and individual goal setting pertinent to identified areas of knowledge or skill development. Teachers selected an 'entr�e, main and a dessert' from the coaching menu and then, in partnership with the instructional leader, identified strategies within a Plan, Act, Review cycle which allowed teachers a scaffold for trialling different approaches, and then reviewing their effectiveness. The focus was on the development of Visible Learning practices; specifically the use of learning intentions, success criteria, feedback processes and student learning goals.</p> <p>Staff were provided opportunities for collegial discussion, and time to reflect on the impact of the strategies that were employed. The approach has meant a more specific articulation of the learning intention of a lesson, ensuring that they understand the criteria by which they could measure their mastery of the key concepts or skills involved. There has been a stronger emphasis on scaffolding learning so that students understand the purpose of their learning and the specific reasons why they were undertaking particular activities. The result is an ongoing cycle of improvement and the building of teacher and student capacities.</p> <p>Time was again allocated to professional learning to support teacher lesson planning, lesson observation and feedback to teachers about their lesson delivery, and the ongoing collection of data through learning walks in every classroom. The Instructional Leader positions enabled one school Assistant Principal to also work with each member of staff in a coaching and mentoring capacity to develop support them towards fulfilling their</p>

Quality Teaching, Successful Students (QTSS)	QTSS FUNDING OPERATIONAL RAM EQUITY	<p>professional learning goals.</p> <p>One Assistant Principal was released 2 days each week to develop staff capacity to integrate ICT and digital technologies into their daily lessons, as well as address specific areas of the digital technologies' syllabus implementation plan.</p>
Socio-economic background	SOCIO-ECONOMIC FUNDING RAM EQUITY OPERATIONAL	<p>In 2019 Low Socio-Economic Support funding was combined with QTSS allocations for the creation of the Instructional Leader coaching and mentoring positions. Again in 2019, 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. With the QTSS staffing allocation, combined funding was utilised to support the development teacher capacity to effectively implement evidence based pedagogical approaches to teaching and learning. Please see QTSS funding information.</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>
Support for beginning teachers	RAM EQUITY QTSS FUNDING SOCIO-ECONOMIC FUNDING OPERATIONAL	<p>In 2019, the school received no funding for Beginning Teachers., However, two members of staff employed in full time and part time temporary engagement received support under the Great Teaching Inspired Learning initiative, though school funded.</p> <p>Beginning teachers were offered ongoing support through the instructional leaders and the expertise of experienced teachers who were observed, demonstrated within the beginning teacher classrooms, and provided an avenue for the development of knowledge, skills and teaching craft. Beginning 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.</p>
Targeted student support for refugees and new arrivals	REFUGEE STUDENT SUPPORT NEW ARRIVALS FUNDING SUPPORT RETROSPECTIVE REFUGEE SUPPORT FUNDING	<p>In 2019 Refugee students support was again provided through the EALD program. Students worked intensively with the EALD teacher within timetabled withdrawal and in class support groups to enhance their English Language development. In addition, both NAP funding and retrospective funding provided additional staffing allocation to support second language learners, build</p>

Targeted student support for refugees and new arrivals	REFUGEE STUDENT SUPPORT NEW ARRIVALS FUNDING SUPPORT RETROSPECTIVE REFUGEE SUPPORT FUNDING	teacher capacity and provide bilingual support for transference of students first language.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	132	129	142	149
Girls	137	118	128	139

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.5	96.5	90.8	91
1	92.9	94.4	93.9	91.4
2	92.5	93.6	93.8	92.6
3	89	93.6	91.8	91.6
4	91.2	94	91.5	93
5	91.1	95.8	94.5	88.4
6	92.5	92.1	94.6	92.6
All Years	91.8	94.4	92.7	91.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	1.2
School Administration and Support Staff	2.62

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	279,449
Revenue	2,788,832
Appropriation	2,658,319
Sale of Goods and Services	1,244
Grants and contributions	126,919
Investment income	1,951
Other revenue	400
Expenses	-2,979,070
Employee related	-2,596,812
Operating expenses	-382,259
Surplus / deficit for the year	-190,238

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.

