

2020 Annual Report

Bert Oldfield Public School



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Introduction

The Annual Report for 2020 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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School vision

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 260 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. 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.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

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>The 2018 - 2020 Strategic Plan had a strong focus on professional learning 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 embedded within our pedagogical approach at the lesson level, with a focus on learning intentions and success criteria evident for a significant percentage of staff. Our walkthrough data from our self-evaluation process in 2020 and our data triangulation as part of the LEED initiative has, however, questioned the extent to which our practices are embedded across a range of staff. Less than 25% of lessons observed incorporated all elements of a visible learning approach articulated through our BOPS pedagogical framework.</p> <p>The 2018-2020 plan implemented significant TPL in deep professional learning in Focus on Reading Phase 2 for the entire staff, an evidence based</p>	<p>QTSS Funding - Instructional leadership</p> <p>RAM equity- Flexible funding</p> <p>Operational Budget</p> <p>Teacher Professional Learning budget</p> <p>Literacy and Numeracy Budget</p>

Progress towards achieving improvement measures

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. In 2020, 2 members of staff completed their professional learning in Stage One L3 pedagogical approaches to literacy learning through a peer coaching model.

The staff have 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.

All staff commenced and completed the Building Blocks for Numeracy (BBFN) 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. A review of the implementation of BBFN has highlighted the need for further collective learning and planning of programs to ensure that our maths teaching practices are further enriched.

Our Instructional Leader (IL) Pedagogy designed and delivered a professional learning course for all staff in 'Effective Writing Instruction', based on the research of Dr 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.

Stage planning days monitored pertinent data regarding 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.

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 outlines the processes that the school follows when appraising teachers and administration staff. This policy includes a schedule to reach 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 provided had the aim of teacher's reflecting on their progress

Progress towards achieving improvement measures

towards their defined goals, and ongoing professional development.

The school developed expectations and processes which 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 as well as PAT reading. 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 2020 based around its strategic importance and desire to expand support for learning into both the teaching and learning world and incorporation of the 'digital technologies'.</p> <p>By the plan's third year, 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>Over the plan's time, 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 related to teacher PDF (Professional Development Framework) professional learning goals. Achievements included the 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. Recent walkthrough data to determine the level of impact of these elements indicated a patchy, at best, approach to implementation at the coal face, and a need for renewed focus and strategy moving forward.</p> <p>The development in an Instructional Leader Information and Communication Technology position for two days per week significantly enhanced several teachers' skills in the more effective integration of ICT (Information Communication Technology) skills, with a focus on the introduction of the Digital Technologies component of the Science and Digital Technologies</p>	<p>QTSS Funding - Instructional leadership</p> <p>RAM equity- Flexible funding</p> <p>Operational Budget</p> <p>Teacher Professional Learning budget</p> <p>Literacy and Numeracy Budget</p>

Progress towards achieving improvement measures

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. IN 2020 teacher's skill in implementing and working with an online learning platform excelled due to COVID operational realities, skills which have carried over to some extent within a more 'normal' operational environment.

The leadership team provided opportunities for teachers to observe their colleagues in the delivery of L3 pedagogical approaches, the modelling of explicit teaching in reading and writing, and the explicit teaching of mathematics. New career teachers were provided with 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. This element was not conducted particularly well within the last year and in the presence of possible funding in 2021 will need a greater time allocation afforded our most developing teachers.

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 through a greater or lesser degree. Several staff members successfully maintained accreditation at proficient, and one teacher gained accreditation at proficient level.

The capacity for staff to engage in professional learning beyond the school was a challenge in 2020. Professional learning was provided either in-house or online. There was increased focus on developing teachers' technology skills as they met the demands of providing for learning from home.

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

Evaluation	Funds Expended (Resources)
<p>There was 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. 2020 has been a difficult year to engage the community onsite, but this remains a focus moving forward to the next strategic plan.</p> <p>2020 did provide opportunities for all parents to participate in their child's educational life as we met the challenges of learning from home, digital assemblies and events. These were possible through the use of Microsoft 365, ZOOM, and the uploading of videos to the school's website.</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</p>	<p>RAM equity- Flexible funding</p> <p>Operational Budget</p> <p>SMARTY GRANTS- Community HUB</p>

Progress towards achieving improvement measures

practices, with a view to reacting to the information and feedback.

