2021 Annual Report

Bert Oldfield Public School

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 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, a Department of Education school within the Bungarribee network of schools with an enrolment of 260 students, has been an integral part of the Seven Hills community since 1959. The school fosters connections with the broader education community, in particular the Blacktown Learning Community, and enjoys the support of community groups such as Lions, Deloitte, and Probis Clubs. The school serves a diverse range of students from an array of cultural backgrounds, with over 79% of students from a language background other than English and 2% from an Aboriginal and Torres Strait Islander background. Some of these children are from a refugee background. Our parent community is aspirational for their children's schooling success, value their connections with the school, and support the school and its initiatives. The dedicated staff, in partnership with the school's parents and carers and the wider school community, work collaboratively to provide quality programs, practices and opportunities designed to achieve positive educational outcomes for all students. Our core values are embedded in, and drive, our wellbeing programs. The school provides equitable and inclusive learning experiences which support, challenge, and foster student engagement, and enable the development of the whole child, building academically and socially capable citizens.

Our high priority areas are continuous improvement in literary and numeracy, data driven decision making, evidence based explicit teaching practice, and high impact teacher professional learning. We have a strong collaborative culture that underpins the successful implementation of our quality programs and practices.

We believe in the importance of students and staff taking ownership of their learning. We find creative solutions, take on feedback, and use our strengths at challenging times to reach our goals.

We are committed to making a difference for every student and creating assessment capable learners who are connected to their learning, succeed in every aspect of their lives, and thrive and learn through engagement.

We support and enhance the development of cultural awareness, inclusivity and deepening understanding of Indigenous language, culture, and connection to Country, and have developed partnerships with the Nurragingy AECG and the school Community Hub.

Through a rigorous self evaluative process incorporating external validation, reflections on the achievements of 2018-2020 planning cycle and the development of our current situational analysis, we have identified an ongoing need to continuously develop effective classroom practice within a high expectations learning culture. Our leaders will support and monitor the ongoing development of data driven practices and the development of a shared understanding of effective assessment to deliver quality differentiated instruction to all students in a supportive learning environment.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that student learning outcomes and growth in reading and numeracy are maximised, and that student performance is consistently monitored and supported meeting the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Teacher Capacity
- Excellence in Planning and Delivery

Resources allocated to this strategic direction

QTSS release: $50,453.10
English language proficiency: $13,477.99
Low level adjustment for disability: $42,194.40
School support allocation (principal support): $16,177.73
Literacy and numeracy: $10,292.06
Literacy and numeracy intervention: $30,317.17
Professional learning: $12,000.00
Per capita: $19,000.00

Summary of progress

The intent of Strategic Direction 1 initiatives is to Improve classroom practice through potent program and pedagogy employment, with a particular focus on the 'What Works Best' themes of explicit teaching and high expectations. We have progressed towards this through professional learning based on meeting teachers' personal learning needs, program implementation and student learning needs. Our focused professional learning needs were also dictated by ongoing data analysis and assessment information.

Targeted staff were trained in the implementation of InitiaLit and all staff had their knowledge and understanding of the mathematics proficiencies developed through face to face TPL, delivered by an instructional leader.

The instructional leader position supported teachers through lesson demonstration and coaching, with a predominant focus on learning intentions and success criteria within instructional practice and the school pedagogical framework for lesson design.

During remote learning professional learning focused on the High Potential and Gifted Education policy modules, Visible Learning elements as a part of lesson design, and MS365 digital platforms operational elements. There was also a focus on the provision of 'challenge' within individual stage teams within the learning from home provided resources.

Our focus on developing students as assessment capable learners continues with a renewed focus in 2022 with the development of student learning goals and practices to enhance each students capability to self assess.

TOP Ten as an evidence based approach did not progress and will be deferred to 2022. This will also include the reiteration of our school mathematics scope and sequence to better align with the 2022 draft mathematics syllabus and the new K-2 syllabus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 bands of NAPLAN reading by 3%.	The proportion of Year 3 students achieving in the top 2 bands of NAPLAN reading increased by more than 3%. The proportion of Year 5 students achieving in the top 2 bands of NAPLAN reading increased by more than 3%.