In 2019, Bert Oldfield PS SChool leadership employed a Business manager to assist with the management of financial budgets and resources.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	16,374
Equity Total	328,337
Equity - Aboriginal	1,526
Equity - Socio-economic	34,130
Equity - Language	173,545
Equity - Disability	119,136
Base Total	2,120,561
Base - Per Capita	63,352
Base - Location	0
Base - Other	2,057,209
Other Total	155,919
Grand Total	2,621,192

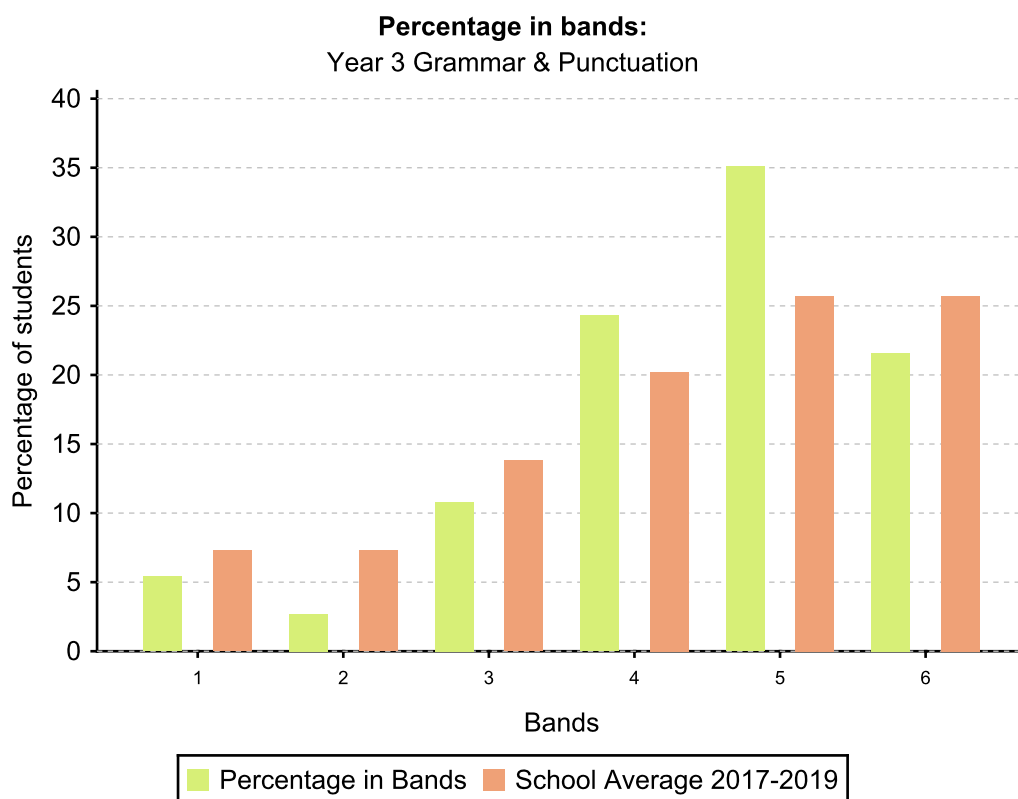
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

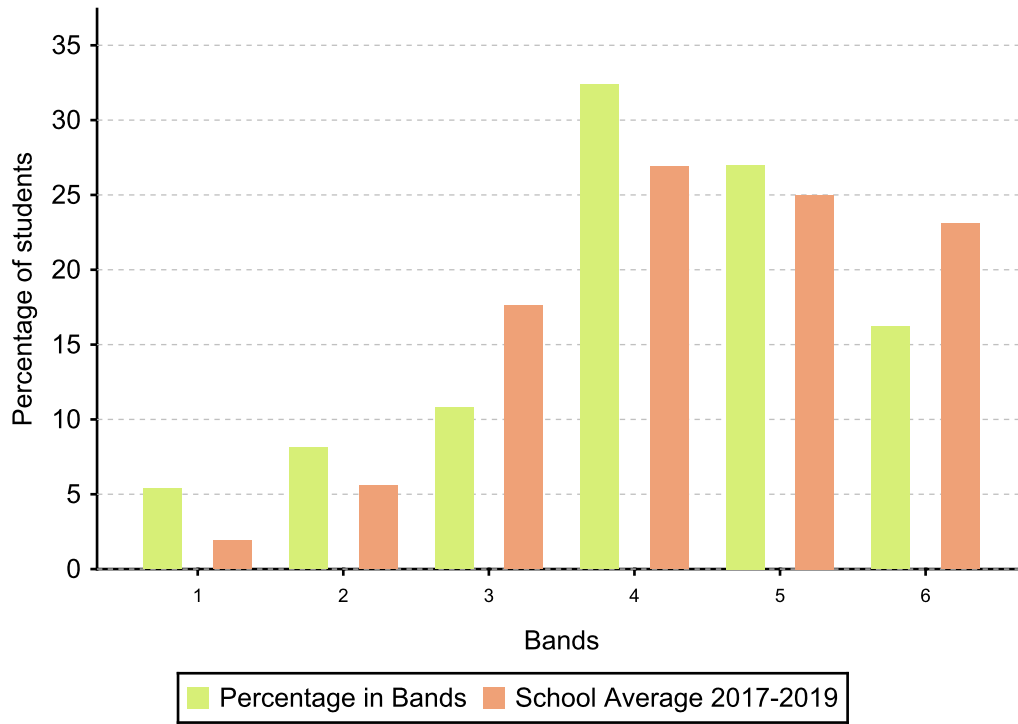
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	5.4	2.7	10.8	24.3	35.1	21.6
School avg 2017-2019	7.3	7.3	13.8	20.2	25.7	25.7