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. Longitudinal data analysis indicates that there is strong support for our school systems and practices, but many areas are trending downward on TTFM and this will need to be addressed.

Our Community HUB continues to provide learning opportunities for our families, development of social cohesion, and the establishment of successful partnerships with outside family and child support organisations continues and will be an ongoing focus. Data collected in 2019 indicates a successful structure, with 2020 data still being sourced and analysed.

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

Evaluation	Funds Expended (Resources)
<p>Schools and families remained genuine, partners in our students' education. 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. Our data indicates a level of lack lustre support for attendance at learning events and this is an area for future growth.</p> <p>Parents were offered opportunities for self-growth and the development of new skills. These included opportunities such as computer courses, first aid courses, and a Certificate IV in Student Services. These courses implemented through the Community Hub provided skills that parents may use within the home, or possibly 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 meetings providing an opportunity to contribute to issues of school governance and general operation. 2020 saw an interruption to the opportunities for parents to be part of school life and we are embracing the increased capacity for our parents to be strong contributors to school life in 2021 and beyond.</p>	<p>Operational Budget</p> <p>SMARTY GRANTS - Community HUB</p>

Next Steps

Moving forward to the next strategic planning cycle, the role of Instructional leadership delivered by expert teachers as a key component of Professional learning and teach capacity building will remain, with potentially a greater level of strategic resourcing allocated. Further support through instructional leadership related to the integration of Information and Communication technologies across key learning areas will require ongoing resourcing and the identification of staff that have proficiency in this area. The creation of flexible time to support teacher professional learning through coaching

and mentoring strategies, as well as strategies such as instructional rounds. The use of QTSS and Ram funding will be the cornerstone of this strategic resource.

Ongoing data analysis continues to point at a significant focus on literacy and numeracy and for school leadership to strategically resource teacher capacity building around effective classroom practice and data driven practice. Visible learning strategies in the classroom, though a key component of professional development over the 3 years of the current school plan, remain as an area of development, particularly those pertaining to student self-assessment, student goal setting and quality feedback to students. The use of our weekly stage meeting format for collaborative planning will need to continue to promote the more effective inclusion of summative and formative assessment to inform teaching and learning.

With the NSW DET heralding a new K - 2 English Syllabus, relevant and evidence-based pedagogies will need to be researched, sourced for ongoing implementation to support literacy and numeracy growth and development.

Sharing our students learning journey with their parents and carers will continue to develop beyond 2020. The COVID 19 learning from home environment led to significant professional learning for all teachers in their awareness of and capacity to integrate digital platforms into their teaching and learning programs, as well as enhancing systems of communication via web 2.0 technologies.

Our Community HUB will again be a part of our school beyond 2020. It continues to provide learning opportunities for our families with continuing focus on the development of social cohesion, successful partnerships with family and child support organisations.

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>The current school plan's focus on authentic learning continued through the prioritisation of collaborative approaches. 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. 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 3-year focus of 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 has meant 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. Developed English units of work that had real world authentic connections included Accepting Difference, Power and Glory, Challenges and Achievements, Connectedness, Global Responsibilities, Journeys, Look Again, Dealing with Conflict and Explore, Create, Discover. All units of work were designed to challenge students and provide them with deep thinking opportunities which develop perspectives, problem solve issues and expose them to many current rich multi-modal texts.</p> <p>All maths programs have been developed with daily problem solving embedded. Students display their maths knowledge and can transfer this knowledge to the solving of authentic problems, providing context to their learning and allowing them to relate their learning to real-life.</p> <p>Data sources both qualitative, and quantitative highlight inconsistencies related to student performance and item analysis indicate that a more explicit approach to problem solving within maths across domains is warranted and should be targeted within the next strategic cycle as an initiative.</p>	<p>QTSS Funding - Instructional leadership</p> <p>RAM equity- Flexible funding</p>

