

2022 Annual Report

Bert Oldfield Public School



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Introduction

The Annual Report for 2022 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 Bungarrabee 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 72% of students from a language background other than English and 4% 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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

Professional learning: \$18,412.09

QTSS release: \$49,071.27

Per capita: \$64,433.32

Summary of progress

Strategic Direction one has again prioritised developing teacher capacity and the development of excellence in program delivery to improve classroom teaching and learning practice. To enable these initiatives to be attained, the application of potent programs and evidence-based pedagogies were again employed, with a continuing focus on the 'What Works Best' themes of 'Explicit Teaching' and 'High Expectations'.

High impact professional learning across 2022 has developed teachers' understanding of, and ability to utilise relevant and timely data to inform their teaching practice. This included NAPLAN, Check In assessment, Best Start, PAT reading and maths, PLAN 2 (including the year 1 phonological awareness screener), and the Essential Assessments suite of resources for data collection and analysis. A focus on TOP Ten mathematics commenced along with the extension of 'InitialLit' and 'New Focus on Reading 3 - 6' and the application of these evidence-based practices within the classroom. Tier 2 and 3 interventions continued to be implemented through a number of strategically funded programs. In 2023 we envisage a continued priority with teacher capacity building, particularly with data analysis to inform teaching and learning practice, and an ongoing concentration on the utilisation of Visible Learning approaches and differentiation of learning.

Progress on developing each student's assessment capability was not significant in 2022. A priority focus for 2023 and beyond will be the development of teachers' capacity to help students identify, articulate, understand, track and achieve their literacy and numeracy learning goals.

In respect to our EAL/D (English as an Additional Language or Dialect) and LST (Learning and Support Teacher) teams, a collaborative approach was hindered by the absence of staff within these positions across the 2022 school year. Casual staff filled the positions from time to time. A renewed focus on a collaborative approach will be sought in 2023, aiming to build individual teacher capability to differentiate learning for targeted students at the point of need and with relevance to the EALD learning progressions..

In 2023, data collection will need to be more systematic and ongoing with systems implemented to ensure the regular collection and review of specific data sources, the development of systems to monitor data accountability and the ongoing reflection of progress when using student data sources and teacher and student input. We will also more consistently review staff professional learning needs, as well as ensure more professional discussion related to the school Excellence Framework and themes.

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
The proportion of Year 3 and Year 5 students in the top two bands in NAPLAN reading increases by 5%.	The proportion of Year 3 students in the top two bands in NAPLAN reading did not increase by 5% from 2021 to 2022.

The proportion of Year 3 and Year 5 students in the top two bands in NAPLAN reading increases by 5%.	The proportion of Year 5 students in the top two bands in NAPLAN reading increased, however, did not increase by the targeted 5% from 2021.
The proportion of Year 3 and Year 5 students in the top two bands in NAPLAN numeracy increases by 5%.	<p>The proportion of Year 3 students in the top two bands in NAPLAN numeracy did not increase by 5% from 2021 to 2022. However, the percentage of Years 3 students achieving in the top 2 bands significantly exceeded both State and statistically similar school groups. (SSSG)</p> <p>The proportion of Year 3 and Year 5 students in the top two bands in NAPLAN numeracy did not increase by 5% from 2021 to 2022.</p>
Using the 2021 baseline, an additional 5% of students completing Year 3 will have achieved at a stage appropriate level of the Understanding Texts sub element of the Literacy Progressions.	Using the 2021 baseline, an additional 5% of students completing Year 3 did not achieve at a stage appropriate level of the Understanding Texts sub element of the Literacy Progressions.
Using the 2021 baseline, an additional 5% of students completing Year 3 will have achieved at a stage appropriate level of the Quantifying Numbers sub element of the Numeracy Progressions.	Using the 2021 baseline, an additional 5% of students completing Year 3 did not achieve at a stage appropriate level of the Quantifying Numbers sub element of the Numeracy Progressions.
Using the 2021 baseline, an additional 5% of students completing Year 3 will have achieved at a stage appropriate level of the Additive Strategies sub element of the Numeracy Progressions.	Using the 2021 baseline, an additional 5% of students completing Year 3 did not achieve at a stage appropriate level of the Additive Strategies sub element of the Numeracy Progressions.
The proportion of EAL/D students achieving expected growth is 73%	There is no growth data available in 2022.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy to 55.3%	No Growth data is available in 2022.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading to 58.3%.	No Growth data is available in 2022.