Percentage in bands:

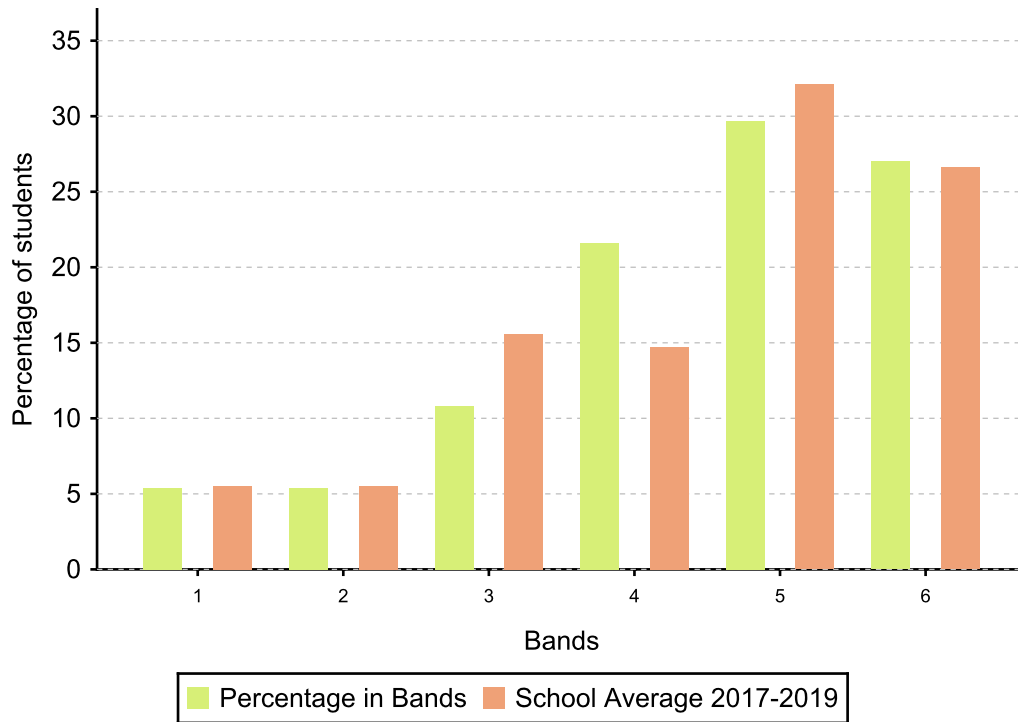
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	5.4	8.1	10.8	32.4	27.0	16.2
School avg 2017-2019	1.9	5.6	17.6	26.9	25	23.1