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>The current strategic focus on collaborative practice was again evidenced by the extensive professional learning offered as part of our learning teams' structure across all 3 years of the plan, with notable achievements in professional practice.</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 plan and we believe is embedded as a cultural element. 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. However, transference to the coal face is yet to be achieved with consistency and highly effective practice is patchy across the school and is primarily evidenced in English and HSIE programs.</p> <p>Another core achievement of the current plan was the continued implementation of stage planning days, supporting our 5 weekly programming cycle. 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. Our strategically resourced Learning Team approach offered teachers time to collegially reflect and evaluate program design and delivery, as well as data reflection opportunities.</p> <p>Across the current plan, the school has developed and amended scope and sequence documents for each KLA. 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 to follow the school's programming template, and this prompted a more 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 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. Data triangulation suggests teacher capacity to analyse and moderate data effectively with systems and practices to support it is an area of continuing need and targeted TPL.</p> <p>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.</p> <p>Weekly stage meetings 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.</p>	<p>QTSS Funding - Instructional leadership</p> <p>RAM equity- Flexible funding</p> <p>Operational Budget</p>

Progress towards achieving improvement measures

This effective collective mapping of students' progress on the Literacy and Numeracy Progressions also enhanced our capacity to program and differentiate learning experiences. The progressions will have a definite role in the development of student learning goals within Reading and Mathematics to assist our journey to meet system negotiated targets.

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>Within the current strategic plan, we continued several 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.</p> <p>We consolidated our connections with Deloittes through the Australian Business Community Network, and received extensive support from Crestwood and Blacktown Lions groups, supporting an array of fundraising initiatives.</p> <p>Several learning networks were fostered throughout the school plan;s duration. 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 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 created rich assessment tasks that drove teaching practices which best suited the needs of all students. 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 2021 and beyond as we promote a refinement of our Maths scope and sequence and explore and monitor explicit teaching of multi-step math problems through number 'Talk Moves'.</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.</p> <p>A number of K - 2 staff members participated in L3 training and were successful in gaining their accreditation. Two staff members were seconded as Assistant Principal L3 trainers, supporting and developing the literacy learning skills in L3 evidence-based pedagogy across many schools.</p>	<p>Operational Budget</p> <p>Teacher Professional Learning budget</p> <p>Literacy and Numeracy Budget</p> <p>Disability funding</p> <p>Beginning Teacher funding</p>

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

Evaluation	Funds Expended (Resources)
<p>The school's IT resourcing expanded significantly within the current strategic plan and 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</p>	<p>RAM equity- Flexible funding</p>

Progress towards achieving improvement measures

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. Some primary classes engaged in e-portfolio learning through the SEE SAW online application in their classrooms; however, infrastructure and capacity remain significant blockers to greater proficiency.

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.

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>Our school continued its journey to involve our learning community in the life of our school. Overall progress is reflected in the continued development of our student's leadership initiatives through BeeBOPS, continued provision of information and support to parents concerning 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 the current plan period 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.</p> <p>The alliance between Bert Oldfield and Community Hubs Australia continued to grow. The Community Hub project provided an array of opportunity for community members, families, and students, with growth (prior to COVID) 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 IV 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 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 over 400 times throughout the current plan period by parent and community members utilising the Bert Oldfield PS. Community Hub. Over 60 new families engaged with the hub and we had developing attendance at conversational English classes. The Hub has allowed our parents to have a safe and rewarding place to connect with our school.</p> <p>Effective community, business and school partnerships continued, 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</p>	<p>Operational Budget</p> <p>SMARTY GRANTS - Community HUB</p>

Progress towards achieving improvement measures

Night where they provide workforce 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 in 2019, and the input and hard labour from corporations such as Deloitte.

At various times throughout 2018 - 2020 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 understanding of the learning opportunities that their child is experiencing.

Next Steps

Moving forward, relating learning to real life experiences is becoming embedded within the school's culture and must continue to drive collaborative planning of curriculum content. Opportunities for collegial planning will be embedded into our planning practices.

Beyond planning, greater participation by teaching staff in observation of expertise and preparedness to receive and give collegial feedback on effective teaching practice, must be strongly resourced through flexible funding sources, and be regarded as an essential element of high impact professional learning.