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: \$113,523.58

Socio-economic background: \$32,942.30

Low level adjustment for disability: \$119,180.51

Aboriginal background: \$3,044.51

Refugee Student Support: \$992.70

: \$0.00

Summary of progress

Circumstances within 2022 ensured that elements of Strategic Direction 2 were delivered as maintenance initiatives.

Our data informed Tier 2 and 3 interventions to support students requiring adjustments and accommodations were maintained to some extent but were impacted by the loss of staffing allocation in 2022, particularly in the area of English as an Additional Language and Dialect (EALD) and Learning and Support. A large number of students accessed targeted support from a successful ILSP program targeting Understanding Texts, Phonics and Phonemic Awareness, Creating Texts and the Quantifying Number elements of the Literacy and Numeracy progressions.

A deepening understanding of cultural diversity and the importance of Connection to Country was again addressed through our learning programs, ensuring the general capabilities components and cross-curricular priority areas of the NSW curriculum were embedded, as well as a specific initiative (BEE BOPS) to enhance each student's connection to country.

When building students' social and emotional capacity, our PBL and wellbeing systems were re-implemented to ensure the delivery of consistent expectations for learning and behaviour. In 2022, the PDHPE syllabus was again strongly supported through the implementation of sequenced lessons within our school well-being framework with references to the physical literacy continuum and the social learning continuum.

Our strong wellbeing and PBL systems and practices continued to promote a positive and inclusive culture within the school and within each classroom. However, 'Tell them from Me' student data for the themes of 'Sense of Belonging', 'Skill challenge' and 'Engagement' indicated the need for greater commitment to our inclusive practices, as well as the level of challenge and differentiation within the teaching and learning program, particularly for those students within the 'High Potential' and 'Gifted' learner category.

Our attendance monitoring and tracking systems were re-implemented in 2022 for the tracking of daily attendance, despite data indicating a drop in the percentage of students attending greater than 90% of the time. Our attendance data continues to be heavily impacted by post COVID issues and students returning overseas post COVID.

There was only isolated success with students identifying specific learning goals and self-monitoring as assessment capable learners, and this will become a focus area for 2023 and beyond as we implement version 3 of the Literacy and Numeracy Progressions.

2023 will require greater adherence to our whole school evaluation strategies including termly reviews of learning and support interventions and the regular team-based monitoring of student learning data. In addition, fortnightly review of attendance data and termly review of attendance practices will be required. There will also need to be greater professional discussion around the School Excellence Framework and a self-assessment against the Wellbeing Framework conducted each semester.

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 6% of students attending greater than 90% of the time.	There was not an uplift of 6% of students attending greater than 90% of the time.
There will be an uplift of 3% of students reporting a positive sense of belonging, positive expectations for schooling and advocacy.	<p>There was not an uplift of 3% of students reporting a positive sense of belonging.</p> <p>There was not an uplift of 3% of students reporting positive expectations for schooling.</p> <p>In 2022, Advocacy was not measured by the Tell Them from Me survey.</p>
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.	<p>When tracking students from Year 4 to Year 6, the percentage of students reporting that they experience positive relationships did not equal or exceed NSW norms and did not maintain equity from Year 4 to Year 6.</p> <p>When tracking students from Year 4 to Year 6, the percentage of students reporting that they experience positive behavior exceeded NSW norms and increased from Year 4 to Year 6.</p> <p>When tracking students from Year 4 to Year 6, the percentage of students reporting that were interested and motivated did not equal or exceed NSW norms and did not maintain equity from Year 4 to Year 6.</p> <p>When tracking students from Year 4 to Year 6, the percentage of students reporting on skill challenge did not equal or exceed NSW norms and did not maintain equity from Year 4 to Year 6.</p>
<p>School self assessment of the Learning domain, elements 'Learning Culture'</p> <ul style="list-style-type: none"> • Attendance- Delivering to sustaining and growing for all staff <p>School self assessment of the Learning domain, elements 'Well-being'</p> <ul style="list-style-type: none"> • Caring for students - Delivering to Sustaining and Growing for all staff • A planned approach to well-being - Delivering to Sustaining and Growing for all staff • Individual learning needs - Delivering to Sustaining and for most staff Growing • Behaviour - Delivering to Sustaining and for all staff Growing 	<p>The 2022 Judgement against the School Excellence Framework element of 'Learning Culture' determined that the school has:</p> <ul style="list-style-type: none"> • Moved from Sustaining and Growing to Delivering for the theme element 'attendance'. <p>The 2022 Judgement against the School Excellence Framework element of 'Wellbeing' determined that the school has:</p> <ul style="list-style-type: none"> • Moved from 'Delivering' to 'Sustaining and Growing' for the theme 'Caring for students' • Maintained ' Excelling' for the theme 'Planned approach to wellbeing' • Moved from 'Sustaining and Growing' to 'Delivering' for the theme 'Individual learning needs' • Maintained 'Excelling' for the theme 'Behaviour'.