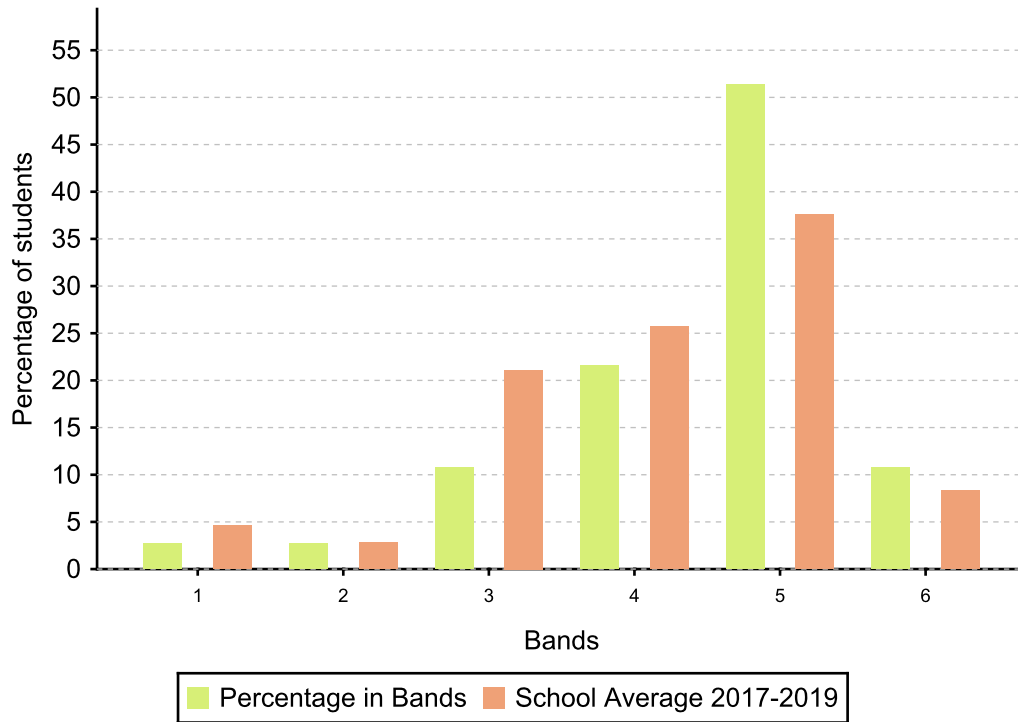
Percentage in bands:

Year 3 Spelling



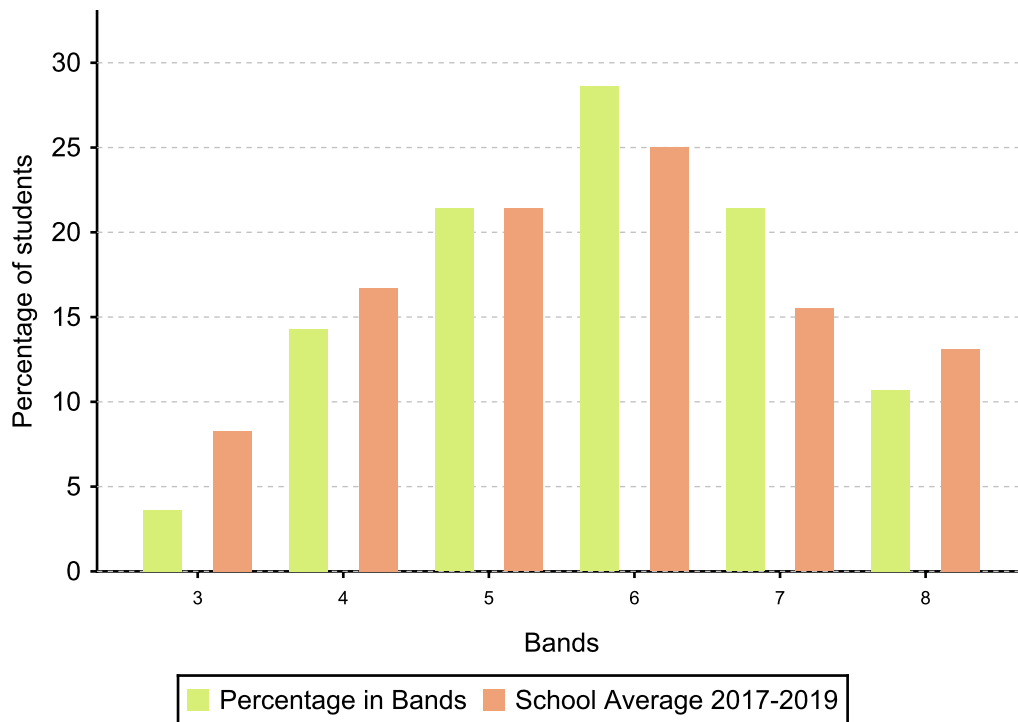
Band	1	2	3	4	5	6
Percentage of students	5.4	5.4	10.8	21.6	29.7	27.0
School avg 2017-2019	5.5	5.5	15.6	14.7	32.1	26.6