Increase the proportion of students achieving in the top 2 bands of NAPLAN Numeracy by 3%. (upper bound target)	The proportion of Year 3 students achieving in the top 2 bands of NAPLAN Numeracy increased by more than 3%. The proportion of Year 5 students achieving in the top 2 bands of NAPLAN Numeracy increased by more than 3%.
At least 70% of students completing Year 3 and Year 5 will have achieved at a stage appropriate level of the Understanding Texts sub element of the Literacy Progressions.	Less than 70% of Year 3 students have achieved stage appropriate levels for the understanding texts sub element of the Literacy Progressions. Less than 70% of Year 5 students have achieved stage appropriate levels for the understanding texts sub element of the Literacy Progressions.
At least 70% of students completing Year 3 and Year 5 will have achieved at a stage appropriate level of the Quantifying Numbers sub element of the Numeracy Progressions.	Less than 70% of Year 3 students have achieved stage appropriate levels for the Quantifying Numbers sub element of the Numeracy Progressions. Less than 70% of Year 5 students have achieved stage appropriate levels for the Quantifying Numbers sub element of the Numeracy Progressions.
At least 70% of students completing Year 3 will have achieved at a stage appropriate level of the Additive Strategies sub element of the Numeracy Progressions.	Less than 70% of Year 3 students have achieved stage appropriate levels for the Additive Strategies sub element of the Numeracy Progressions. Less than 70% of Year 5 students have achieved stage appropriate levels for the Additive Strategies sub element of the Numeracy Progressions.
The proportion of EAL/D students achieving expected growth is 70%.	The proportion of EAL/D students in Year 5 NAPLAN reading (developing phase) achieving expected growth was 70% The proportion of EAL/D students in Year 5 NAPLAN reading (consolidating phase) achieving expected growth exceeded 70% The proportion of EAL/D students in Year 5 NAPLAN Numeracy (developing phase) achieving expected growth was 70% The proportion of EAL/D students in Year 5 NAPLAN Numeracy (consolidating phase) achieving expected growth exceeded 70%
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy to 53.3%.	The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy exceeded 53.3%.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading to 56..3%.	The proportion of Year 5 students achieving expected growth in NAPLAN Reading exceeded 56.3%.

Strategic Direction 2: Every Student is Known, Valued and Cared for

Purpose

To ensure that each child is provided an environment which values them, offers engaging and relevant learning experiences, builds resilience, confidence and self-efficacy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engaged and Successful Learners
- Supporting Social and Emotional Capacity Building

Resources allocated to this strategic direction

English language proficiency: $109,270.80
Low level adjustment for disability: $78,463.50
Socio-economic background: $33,004.24
Refugee Student Support: $763.05
Aboriginal background: $2,181.72
Per capita: $46,819.97
: $0.00

Summary of progress

Progress on Strategic Direction 2 has been achieved predominantly from a maintenance perspective. In 2021 we refined our school attendance policy and introduced enhanced monitoring systems. The alternative operational environment of 2021 for 16 weeks impacted on our attendance data, systems and processes.

Initiatives to pursue a growth mindset within students incorporating risk taking, resilience and the challenges of the learning pit required high impact professional learning for our staff which was not able to be undertaken due to the different operational environment.

Our data informed Tier 2 and 3 interventions to support students requiring adjustment and accommodations progressed, with many students accessing the Learning and Support teacher, EAL/D teacher, the Intensive Learning and Support teachers and targeted programs such as MultiLit/MiniLit. During COVID 19 restrictions, Tier 2 and 3 supports operated remotely through MS TEAMS with 1 to 1 support provided through remote resources. Our ILSP face to face and remote program had significant success across Years 1 - 6, with all students progressing within their targeted areas of Understanding Texts and Quantifying numbers.

A focus on differentiated programming continued in a revised format due to restrictions, with our weekly staff collaborative learning teams operating in a predominantly remote capacity, but again significantly impacted by the off site teaching and learning environment.

Our focus on a digital home school connection was enhanced through the MS 365 teams environment with students developing their abilities to share their work on an e- platform.

A deepening understanding of cultural diversity and the importance of connection to Country were addressed through our learning programs, ensuring the general capabilities components and cross-curricular priority areas of the NSW curriculum were embedded.

