

# Bossley Park Public School Annual Report



1321

## Introduction

The Annual Report for **2018** is provided to the community of Bossley Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tracey Betts

Principal

### School contact details

Bossley Park Public School

Marconi Rd

Bossley Park, 2176

[www.bossleypk-p.schools.nsw.edu.au](http://www.bossleypk-p.schools.nsw.edu.au)

[bossleypk-p.school@det.nsw.edu.au](mailto:bossleypk-p.school@det.nsw.edu.au)

9610 6286

### Message from the Principal

It is with great pleasure that I present Bossley Park Public School's Annual Report for 2018. I am incredibly proud to be principal of this wonderful school.

We have continued to provide a wide range of opportunities for our students to develop and demonstrate personal excellence across academic, social, sporting and cultural domains. Students and their families can be justifiably proud of the excellence demonstrated throughout 2018.

Academic progress has been showing steady improvement over the past year and our students have succeeded in a number of areas. Our highly qualified, dedicated and professional staff work collaboratively to ensure that our students strive for their personal best in a safe, challenging and nurturing environment.

Our students benefit from our passionate group of teachers, who throughout the year continue to be involved in quality professional learning, collaborative programming and planning and demonstrate a genuine desire to provide the best learning and social environment for all our students. Our teachers are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and our parent community which is one of the many reasons for our successes this year. We thank our P&C and all of our volunteers for their time and tireless efforts in supporting our school, all of which enhances our teaching and learning programs.

At Bossley Park Public School, not only did we provide opportunities in all key learning areas but additionally we offered an incredible variety of extra curricula learning experiences and opportunities throughout the year. These included culture club, gymnastics, dance, choir, debating, public speaking, skipping, visual arts, technology, student publishing, yoga, community languages, camps, excursions, incursions as well as leadership development. We also participated in the Premier's Spelling Bee, the Premier's Sporting Challenge and the Premier's Reading Challenge. We offered students gifted and talented programs in Italian, Spanish and mathematics.

Our school was successfully validated in the Department of Education's External Validation program.

I commend and thank the students, dedicated teaching and administrative staff, families and wider school community for their commitment, collaboration and care throughout 2018. The achievements outlined in this report would not be possible without your continued support.

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

Tracey Betts

## Message from the school community

The P & C is a very active part of the school community. Our focus is to support the students and the school community through fundraising and practical assistance.

We are responsible for the running of the canteen and the uniform shop, therefore being able to provide the families in our school community with the option of recess and lunch five days a week as well as access to the uniform shop two mornings per week.

Throughout the year the canteen manager has been working towards completing the requirements for the NSW Healthy Canteen Initiative. This has been a long process with a great deal of work required to be able to provide our families with healthier menu items. We are looking forward to having the Healthy Canteen up and running in early 2019 for our students and families to enjoy.

Our aim is to help improve the learning environment of the school by assisting financially and socially by involving our school community in information sessions held in our community room with the assistance of our Community Hub Leader, teaching staff and members of our wider community. These sessions help to contribute to the wellbeing of families by creating a forum where parents could receive information and have discussion around topics such as online homework, road safety, Childhood Nutrition, Fire Safety and the transition from primary to high school.

Throughout the year we have contributed by providing financial support to the school for the Life Skills Wellbeing Program that all students from K – 6 participated in at a subsidised rate allowing all students to have access to this beneficial program.

It's very important to the members of the P & C that we contribute to a variety of educational programs that benefit the entire student population.

As part of our community involvement we contributed financially to the Life Skills Wellbeing program that the children took part in over the course of the year in place of the Healthy Harold Program. Making sure that as many children as possible could participate in this experience.

Our contribution to the school community is not only financial but also practical. We cook the BBQ for the Cross Country and PBL Rewards BBQ lunch. Also, providing the children with an opportunity to make purchases for their Mums and Dads at the annual Mother's and Father's Day Stalls.

Our biggest event of the year was our Fun Run. This was the first time the P & C held the event. It was well attended by our student body. All the children that participated had a fun filled afternoon. Thanks to their very generous families and friends the P & C were able to raise a large amount of money that will be used within the school for various events during the 2019 year. There were a lot of great prizes as well!

Grandparents Day was celebrated in style with performances from our Dance groups, Skipping group and the school Choir. In recognition of the wonderful contributions that our Grandparents make to our school community we enjoyed morning tea and classroom visits. This was a really special morning shared with families, students and teaching staff.

The P & C has meetings twice a term. This a great forum for parents to discuss ideas and concerns with other parents and the principal. Everyone is welcome to attend.