Percentage in bands:
Year 3 Writing



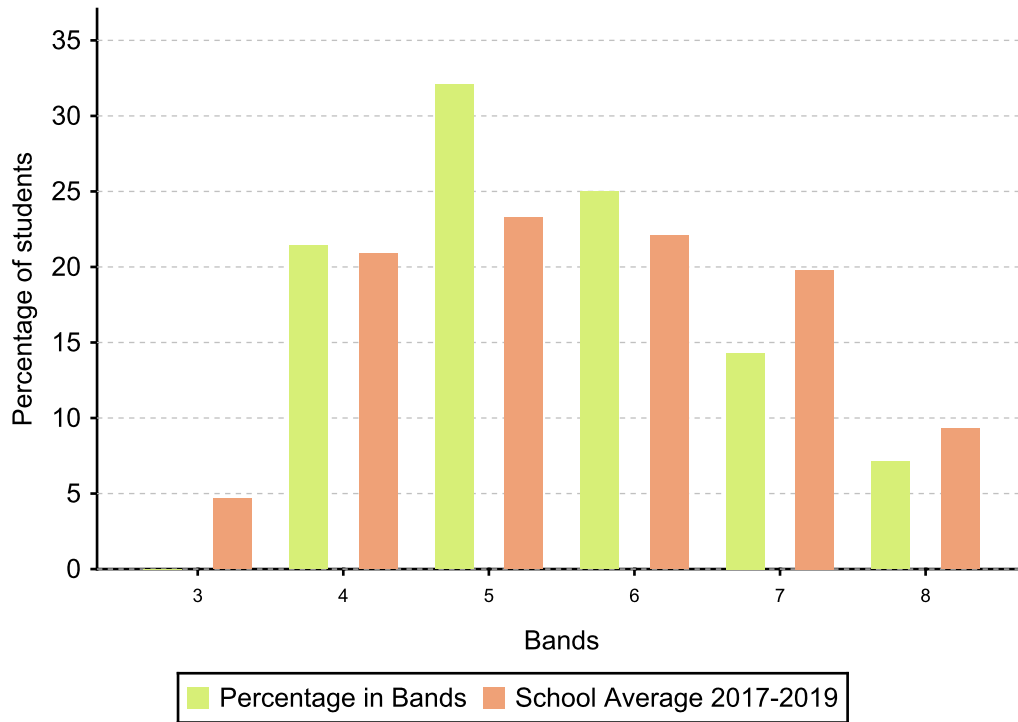
Band	1	2	3	4	5	6
Percentage of students	2.7	2.7	10.8	21.6	51.4	10.8
School avg 2017-2019	4.6	2.8	21.1	25.7	37.6	8.3

Percentage in bands:
Year 5 Grammar & Punctuation



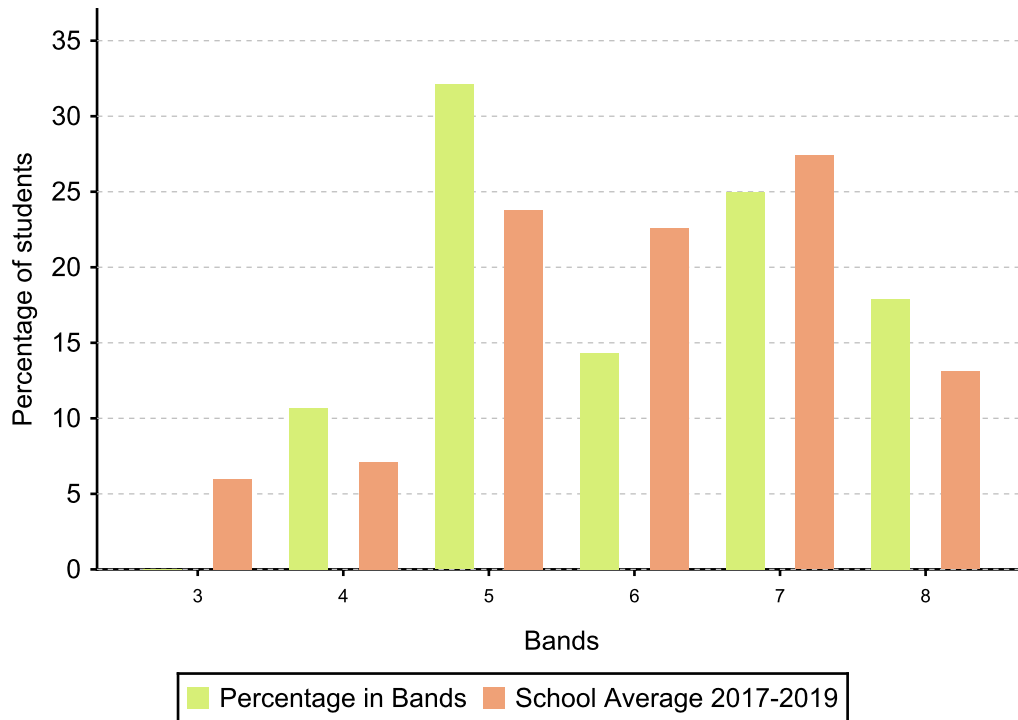
Band	3	4	5	6	7	8
Percentage of students	3.6	14.3	21.4	28.6	21.4	10.7
School avg 2017-2019	8.3	16.7	21.4	25	15.5	13.1