When building students' social and emotional capacity, our PBL and wellbeing systems incorporating Kids Matter and mindfulness lessons were re-implemented to ensure the delivery of consistent expectations for learning and behaviour. In 2021 the PDHPE syllabus area was strongly supported through the implementation of sequenced lessons within our school well-being framework, the physical literacy continuum and the social learning continuum. Ongoing provision of activities and programs that allow for student voice and leadership enhancement were implemented in a revised format.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There will be an uplift of 3% of students attending greater than 90% of the time.	Scout data indicated that there was an uplift of greater that 3% of students attending more than 90% of the time in 2021 compared to 2020. This data needs to be interpreted in light of how attendance during the COVID isolation periods was interpreted and monitored.
There will be an uplift of 3% of students reporting a positive sense of belonging.	Tell Them From Me survey data indicated that there was a 6% drop in the percentage of students reporting a positive sense of belonging. This result needs to be considered in light of the COVID 19 restrictions and the learning from home period.
TTFM data relating to positive relationships, positive behaviour at school, interested and motivated, and skill challenge is equal to, or above, NSW norms and maintains equity from Year 4 to Year 6.	Tell Them From Me survey data did not assess the 'Positive Relationships' element in 2021. Tell Them From Me survey data did not assess the 'Interested and Motivated' element in 2021. Tell Them From Me survey data did not assess the 'Skill Challenge' element in 2021. The percentage of Year 6 students with a 'positive sense of belonging' when in Year 4 in 2019 compared to Year 6 in 2021 decreased.
School self assessment of the Learning domain, elements 'Learning Culture' • Attendance- Delivering to sustaining and growing for most staff School self assessment of the Learning domain, elements 'Well-being' • Caring for students - Delivering to Sustaining and Growing for most staff • A planned approach to well-being - Delivering to Sustaining and Growing for most staff • Individual learning needs - Delivering to Sustaining and Growing for most staff • Behaviour - Delivering to Sustaining and Growing for most staff.	School based self-assessment on the School Excellence Framework 'Learning Culture' element in 2021 indicated that we have progressed within the 'Attendance' theme from Delivering to Sustaining and Growing. School based self-assessment on the School Excellence Framework 'Wellbeing' element in 2021 indicated that we have progressed within the 'Caring for Students' theme from Delivering to Sustaining and Growing. School based self assessment on the School Excellence Framework 'Wellbeing' element in 2021 indicated that we have progressed within the 'Having a planned approach to well being' theme from Delivering to Excelling. School based self assessment on the School Excellence Framework 'Wellbeing' element in 2021 indicated that we have progressed within the "Individual learning needs " theme from Delivering to Sustaining and Growing. School based self assessment on the School Excellence Framework 'Wellbeing' element in 2021 indicated that we have progressed within the 'Behaviour' theme from Delivering to Excelling.

Strategic Direction 3: Collective Responsibility

Purpose

To ensure that the school builds a data culture where students, teachers, and leaders collectively value and use data to improve student learning, specific instruction, classroom practices and overall wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of Data to Inform Practice
- Collaborative Practices

Resources allocated to this strategic direction

Professional learning: $6,910.85
Literacy and numeracy: $3,000.00
Literacy and numeracy intervention: $5,000.00

Summary of progress

Strategic Direction 3 has involved maximising the school's human resources so that a variety of learning experiences could be offered to staff to ensure development of their knowledge and skills.

The allocation of school funded instructional leaders ensured that an array of differentiated learning experiences could be provided to meet the needs of each member of staff. Teachers engaged in collaborative programming design and development and were able to collectively monitor and assess the success of these programs. Instructional leaders delivered lessons designed to build teachers' capacities and model specific strategies and pedagogical approaches. Teachers observed not only the instructional leaders, but also 'knowledgeable others' with the goal of enhancing teacher knowledge and the development of consistency in delivery.

Remote learning impacted on the number of opportunities which could be provided for coaching and mentoring activities as well as stage planning days. Prior to learning from home instructional leaders were working on projects with staff building their knowledge, skills, and understandings in areas such as writing, reading digital technologies and Visible Learning. Stage planning days were timetabled twice a term and were a conduit for enhanced data conversations, and program planning based on collaborative inputs. Although remote learning interrupted the provision of these, there were opportunities provided for planning support within stage teams, and feedback provided at the program, and lesson level.