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

AP Curriculum & Instruction: \$120,456.80

Summary of progress

In 2022 staff re-engaged in professional learning within PLAN 2 to track students within the Literacy and Numeracy Progressions for the targeted sub elements, namely, 'Understanding Texts', 'Creating Texts', 'Quantifying Numbers' and 'Additive Strategies'. ILSP teachers again tracked targeted student groups within these elements as well as elements pertaining to fluency, 'Phonics', and 'Phonological Awareness and Work Knowledge'.

Staff further developed their data literacy skills through access to professional learning and interaction with SCOUT data sources, and effect size data.

As part of our collaborative programming structures, formative assessments were designed and embedded within teaching units for teachers to be more comprehensively informed regarding student progress and the next instructional steps.

Our annual assessment overview was revised in 2022. with an enhanced expectation on elements of Plan 2 for regular data collection practice. As we move forward the school leadership team will need to continue to develop staff proficiency in data literacy as a point of focus for 2023 and beyond.

The strategic development of collaborative practice remained strong in 2022, despite the continuance of an altered environment and challenges relating to face-to-face collegial forums. Our weekly learning teams and Instructional leadership structures were maintained and implemented to provide higher impact professional learning, peer coaching and mentoring opportunities and provide access to expertise within pedagogical design.

Stage planning and learning team opportunities enabled our co developed units of work through backward by design pedagogical approaches to be refined. Early stage One continued with their delivery of InitialLit, with Stage 1 commencing their journey employing this pedagogical approach, and providing a very different focus for this team.

The DET revised formal PDF process of plan, implement and review along with the Instructional leader program enabled teachers to observe lessons delivered by their peers, give and receive feedback on lessons observed, and act on feedback received.

Across 2022, teachers regularly discussed student progress and attainment and collectively reflected on, and adjusted, teaching programs as part of our collaborative learning teams structures. In 2023 this will be enhanced through additional funding to support curriculum reform and the return of regular team planning days and opportunities.

The development of student learning goals and the subsequent monitoring and feedback to students against learning goals will need to be prioritised in 2023 and beyond.

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

<p>There will be an uplift of 3% of students reporting expectations for success, advocacy, and sense of belonging at school.</p>	<p>There was not an uplift of 3% of students reporting a positive sense of belonging</p> <p>In 2022, expectations for success were not measured in the TTFM survey</p> <p>In 2022, Advocacy was not measured by the Tell Them from me survey.</p>
<p>Self assessment of the element 'Assessment' measures indicates improvement from:</p> <ul style="list-style-type: none"> • Formative Assessment - Delivering to Sustaining and growing for all staff • Summative Assessment -Delivering to Sustaining and growing for all staff • Whole School monitoring of student learning - Delivering to Sustaining and Growing for all staff <p>Self assessment of student Performance measures indicates maintenance of</p> <ul style="list-style-type: none"> • Student Growth - Sustaining and Growing • Internal and external measures against syllabus standards Sustaining and Growing 	<p>The 2022 judgement against the School Excellence Framework element of 'Assessment' determined that the school has:</p> <ul style="list-style-type: none"> • Moved from 'Delivering' to 'Sustaining and growing ' for the theme 'Formative Assessment' • Maintained 'Sustaining and Growing' for the theme 'Summative Assessment' • Moved from 'Delivering' to 'Sustaining and Growing' for the theme 'Whole School monitoring of student learning. <p>The 2022 judgement against the School Excellence Framework element of 'Student Performance Measures" determined that the school has:</p> <ul style="list-style-type: none"> • Maintained 'Sustaining and Growing' for the theme 'Internal and external measures against syllabus standards • No determination for the theme 'Student growth' is possible in 2022 due to no growth data being available.
<p>School self assessment of the Teaching domain, elements 'Learning and Development'</p> <ul style="list-style-type: none"> • Collaborative Practice and feedback - Delivering to sustaining and growing for all staff • Coaching and Mentoring -Delivering to sustaining and growing for all staff <p>School self assessment of the Teaching domain, elements 'Data skills and Use'</p> <ul style="list-style-type: none"> • Data Literacy - Delivering to Sustaining and Growing for all staff • Data analysis - Delivering to Sustaining and Growing for all staff • Data use in Teaching - Delivering to Sustaining and Growing for all staff 	<p>The 2022 judgement against the School Excellence Framework element of 'Student Performance Measures" determined that the school has:</p> <ul style="list-style-type: none"> • Maintained 'Sustaining and Growing' for the theme 'Collaborative Practice and Feedback' • Maintained 'Sustaining and Growing' for the theme 'Coaching and Mentoring' • Moved from 'Delivering' to 'Sustaining and Growing' for the theme 'Whole School monitoring of student learning. <p>The 2022 judgement against the School Excellence Framework element of 'Data Skills and Use" determined that the school has:</p> <ul style="list-style-type: none"> • Maintained 'Sustaining and Growing' for the theme 'Data Literacy' • Maintained 'Sustaining and Growing' for the theme 'Data Analysis' • Maintained 'Sustaining and Growing' for the theme 'Data use in Teaching'