Percentage in bands:
Year 5 Reading



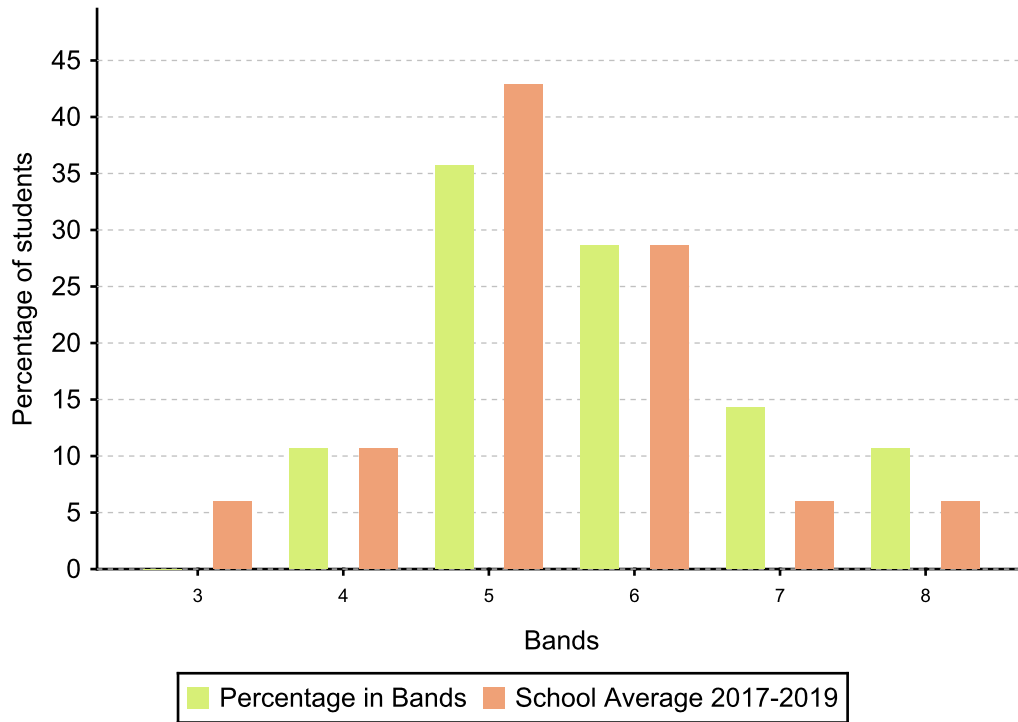
Band	3	4	5	6	7	8
Percentage of students	0.0	21.4	32.1	25.0	14.3	7.1
School avg 2017-2019	4.7	20.9	23.3	22.1	19.8	9.3

Percentage in bands:
Year 5 Spelling



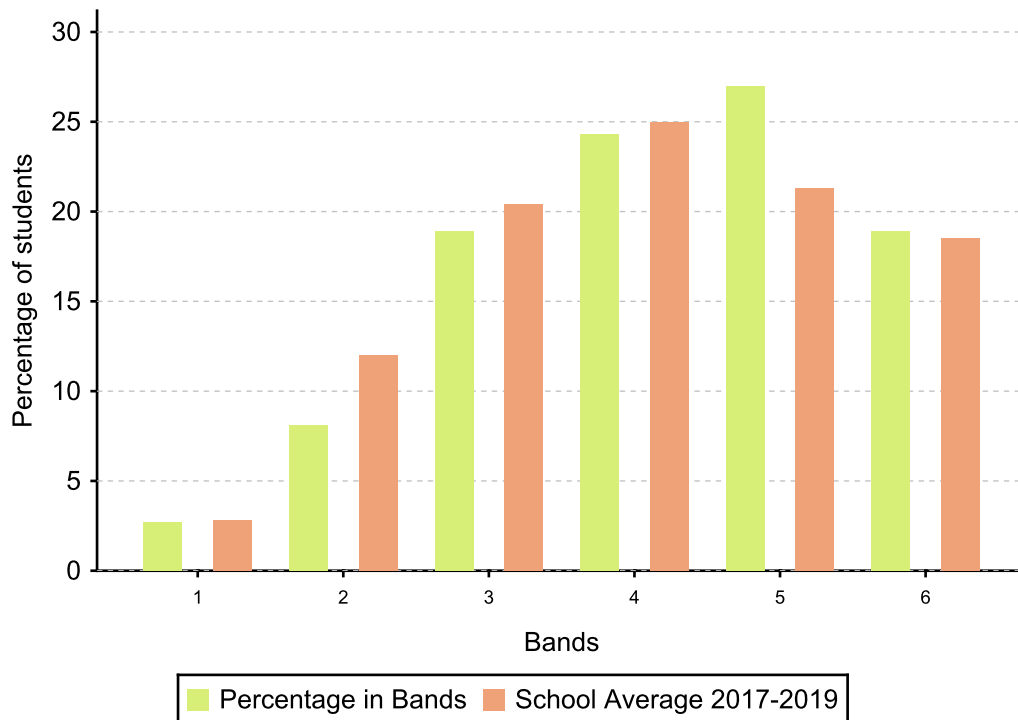
Band	3	4	5	6	7	8
Percentage of students	0.0	10.7	32.1	14.3	25.0	17.9
School avg 2017-2019	6.0	7.1	23.8	22.6	27.4	13.1