Beyond 2020, the continued development of our communication systems and delivery of learning opportunities for our parents will be a significant component of supporting the development of our school community's understanding of the curriculum, assessment and teaching and learning practices. The identification of teaching staff beyond the school leadership will be key within this initiative.

Ageing devices and ICT infrastructure reality now confronts us as we attempt to remain at the forefront of ICT capability. Next steps will include the ongoing development of teacher capacity to integrate ICT into teaching, learning, and planning, ostensibly through the strategic resourcing of expertise within the school. Instructional leadership will be required on an ongoing and enhanced basis to support teaching that expertly integrates technology into lessons by teachers. We must ensure teachers are utilising their professional learning in online learning platforms for every student. Engagement with the ET4L infrastructure program "Connecting Metro Schools" has been and should become a reality from 2021 on to enhance to the school's connectivity for online and digital learning.

Our Community HUB will again be a part of our school beyond 2020. It continues to provide learning opportunities for our families with continuing focus on the development of social cohesion and the development of successful partnerships with family and child support organisations. It will continue to be instrumental as a portal to cultural inclusivity and connecting our parents with the educational system and their children's learning.

Ongoing partnerships with the school's Parents and Citizens association continues to grow. Their next steps are related to the enhancement of service delivery, particularly in relation to the canteen, uniform shop and fundraising services.

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 our current plan teachers were able to enhance their knowledge and understanding of the literacy and numeracy continuums and progressions, and developed their capacities to place students 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 focus across all key learning areas.</p> <p>Professional learning within 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. Data inconsistencies as part of the 2020 Situational Analysis revealed a lack of transfer of feedback practice based on task and process, as well as a lack of questioning of students learning and reflection within observed lessons.</p>	<p>QTSS Funding - Instructional leadership</p> <p>RAM equity- Flexible funding</p>

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

We have placed attention 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 do not get things the first time, and that our brains are elastic. Teachers use the language of growth mindset in the classroom, encouraging students to continue trying hard with their learning. Mindfulness lessons have also been a recent focus in all classrooms through our engagement with the Smiling Minds initiative.

To enable students to practice their growth mindset skills teachers offer a variety of learning experiences to challenge students and build their resilience. Students are offered STEM activities which allow them 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.

Operational Budget

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

Evaluation

Funds Expended (Resources)

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 behaviours 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 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 were 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, meet every three weeks.

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 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. Data across 2018 - 2020 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' and mindfulness 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. In 2020 the school experienced interruptions to its Breakfast Club, Gardening Club, Play Pals and Games Club due to COVID-19. Students displayed support for others through being responsive when they see someone seated on the Friendship Seat and were 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.

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 successful awards system. We recognise student contributions to the school and their

Operational Budget

Low SES funding

Progress towards achieving improvement measures

learning frequently through our STAR award system designed by staff. There is a defined process for awarding Star awards and the teachers 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 PDHPE lessons focus on providing students with the skills and strategies to build positive relationships and correctly deal with any type of bullying situations.

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. We have a proactive Student Representative Council (SRC) which has allowed student leaders to develop leadership skills and the student body to have a voice. COVID restrictions in 2020 meant that SRC representatives were unable to continue their defined roles.

Stage 3 students undertook leadership training that has been tailored to meet the specific needs of our school. BeeBOPS was the school's program where stage 3 students led a mixed aged group of children over multiple lessons after being trained prior to each session's delivery. Whole school focuses vary, and have included Indigenous cultures around the world, growth mindset, and the COVID ball games carnival. 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>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 developing their ability to articulate the purpose for the learning and some 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 continuing their development of 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. Again, data inconsistencies between teacher perceptions of their roles in the visible learning space compared to walkthrough data and student's performance data indicate that we have some way to go for full and</p>	<p>QTSS Funding - Instructional leadership</p> <p>RAM equity- Flexible funding</p> <p>Operational Budget</p> <p>Teacher Professional Learning budget</p>

Progress towards achieving improvement measures

consistent implementation.

Process 5: Teachers monitor and respond to student progress.