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$992.70</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged and Successful Learners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students. <p>The allocation of this funding has resulted in the following impact: Targeted students' specific learning needs were supported, and key capacities developed. Families were also able to be assisted with general school resourcing and access to opportunity.</p> <p>After evaluation, the next steps to support our students will be: To continue to allocate targeted refugee funding support via SLSO in class support time to enhance learning engagement. Additional Offshore retrospective funding will also be used to support refugee families to access learning resources and experiences.</p>
<p>Socio-economic background</p> <p>\$32,942.30</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged and Successful Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing to implement tier 2 and tier 3 programs and initiatives to support identified students with additional learning needs • staff release to increase community engagement • resource management and resourcing to increase equitability of resources. <p>The allocation of this funding has resulted in the following impact: Students that required adjustments and accommodations received regular one to one and in class small group support to enhance their engagement and access to the curriculum. Data from evidence-based interventions such as Minilit, Multilit and Maqlit showed positive growth for most students participating in these tier 2 and tier 3 programs. SLSO staff employed via the SES funding also supported the implementation K-2 of the INTITALIT program through within class support. Some of the teaching roles within the staffing element were structured around an ILSP model with students receiving tutoring intervention in English and Math's from Year 1 - 6, necessitated somewhat by staffing issues.</p> <p>After evaluation, the next steps to support our students will be: To monitor student learning data from a range of sources and identify those students that require additional support. The allocation of funding based on low SES status will continue to be utilised to provide additional assistance in the classrooms. We hope to enhance the role of the LaST teaching position to assist with teacher capacity building, ensuring Teachers are supported when differentiated learning for our most needy students. Allocation of funding may also fund additional resource management as we develop our resourcing systems for greater access.</p>

<p>Aboriginal background</p> <p>\$3,044.51</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged and Successful Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Indigenous students have received support through support staff to enhance the level of engagement with the curriculum.</p> <p>After evaluation, the next steps to support our students will be: To continue to monitor the learning data of our Indigenous students and provide responsive interventions for identified areas of need. A greater focus on personalised learning plans will be pursued through teacher professional learning in 2023.</p>
<p>English language proficiency</p> <p>\$113,523.58</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bert Oldfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged and Successful Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> . more developed systems of communication for parents from a non-English speaking background . small group withdrawal for students presenting as Beginning and Emerging on the EALD learning progressions, developing their core oral English language skills . enhanced professional knowledge for all staff pertaining to the EAL/D progressions. <p>After evaluation, the next steps to support our students will be: To continue to support English language development through a variety of strategies which include:</p> <ul style="list-style-type: none"> . ongoing professional learning . tier 1,2,and 3 in class and withdrawal support, based on an ILSP tutoring model, with a focus on oral language development elements of the EALD progressions and ESL scales . teacher collaborative consultation . design of differentiated learning programs . targeted, data informed support.
<p>Low level adjustment for disability</p> <p>\$119,180.51</p>	<p>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</p>