Accompanying the development of collective practices has been a focus on developing data literacy skills and more effective monitoring of student progress. Identified students' progress on PLAN2 progressions was closely monitored by the COVID ILSP tutors and the data used to inform teaching directions. Ongoing tracking by classroom teachers of student progress enabled differentiated learning experiences to be provided. Data has formed the basis of professional discussions and knowledge of students has enabled pertinent learning programs to be designed. The remote learning period impacted on the capacity for teachers to implement formative and summative assessment practices and the ongoing reflection of these results; however, standardised testing results from sources such as NAPLAN, Check in and PAT were able to be used for data conversations.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers assess student progress on PLAN 2 elements - Quantifying Numbers and Understanding Texts	100% of teachers did assess student progress on PLAN 2 Elements - Quantifying Numbers and Understanding Texts
Self assessment of the element 'Assessment' measures indicates improvement from:	School based self-assessment on the School Excellence Framework 'Assessment' element in 2021 indicated that we have maintained Delivering within the 'Formative Assessment' theme.

• Formative Assessment - Delivering to Sustaining and growing for most staff • Summative Assessment -Delivering to Sustaining and growing for most staff • Whole School monitoring of student learning - Delivering to Sustaining and Growing for most staff Self assessment of the element 'Student Performance measures' indicates improvement from; • Student Growth - Delivering to Sustaining and Growing • Internal and external measures against syllabus standards - Delivering to Sustaining and Growing	School based self-assessment on the School Excellence Framework 'Assessment' element in 2021 indicated that we have progressed within the 'Summative Assessment' theme from Delivering to Sustaining and Growing. School based self assessment on the School Excellence framework 'Assessment' element in 2021 indicated that we have maintained Delivering within the 'Whole school monitoring of student learning' theme. School based self assessment on the School Excellence Framework 'Student Performance Measures' element in 2021 indicated that we have progressed within the 'Student Growth' theme from Delivering to Sustaining and Growing. School based self assessment on the School Excellence Framework 'Student Progress Measures' element in 2021 indicated that we have progressed within the 'Internal and External measures against syllabus standards' theme from Delivering to Sustaining and Growing.
School self assessment of the Teaching domain, elements 'Learning and Development' • Collaborative Practice and feedback - Delivering to sustaining and growing for most staff • Coaching and Mentoring -Delivering to sustaining and growing for most staff School self assessment of the Teaching domain, elements 'Data skills and Use' • Data Literacy - Delivering to Sustaining and Growing for most staff • Data analysis - Delivering to Sustaining and Growing for most staff • Data use in Teaching - Delivering to Sustaining and Growing for most staff	School based self assessment on the School Excellence Framework 'Learning and Development' element in 2021 indicated that we have progressed within the "Collaborative Practice and Feedback" theme from Delivering to Sustaining and Growing. School based self assessment on the School Excellence Framework 'Learning and Development' element in 2021 indicated that we have progressed within the "Coaching and Mentoring" theme from Delivering to Sustaining and Growing. School based self assessment on the School Excellence Framework 'Data Skills and use' element in 2021 indicated that we have progressed within the "Data Literacy" theme from Delivering to Sustaining and Growing. School based self assessment on the School Excellence Framework 'Data Skills and use' element in 2021 indicated that we have progressed within the "Data Analysis" theme from Delivering to Sustaining and Growing. School based self assessment on the School Excellence Framework 'Data Skills and use' element in 2021 indicated that we have progressed within the "Data use in Teaching" theme from Delivering to Sustaining and Growing.

Funding sources	Impact achieved this year
Refugee Student Support $763.05	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Engaged and Successful Learners **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students **The allocation of this funding has resulted in:** Targeted students' levels of engagement were supported and key skills developed. **After evaluation, the next steps to support our students with this funding will be:** To continue to allocate targeted refugee funding support via SLSO in class support time to enhance learning engagement.
Socio-economic background $33,004.24	Socio-economic background equity loading is used to meet the additional learning needs of students at Bert Oldfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Engaged and Successful Learners **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement tier 2 and tier 3 programs and initiatives to support identified students with additional needs • staff release to increase community engagement. • resource management. **The allocation of this funding has resulted in:** Students that required adjustments and accommodations received one to one and in class small group support to enhance their engagement and access to the curriculum. Data from evidence based interventions showed positive growth for most students participating in tier 2 and 3 programs. The COVID 19 operational environment impacted heavily on access for our SLSO staff. Their roles changed to enhance community engagement and resourcing. **After evaluation, the next steps to support our students with this funding will be:** To monitor ongoing student learning data from a range of sources to identify those students that require ongoing and additional support. The allocation of funding based on low SES status will continue to be utilised to provide additional assistance in the classrooms. Allocation of funding may also fund additional resource management.
Aboriginal background $2,181.72	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bert Oldfield Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