Percentage in bands:
Year 5 Writing



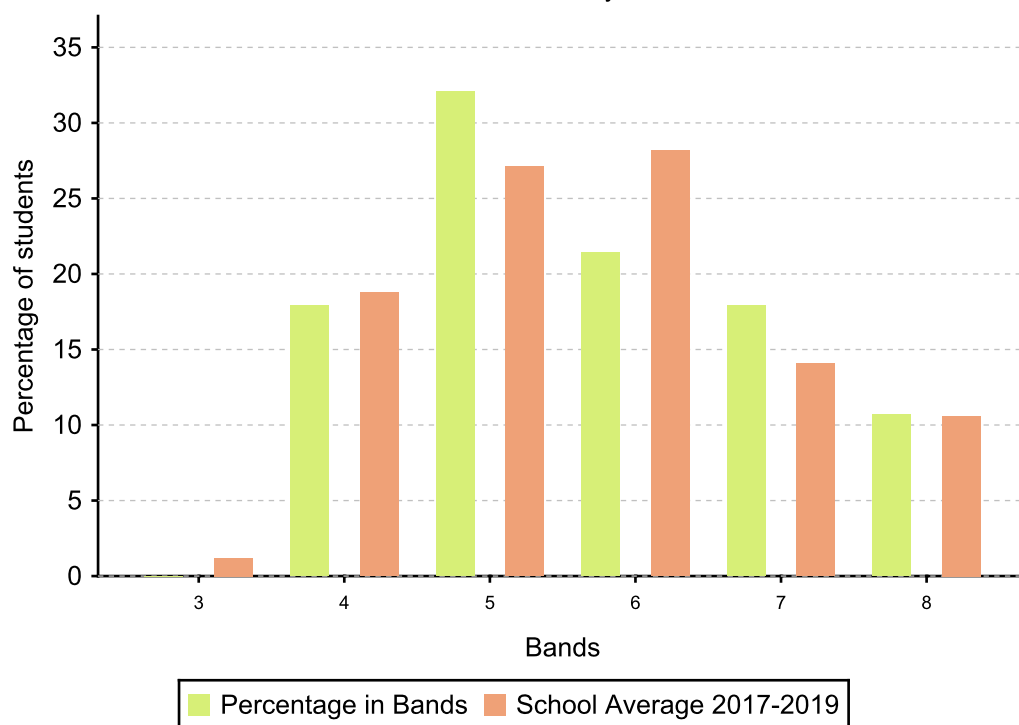
Band	3	4	5	6	7	8
Percentage of students	0.0	10.7	35.7	28.6	14.3	10.7
School avg 2017-2019	6	10.7	42.9	28.6	6	6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.7	8.1	18.9	24.3	27.0	18.9
School avg 2017-2019	2.8	12	20.4	25	21.3	18.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	17.9	32.1	21.4	17.9	10.7
School avg 2017-2019	1.2	18.8	27.1	28.2	14.1	10.6

Parent/caregiver, student, teacher satisfaction

Each year our school partners with 'The Learning Bar' to seek the opinions of students, teachers and parents about aspects of the school. The 'Tell Them From Me' survey was completed by students in Years 4–6 in Term 1 and again in Term 3. Parents and teachers completed the survey in Term 3 only.