<p>Low level adjustment for disability</p> <p>\$119,180.51</p>	<p>their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged and Successful Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 continually 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> . 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 the differentiation of learning . 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. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> . to continue to support literacy and numeracy development as well as student wellbeing through a variety of strategies which include: . ongoing professional learning and capacity building . teacher collaborative consultation . design of differentiated learning programs . action research projects . targeted, data informed support.
<p>Professional learning</p> <p>\$18,412.09</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bert Oldfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Teacher Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The creation of an instructional leadership model to support professional learning, coaching and mentoring. . High Impact Professional Learning - External opportunities for TPL in targeted areas, sourced through MYPL, professional learning networks and outside agencies . Professional Learning - Internal, differentiated learning opportunities provided through flexible staffing and via the Instructional leader positions, whole staff professional learning to support school priorities and provided by Instructional leaders, knowledgeable others, and the school executive. <p>The allocation of this funding has resulted in the following impact:</p> <p>Teacher capacity building across a range of school priority areas, supporting the SIP.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Ongoing provision of differentiated professional learning.</p>

<p>QTSS release \$49,071.27</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bert Oldfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Teacher Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff through the provision of instructional leadership. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> . The allocation of time to Assistant Principals collaborating with the APCI to deliver curriculum reform . Enhanced teacher capacity to deliver evidence-based pedagogies and practices, with Literacy and numeracy a priority area . The ongoing development of differentiated teaching programs across all key learning areas. . The Creation and management of data systems and practices, with enhanced understanding of the need to analyse triangulated data <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> . to provide flexible release to create instructional opportunities for teaching staff, supporting, coaching, and mentoring. This will be further enhanced in 2023 through the Assistant Principal Curriculum and Instruction position and additional funding to support curriculum reform. . providing structure and regular opportunities for peer teacher and supervisor observations and timely feedback to teachers. . to continually develop and implement data systems and practices to inform programming
<p>COVID ILSP \$86,533.00</p>	<p>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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> . the employment of 2 Intensive Learning and Support teachers to an equivalent FTE of 1.4 (this again included additional funding allocated through the local high school) . the provision of intensive small group support for 15 weeks to over 140 students, most who showed progress in whole number and understanding texts, phonics and phonemic awareness . the inclusion of online pre and post 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 . An enhanced partnership with the local High School <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> . The continued deployment of an assessment model that identifies students

COVID ILSP \$86,533.00	through triangulated assessment, with a focus on intensive literacy and or numeracy intervention . Implementation of an ILSP approach beyond 2022 based on the level of funding provided
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	149	140	127	118
Girls	139	127	128	122

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.0	86.1	93.8	88.9
1	91.4	83.0	92.8	87.3
2	92.6	83.8	93.1	85.3
3	91.6	83.9	93.2	89.4
4	93.0	83.4	95.0	88.0
5	88.4	82.9	91.5	90.7
6	92.6	79.0	92.7	87.4
All Years	91.5	83.3	93.1	88.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3.8
Classroom Teacher(s)	8.25
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.52

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	130,013
Revenue	2,897,379
Appropriation	2,707,295
Sale of Goods and Services	1,954
Grants and contributions	186,021
Investment income	1,708
Other revenue	400
Expenses	-2,752,135
Employee related	-2,366,619
Operating expenses	-385,516
Surplus / deficit for the year	145,243
Closing Balance	275,256

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.

	2022 SBAR Adjustments (\$)
Targeted Total	993
Equity Total	268,691
Equity - Aboriginal	3,045
Equity - Socio-economic	32,942
Equity - Language	113,524
Equity - Disability	119,181
Base Total	1,981,816
Base - Per Capita	64,433
Base - Location	0
Base - Other	1,917,383
Other Total	252,000
Grand Total	2,503,500

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 2022 we again utilised the Tell Them From Me (TTFM) surveys to gain year 4,5 and 6 student data, as well as parent and teacher feedback regarding student engagement, well-being and learning, teacher satisfaction and parent perceptions of and involvement in the school.

Key findings from the TTFM student data include:

- 70% of students felt a positive sense of belonging. This is a slight increase from the 2021 survey
- 93% of students indicated that they display positive behaviour at school and this figure is above the state norm
- 83% of students identified that they applied effort at school
- 81% of students indicated that they had positive relationships at school
- 90% of students felt they valued positive schooling outcomes. This is below the NSW government norm
- The school mean for effective learning time was 8.1, a similar result to the NSW government norm of 8.2
- The school mean of 7.7 for explicit teaching showed that students felt that teachers set clear goals for learning and establish expectations. This result is similar to the NSW government norm
- The percentage of students that identified as being subjected to verbal or physical bullying was significantly less than the NSW government norm
- Students identified that school staff emphasise academic skills and hold high expectations for success.