Aboriginal background $2,181.72	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Engaged and Successful Learners **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in:** Indigenous students engaging with the curriculum and the provision of a positive learning environment. **After evaluation, the next steps to support our students with this funding will be:** to continue to monitor the learning data of our Indigenous students, and provide responsive interventions for identified areas of need.
English language proficiency $122,748.79	English language proficiency equity loading provides support for students at all four phases of English language learning at Bert Oldfield Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Engaged and Successful Learners • Building Teacher Capacity **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. **The allocation of this funding has resulted in:** . enhanced communication for parents from a non-English speaking background . funding of an additional 2 days per week of EAL/D specialist teacher intervention, enabling continuity of program provision . small group withdrawal for students forming their core English language skills as beginning and emerging English language learners . small group withdrawal for students developing their core English language skills . the enhancement of classroom teachers programs and learning experiences provided for EAL/D students . enhanced professional knowledge for all staff pertaining to the EAL/D progressions . involvement of BOPS staff and the regional EAL/D consultant in the development and delivery of a targeted vocabulary action research project in Stage 2. **After evaluation, the next steps to support our students with this funding will be:** to continue to support English language development through a variety of strategies which include: . ongoing professional learning

| English language proficiency

$122,748.79	. teacher collaborative consultation . design of differentiated learning programs . action research projects . targeted, data informed support.
Low level adjustment for disability

$120,657.90 | Low level adjustment for disability equity loading provides support for students at Bert Oldfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Engaged and Successful Learners
 • Building Teacher Capacity

Overview of activities partially or fully funded with this equity loading include:
 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students and to support teachers in differentiating the curriculum. In addition, instructional leaders developed resources and classroom activities resulting in improvement for students with additional learning needs.
 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting
 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

The allocation of this funding has resulted in:
. small group withdrawal for students requiring adjustments and accommodations to their learning.
. the enhancement of classroom teachers programs and learning experiences provided for students requiring learning and support
. enhanced professional knowledge for all staff pertaining to learning differentiation
. Development of IEPs for targeted students, particularly those requiring supplementary or extensive interventions
. Utilisation of expertise through the instructional leadership positions, coaching and mentoring teachers in differentiated teaching support.

After evaluation, the next steps to support our students with this funding will be:
to continue to support literacy and numeracy development as well as student wellbeing through a variety of strategies which include:
. ongoing professional learning
. teacher collaborative consultation
. design of differentiated learning programs
. action research projects
. targeted, data informed support. |
| Literacy and numeracy

$13,292.06 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bert Oldfield Public School from Kindergarten to Year 6.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Building Teacher Capacity
 • Use of Data to Inform Practice

Overview of activities partially or fully funded with this initiative funding include:
 • online assessment suite subscription to support literacy and numeracy
 • literacy and numeracy programs and resources, to support teaching, learning and assessment
 • targeted professional learning to improve literacy and numeracy
 • teacher release to enable peer observation |

Literacy and numeracy $13,292.06	**The allocation of this funding has resulted in:** . enhanced capacity to regularly collect literacy and numeracy data to inform teaching and learning programs . increased teacher capacity to differentiate literacy and numeracy teaching and learning programs . the development of differentiated teaching and learning programs through weekly team collaborative practice . the development of collective efficacy . . **After evaluation, the next steps to support our students with this funding will be:** . the ongoing renewal of teaching and learning resources for literacy and numeracy.
QTSS release $50,453.10	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bert Oldfield Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building Teacher Capacity **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff through the provision of instructional leadership **The allocation of this funding has resulted in:** . Enhanced teacher capacity to deliver evidence based pedagogies and practices. . The development of differentiated teaching programs across all key learning areas. . creation and management of data systems and practices. **After evaluation, the next steps to support our students with this funding will be:** . to create flexible release from face to face opportunities, supporting, coaching, mentoring and peer observations and timely feedback. . supporting data systems and practices. .
Literacy and numeracy intervention $35,317.17	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bert Oldfield Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building Teacher Capacity • Collaborative Practices **Overview of activities partially or fully funded with this initiative funding include:** • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • teacher release to enable peer observation