Evaluation	Funds Expended (Resources)
<p>Across the current plan, teachers 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 recorded data on defined elements of PLAN2 and the monitoring of student progress on PLAN2 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. 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 PLAN2 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 the plotting of these students aligned to the Literacy Progressions.</p> <p>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 engaged 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 analysed data including school-based assessment, NAPLAN results, ICAS and other standardised tests results, as well as PLAN and PLAN2 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 under performing students, inform program directions, quantify the impact that we are having on learning, identify response measures and celebrate teaching and learning achievements. The LEED data triangulation process has been invaluable in clarifying our current position across many elements of our school learning</p>	<p>Literacy and Numeracy Budget</p> <p>Disability funding</p>

Progress towards achieving improvement measures

program.

Process 6: Implementation of the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>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'.</p> <p>We continued with our 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. Our 'Green' PBL tier has grown and our data now tells us that more than 96% of our students are catered for by our universal behavioural systems.</p> <p>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. We have 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 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.</p> <p>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.</p>	<p>Operational Budget</p> <p>LOW SES funding</p>

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

Evaluation	Funds Expended (Resources)
<p>The implementation of Every Student Every School acknowledges that some students require additional support to access the full range of education opportunities and to achieve and ensure lifelong learning. We have implemented a comprehensive Learning and Support program that details processes and practices to support the learning needs of diverse learners.</p> <p>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</p>	<p>LOW SES funding</p>

Progress towards achieving improvement measures

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 is required for a referred student, and both parents and teachers were made aware of support structures being considered. Our '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. The 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 an 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 several 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 in 2018 and 2019 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 embracing 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.

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 provides 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 display 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.

Progress towards achieving improvement measures

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

Those students who are interested in sport were able to participate in a gymnastic program provided by a 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>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. Pre COVID, 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 terrific 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>We recognise that parent engagement with the school has a significant impact on the learning outcomes of our students. 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 as 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. Several teachers utilised the digital platform 'Class Dojo' to communicate to parents learning stories from the class and track individual student issues.</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 Meet the Teacher breakfasts enabled parents and carers 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. Each year, at the</p>	<p>Operational Budget</p>

Progress towards achieving improvement measures

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 stayed connected with parents through formal, and informal means. The school ensured 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.

Next Steps

Wellbeing and engagement are culturally embedded within our school ethos and are firmly focused on recognising and supporting student individual learning needs. Next steps include enhancements to systems and processes that enable the effective tracking of student attendance, the continued focus on growth mindset, cultural awareness, and connection to country.

Teacher capacity to differentiate learning will be supported through high impact professional learning. The next strategic plan will aim to develop teacher capacity to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning and increase challenge.

Social and emotional capacity building as a component of overall student wellbeing will similarly be an ongoing focus area, incorporating the relationships strand of the PDHPE syllabus and the personal and social learning continuum within all KLA programs, adapted to allow students to thrive and be more focussed and engaged learners.

The development of student assessment capability so that most students can define learning goals, articulate their learning, and understand what they need to learn next to enable continuous improvement will be an ongoing pursuit.

The continual growth of our school data culture incorporating the collection, analysis and use of rich information to improve student learning must remain plotted on our development map. The use of high impact professional learning in data literacy, formative and summative assessment practice, and the development of teacher proficiency in the use of PLAN 2 learning progressions will be a continuing step. Our ability to effectively differentiate learning for every student will remain reliant on our teacher's ability to use data effectively for learning.

The development of systems, practices, cultures, and attitudes to support the monitoring of effective teacher practice will be central in our journey of continuous improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Targeted student support for refugees and new arrivals		<p>Refugee students support was again provided through the EALD program and SLSO support. 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 teacher capacity and provide bilingual support for transference of students first language. The data triangulation process indicates a narrower scope of focus and concentration around reading and mathematics to assist in our progress towards our system negotiated targets.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	129	142	149	140
Girls	118	128	139	127

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	90.8	91	86.1
1	94.4	93.9	91.4	83
2	93.6	93.8	92.6	83.8
3	93.6	91.8	91.6	83.9
4	94	91.5	93	83.4
5	95.8	94.5	88.4	82.9
6	92.1	94.6	92.6	79
All Years	94.4	92.7	91.5	83.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	9.46
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	1.6
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	89,211
Revenue	2,753,646
Appropriation	2,652,020
Sale of Goods and Services	1,242
Grants and contributions	98,966
Investment income	332
Other revenue	1,086
Expenses	-2,704,809
Employee related	-2,484,925
Operating expenses	-219,884
Surplus / deficit for the year	48,837
Closing Balance	138,048