Areas for future focus from this survey was again 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 listened to about concerns, accessibility to the principal, and clear, concise written information all rated above the NSW Government norm.
- When asked if the school keeps parents informed, respondents again indicated that the elements of student reporting to parents and being informed about student behavior were positive points, and again above the NSW Government norm
- Parents also reported positively that teachers at Bert Oldfield Public School 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 norms
- Parents again reported that the school supports positive behavior, with the elements of paying attention in class, teachers maintaining control of their 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 and that the school deals effectively with bullying
- Parents also indicated that Bert Oldfield is an 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 above state norms.

Areas for future focus from the 2021 Parent survey again 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 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.

Key findings from the TTFM teacher data included:

- Strong, effective leadership with student safety considerations highlighted by staff
- Positive systems for monitoring student progress
- A school environment that is safe and orderly
- School leaders that are supportive during stressful times
- Strong practices to promote teacher collaborative practice.
- Opportunities exist to enhance student engagement.
- The continued need for school leaders to have a greater focus on observing teachers delivering lessons' and the provision of feedback to teachers
- 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
- There are strong and developing systems and practices where data effectively informs practice
- Improved confidence and skill when dealing with behavioral issues was highlighted
- Staff are using worked samples to embed within their teaching
- Additional support is still required when helping students set challenging learning goals
- There is a significantly greater capacity to link new learning to previous learning
- There is greater confidence within staff to implement multiple teaching strategies when dealing with learning

concept

- School based technology is a strong resource at Bert Oldfield Public School, however, the school needs to keep developing the manner in which students and staff use the technology for teaching and learning purposes, beyond information research
- Bert Oldfield Public School are inclusive of all students learning needs, however, greater support defining Individual Learning Plans still remains an area of focus.

Overall trend data from the Teacher survey result again indicated progress on most surveyed domains, including inclusive school, leadership, collaborative practice, Learning culture, and planned learning experiences. Elements that will require attention in 2023 and beyond included parental involvement and engagement in school programs, setting challenging learning goals for students, providing feedback to students on their learning and teacher capacity to integrate technology in a more purposeful way.

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 2022, Bert Oldfield Public School continued provide learning experiences that support the needs of Aboriginal students and provide for the attainment of their educational goals. In addition to quality differentiated teaching practices, Aboriginal and Torres Strait Islander students were provided in-class support through the school's learning and support programs including engagement with evidence-based initiatives such as MultiLit, MacqLit and Minilit. These programs supported students individual literacy and numeracy skills through small group and one to one support opportunities. All students are making progress across the literacy and numeracy progressions. Personalised Learning pathways continued to be devised and allowed for the identification and monitoring of individual learning goals and interests.

All students K-6 participated in our school BEE BOPS program, lead by our senior students to enhance student understanding of connection to country. 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

In 2022, Bert Oldfield Public School continued to promote inclusivity and equity and aims to address issues of racism at school.

In 2022 our Anti Racism Contact Officer left the school, and we commenced the formal training of a new ARCO for 2023.

Our teaching staff remain 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 73% of our students from 167 families encompass 38 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. In 2022, Harmony Day was one such experience, as well as our inclusive learning programs across Key learning areas. Our EAL/D teaching staff provide support for our additional language learner students through a 3-tiered approach developing English language proficiency, and in 2022 staffing supplementation enabled a renewed focus on students newly arrived from overseas. The English as an Additional Language or Dialect teacher (EAL/D) staffing allocation remained at 3 days per week, but we were unable to employ any specialist staff in this area after the departure in 2021 of our EALD teacher. The interim EALD teacher has continued to support new enrolments and their families to settle into the Australian school system.

The school's Community Hub enjoyed a return to a normal operational environment, providing a wealth of in school social and educational opportunities for all members of our school community, with a focus on our families from diverse cultural backgrounds. It again served to engage and connect all members of the school community. The Hub has a significantly successful year within school initiatives. and parent learning opportunities, providing opportunities for cultural sharing and workforce preparation. The Community Hub also partnered with a variety of government and community-based agencies to deliver programs and opportunities.