Literacy and numeracy intervention $35,317.17	**The allocation of this funding has resulted in:** . enhanced capacity to regularly collect literacy and numeracy data to inform teaching and learning programs . increased teacher capacity to differentiate literacy and numeracy teaching and learning programs through evidence based approaches . the development of differentiated teaching and learning programs through weekly team collaborative practice, targeting whole class, group and individual student needs . the development of collective efficacy within literacy and numeracy teaching and learning **After evaluation, the next steps to support our students with this funding will be:** . the ongoing renewal of teaching and learning resources for literacy and numeracy. . enhancement of the APC&I role to provide targeted instructional professional learning and timely feedback on initiative implementation.
COVID ILSP $108,166.46	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Understanding texts and Quantifying numbers • employing staff to provide online tuition to student groups in literacy/numeracy during COVID lockdown- Understanding texts and Quantifying numbers • employing/releasing teaching staff to support the administration of the program, collecting, monitoring and analysing data on PLAN 2 • providing professional learning for COVID educators via MS365 COVID 19 team structure **The allocation of this funding has resulted in:** . the employment of 3 Intensive Learning and Support teachers to an equivalent FTE of 1.4 (this included additional funding allocated through the local high school) . the provision of intensive support for 15 weeks to over 100 stage 1, stage 2 and stage 3 student targeted groups, all who showed progress in whole number and reading comprehension . the provision of intensive support to student online during COVID 19 lock down, via the MS365 TEAMS portal. . the proficient use of online assessment tools to monitor student progress and inform administrative data requirements as well as the next steps in learning . the development of teacher capacity to provide differentiated and intensive learning programs informed by data **After evaluation, the next steps to support our students with this funding will be:** . the continued deployment of an assessment model, identifying students through triangulated assessment, that would benefit from intensive literacy and or numeracy intervention . implementation of an ILSP approach beyond 2021 based on the level of funding.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	142	149	140	127
Girls	128	139	127	128

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8	91	86.1	93.8
1	93.9	91.4	83	92.8
2	93.8	92.6	83.8	93.1
3	91.8	91.6	83.9	93.2
4	91.5	93	83.4	95
5	94.5	88.4	82.9	91.5
6	94.6	92.6	79	92.7
All Years	92.7	91.5	83.3	93.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	8.27
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	138,048
Revenue	2,659,069
Appropriation	2,531,075
Sale of Goods and Services	1,518
Grants and contributions	126,211
Investment income	164
Other revenue	100
Expenses	-2,637,069
Employee related	-2,396,366
Operating expenses	-240,702
Surplus / deficit for the year	22,000
Closing Balance	160,048

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.

	2021 SBAR Adjustments ($)
Targeted Total	763
Equity Total	278,593
Equity - Aboriginal	2,182
Equity - Socio-economic	33,004
Equity - Language	122,749
Equity - Disability	120,658
Base Total	1,965,048
Base - Per Capita	65,820
Base - Location	0
Base - Other	1,899,228
Other Total	151,553
Grand Total	2,395,956

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.

Parent/caregiver, student, teacher satisfaction

Bert Oldfield Public School seeks the opinions of parents, students and staff through a range of evaluative practices. In 2021 we again utilised the Tell Them From ME (TTFM) surveys to gain student, parent and teacher feedback regarding student engagement, well-being and learning, teacher satisfaction and parent perceptions of the school as well as parental involvement in the school. In 2021, the TTFM survey was impacted by COVID 19 and several regular parameters of inquiry were not included in the 2021 survey.

Key findings from the TTFM student data include:

- 66% of students felt a positive sense of belonging. This is a decrease from the 2020 survey.
- 88% of students again indicated that they display positive behaviour which is above the NSW Government norm
- The percentage of students indicating that they are subjected to bullying at school is significantly less than the NSW Government norm
- Students perceive that teachers at Bert Oldfield have high expectations of them for academic success.

Areas for future focus from this survey included the provision of feedback to students about their learning, the availability of staff to provide advice, and a greater focus on connecting students to the school so that they have a greater sense of belonging.