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	17,944
Equity Total	380,611
Equity - Aboriginal	2,120
Equity - Socio-economic	41,987
Equity - Language	218,033
Equity - Disability	118,471
Base Total	2,074,693
Base - Per Capita	69,265
Base - Location	0
Base - Other	2,005,428
Other Total	143,905
Grand Total	2,617,152

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Bert Oldfield Public School seeks the opinions of parents, students and staff through a range of evaluative practices. In 2020 we utilised the Tell Them From ME (TTFM) surveys to gain student, parent and teacher feedback regarding student engagement, wellbeing and learning, teacher satisfaction and parent perceptions of the school as well as parental involvement in the school. The responses indicated :-

Key findings from the TTFM student data where results were above the state mean:-

- 88% of students display positive behaviour which is above the Government norm of 83%
- 92% of students try hard to succeed in their learning
- 96% of students value schooling outcomes believing that schooling is useful in their everyday life and will have a strong bearing on their future

These drivers of student outcomes were also rated by students above the state mean:-

- Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives
- Students find class instruction relevant to their own lives
- Students feel that they have someone at school who consistently provides encouragement and can be turned to for advice
- Students feel that teachers are responsive to their needs and encourage independence
- School staff emphasise academic skills and hold high expectations for all students to succeed

Key findings from the TTFM parent data where results were above the state mean:-

- Parents support learning at home and spend time supporting their children with their homework
- Parents believe that the school supports positive behaviour and that their child is safe at school
- Parents believe that the school is inclusive and teachers help children make positive friendships
- The majority of parents would recommend the school to other parents

Key findings from the TTFM teacher data where results were above the state mean:-

- Teachers employ a variety of teaching strategies, helping students set learning goals and providing feedback on their progress
- Teachers assist students utilise technology to undertake research using technology and assist them with any barriers to using interactive technology
- Teachers ensure that the school is inclusive

Future Directions

A continued focus for our school will be assisting students to develop positive relationships at school. While BOPS remained slightly below the Government norm for victims of bullying at school, this will continue to be an important focus area. Student engagement will be a focus in the 2021-2024 School Improvement Plan through a number of targeted initiatives. Staff identified technology as an ongoing focus for development so that students and staff have more opportunities to use computers or other interactive technology to analyse, organise, and provide immediate feedback to students. Additionally, teachers believe student outcomes could be improved by increasing the opportunities to share student learning goals with parents.

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.

Bert Oldfield Public School has a commitment to ensuring that students from an Aboriginal background are offered learning experiences that support their needs and provide for the attainment of their educational goals. Students of Aboriginal and Torres Strait Islander background were provided with in-class support through the school's learning and support programs and targeted literacy and numeracy initiatives, including MultiLit, MacqLit and QuickSmart. Personalised Learning Plans are developed for Aboriginal students and these allow time for teacher consultation and engagement with parents/carers for the identification and monitoring of individual learning goals. Class teachers were able to provide strategies for these goals to be achieved, and the school provided further support through the deployment of SLSO's.

All students are provided opportunities to engage in learning experiences which deepen their knowledge and understandings of Aboriginal culture, language, and connection with Country.

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.

Bert Oldfield Public School promotes inclusion and equity and aims to ensure that no student, staff member, or member of our community experiences racism at school. The school's EAL/D teacher is the designated Anti-Racism Contact Officer.

Our 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.

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.

At Bert Oldfield Public School 79% of our students come from a range of cultural and language backgrounds. We celebrate the different cultures and provide learning experiences which allow for all our students to deepen their understanding of different cultures and broaden their perspectives as a global citizen. Class learning programs support this commitment, and the school embraces incursions and multicultural activities and days which foster inclusivity and harmony. Our EAL/D teaching staff provide support for our EAL/D students through a 3-tiered approach which offers appropriate interventions, developing English language proficiency.

The school's Community Hub provides social and educational opportunities for all members of our school community, with a focus on our families from diverse cultural backgrounds. It serves to engage and connect all members of the school community.