Students

Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success. Students from Bert Oldfield Public School completed the Tell Them From Me survey which included nine measures of student engagement alongside the five drivers of student outcomes. Over 95% of students believed they consistently displayed positive behaviour and have positive relationships with peers. Over 90% of students felt that they were intellectually engaged through quality instruction throughout the year and the students indicated that their expectations for success were above other NSW government students. Our schools markers for early signs of disengagement were well below NSW government norms. Student responses indicated that 91% of students had positive relationships well above the NSW government norm of 85%. 86% of students reported being interested and motivated in learning outstripping the NSW government norm which reported to be 78%.

Teachers

The teachers at Bert Oldfield Public School have worked tirelessly throughout the year to provide students with many different academic and extra-curricular opportunities. The staff have actively engaged in many professional learning activities throughout the year to increase their knowledge and understandings to better teach today's students.

Teacher survey results focusing on the Eight Drivers of Student Learning and represented by a 10 point scale with 0 indicating strong disagreement and 10 indicating strong agreement, identified that:

teachers are positive about Leadership within the school (7.7)

there is a culture of Collaboration among staff (7.6)

that the Learning Culture for students is supportive (8.1),

that Data Informs Practice (7.6),

Teachers use Teaching Strategies (7.9) that help assist all students with their learning,

Technology is an important component of teaching and learning (5.7),

the school community is inclusive (8.4) and

there is an established culture of Parent Involvement. (6.6)

Importantly, at Bert Oldfield, students rated Teacher's that they set 'High Expectations for Academic Success' 8.8 out of 10. (The NSW government norm is 8.0).

Parents

Our parents have shown high levels of satisfaction in the school throughout the year. They enjoy being part of a small school and work together with the teachers to provide a diverse range of opportunities and resources. Parents have actively participated in the P&C and through this they run our school canteen and uniform shop 1 day per week, have raised money for the school, and assisted in the organising of many school functions including our very popular Christmas carols night and in 2019, our Colour Run.

In 2019 we had 76 family respondents to the Tell them From Me parent survey. Parents responded to questions about their involvement at Bert Oldfield School. A 10 point scale was used with 10 indicating a strong agreement and 0 indicating a strong disagreement. Responses show;

parents feel welcome at Bert Oldfield (8.1),

parents feel informed at Bert Oldfield PS (7.6) parents feeling strongly that they would be informed immediately if there were concerns with their child's behaviour.

They felt the school supported positive behaviour (8.1).

Parents indicated that they support learning at home (7.6) and the school supports learning (7.1).

Families report that children feel safe at school (7.9) and that Bert Oldfield is an inclusive environment (7.6).

Future Directions for Bert Oldfield

The school has determined from the survey data these future directions as areas of ongoing focus for our school.

- * Further promoting a school culture that demonstrates the building of educational aspiration and ongoing performance improvement across our community and where students become assessment capable learners who take responsibility for their ongoing learning.

- * A strong focus on high quality task orientated feedback to students across all KLAs.

- * Consistent, school-wide practices for assessment and reporting will be used with high a priority given to Visible Learning evidence-based teaching strategies.

- * Strengthening involvement and capacity of parents and carers as well as the P&C as a school leadership body with higher levels of engagement in school governance.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, students of Aboriginal and Torres Strait Island (ATSI) descent received support through the school's learning and support programs and targeted literacy and numeracy initiatives, specifically MultiLit and Macqlit, targeting students' individual literacy and numeracy skills through small group and one to one support. The development of Personalised Learning Plans enabled our two ATSI students to identify pertinent learning goals that would assist in supporting their learning journeys and provide general and targeted support. These PLP's inclusive of the involvement of the student and their parents and carers.

To maximise students' capacity to engage in learning, funding was utilised to provide aide support for Indigenous students and to supplement our learning and support program, strengthening their access to the curriculum. All students have benefited from the embedding of Aboriginal and Torres Strait Islander histories and cultures within all units of work and programs.

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

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2019, 79% of students attending the school came from a variety of 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 2019, Harmony day continued the message of Everyone Belongs, a message of multicultural inclusivity was cast out by our fantastic harmony day celebrations, involving our students in several culturally based artistic groups.

The English as an Additional Language or Dialect teacher (EAL/D) was allocated additional staffing component again this year, growing to 8 days per week allocation based on an increasing number of New Arrivals. The EALD teaching staff has continued to implement a 3–tiered program of support for our 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 EALD teacher completed their accreditation in the TELL (Teaching English Language Learners) program, enhancing their knowledge of the importance of ensuring a solid foundation in order to be successful in the independent stages of English language proficiency.

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 and ensured the acknowledgement and celebration of diversity through a number of multicultural days and activities