Key findings from the TTFM parent data include:

- Parents reported that two way communication with parents is a positive aspect of Bert Oldfield PS, with the elements of feeling welcome, accessibility to teachers, being kept informed, being listened to about concerns, accessibility to the Principal, clear, concise written information all rated above the NSW Government norm.
- When asked if the school keeps parents informed, respondents indicated that the elements of student reporting to parents and being informed about student behaviour were positive points, and again above NSW Government norm
- Parents also reported positively that Teachers at BOPS show a strong interest in their children, encourage their children to do their best, and have expectations of homework being completed, again, all above the NSW Government norm
- Parents reported that the school supports positive behavior, with the elements of keeping focused in class, teachers maintaining control of each class, and students having knowledge of the school's expectations all above the NSW Government norm
- Parents indicated that they felt their child was safe at school and felt safe going to and from school
- Parents also indicated that Bert Oldfield is a highly inclusive school, rating the provision of additional learning and support, differentiation of learning time, catering for students with special needs, ensuring that students are participating in all school activities and helping students to develop positive relationships were all rated above State norms.

Areas for future focus from the 2021 Parent survey included considerations for when events are scheduled to better allow greater parent attendance, and the capacity of the school administrative staff to assist with general inquiries. Parent also highlighted that they would like more information about their child's social and emotional development and opportunities that may impact on their future. More regular feedback either through more regular reporting or a discussion about their child's progress in a range of subject areas was also highlighted as an area for consideration. Similarly, parents would like to see a wider range of extra curricula activities made available to students, and the further development of systems and practices to deal student behavioral incidents being resolved in a timely manner and enhanced systems for dealing with bullying.

Key findings from the TTFM teacher data included:

- Positive systems for monitoring student progress
- A school environment that is safe and orderly
- School leaders that are supportive during stressful times
- The need for school leaders to have a greater focus on observing teachers delivering lessons' and the provision of feedback to teachers
- A greater focus on professional learning to develop teaching skills
- The need for school leaders to assist in the development of students visible learning goals
- Teachers feel confident that they are supporting individual student learning needs and have strong systems for monitoring student learning
- Teachers have high expectations for their students
- Additional skill development when dealing with behavioural issues was highlighted
- Additional support is required when helping students set challenging learning goals
- School based technology is a strong resource at BOPS, however, the school needs to keep developing the manner in which students and staff use the technology for teaching and learning
- Bert Oldfield Public School are inclusive of all students learning needs, however, greater support defining Individual Learning Plans remains an area of focus.

Overall trend data from the Teacher survey result indicated progress on most surveyed domains, including inclusive

school, leadership, parent involvement, collaborative practice, Learning culture, Data that informs practice, Explicit teaching practice, Visible learning practices and feedback.

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.

Aboriginal Education - School statement

In 2021, Bert Oldfield Public School continued to have a focus on the provision of learning experiences that support the needs of Aboriginal Students and provide for the attainment of their educational goals. Students of Aboriginal and Torres Strait Islander background continued to be provided with in-class support through the school's learning and support programs including MultiLit, MacqLit and Minilit, targeting students individual literacy and numeracy skills through small group and one to one support. All students are making progress across the literacy and numeracy progressions. Personalised Learning pathways 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 and interests. Class teachers were able to provide strategies for these goals to be achieved, and the school provided further support through the deployment of School Learning and Support officers.

All students K-6 participated in a traditional Aboriginal Cultural performance supported through our targeted funding. Through collaborative programming across key learning areas, Aboriginal histories and cultures were included in key content areas as a cross curriculum priority, with all students K-6 engaging 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

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 and in 2021 re-established their skills in anti-racism through the departments Anti-Racism Contact Officer professional learning opportunities.

Our teaching staff are committed to continued implementation of policies relating to multiculturalism and anti-racism and endeavour to ensure that programs being implemented are inclusive.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

At Bert Oldfield Public School 76% of our students come from 44 different cultural and language backgrounds. We celebrate the different cultures and provide learning experiences which allow for all our students to deepen their understanding 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 English as an Additional Language or Dialect teacher (EAL/D) was decreased this year, reducing to three days per week allocation, however, the school funded an additional 2 days per week from operational funding to ensure the EALD program had depth and fidelity and could continue to support students, particularly during the COVID 19 operational environment. The EALD teacher has continued to support new enrolments and their families to settle into the Australian school system.

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. Despite having a significantly impacted year, the Hub continued to operate online to support families and provide opportunities for cultural sharing and workforce preparation.

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