Jill Fitzjohn

P & C President

## Message from the students

In 2018 I was fortunate enough to be elected School Captain. What an absolute pleasure and honour to represent Bossley Park Public School in such a special way.

My years at Bossley Park Public School were marked with many significant and special events, cherished memories and truly remarkable friendships and teachers.

When I first began Kindergarten, right up until the last day of Year 6, Bossley Park Public School offered me so many wonderful opportunities and experiences. Over the years, I was fortunate enough to be involved in public speaking, debating, talented art programs, performances, choir groups, spelling bee competitions, dance groups, skipping teams, sporting teams, leading peer support and assisting as a library monitor. As school captain I also proudly carried out all my duties and responsibilities. I got to work closely alongside so many great students and teachers, the teachers always encouraging me along the way. Their caring nature, teaching and support helped me to become the person I am today. The principal, Mrs Betts, who was also my very first teacher, will be someone I will never forget. Her kind words, thoughtfulness and belief in me, helped me become the person I am today.

As I move onto high school and begin a new chapter in my life, I know that Bossley Park Public School will always hold a special place in my heart. It has taught me to be the best person I can be, to hold my head up high and to know that I can achieve anything I aim for.

Gabriela Gurlica

School Captain 2018

## School background

### School vision statement

Bossley Park Public School is committed to promoting a collaborative and inclusive environment focusing on quality teaching and learning, wellbeing and an informed and engaged community.

### School context

Bossley Park Public School was established in 1890 with strong traditions of academic excellence, equity, values and innovation. We have a nurturing and harmonious environment where parents are always welcome and valued as partners in their child's education.

Our school is situated on 2 hectares of which  $\frac{3}{4}$  are playing fields, gardens, passive recreation areas and ball game areas. We are in Fairfield Local Government Area in the state seat of Prospect, next to the Western Sydney Regional Park, Stockland's Shopping Complex at Wetherill Park and the M7 motorway.

All of our classrooms, hall and library are air conditioned and have interactive whiteboards. The audio visual room in the library is set up as a "connected classroom" with video conferencing facilities enabling real time video communication with classrooms across the world.

We have an enrolment of 401 students and a staff of 38 including classroom and support teachers, English as second language teachers, community language teachers, reading recovery teacher, teacher/librarians, school learning support officers, administration staff and our school counsellor. Our students come from over forty cultural and language backgrounds, with Italian, Assyrian, Spanish and Croatian being the major language backgrounds other than English.

Our school motto of "**Tolerance**" is reflected in the wonderful way our students interact and support each other.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of the external validation process indicated that in the School Excellence Framework domain of Learning Bossley Park Public School's evidence sets demonstrate that we are Sustaining and Growing overall.

At Bossley Park Public School we have strengthened our communication practices within our school and with the wider community to develop a climate of trust, transparency and shared vision. We have high expectations of students, teachers and the partnerships with the wider community to engage in quality learning experiences. As a result, positive respectful relationships are evident among students, parents and staff, promoting student wellbeing and building educational aspiration and ongoing performance improvement across the school community. The school staff has worked with the community to facilitate changes to student reporting which has resulted in parents having an understanding of what their children are learning and they are receiving more regular feedback to support learning progression. We continue to deliver quality teaching and professional practice in every learning environment, providing students with opportunities to connect, succeed and thrive, relevant to their stages of learning and development. Effective programs and initiatives such as Peer Support and Wellbeing have been instrumental in achieving significant progress to develop a positive learning attitude and student confidence as future focused learners. Our planned and supportive approach to wellbeing has had a positive impact on student learning and has created a more harmonious teaching and learning environment.

The results of the external validation process indicated that in the School Excellence Framework domain of Teaching Bossley Park Public School's evidence sets demonstrate that we are Delivering overall.

At Bossley Park Public School all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a focus on developing evidence based teaching strategies. Through initiatives such as Language Learning Literacy (L3) and Targeted Early Numeracy (TEN), professional learning has been embedded and tiered intervention support is implemented to address student learning needs through differentiated teaching and learning. As teachers, we continue to use selected internal and external data collection tools such as standardised assessments including Best Start, PLAN and NAPLAN to determine goals for achievement and to develop consistent teacher judgement of expectations. Student achievement is readily identified and learning progress is monitored by a shared analysis of data during formal and informal meetings. We continue to impact beyond our school, with teachers from our Cowpasture Community of Schools – Collegial Partnerships, visiting our classrooms to engage with many of our high quality teaching and learning presented by our staff.

The results of the external validation process indicated that in the School Excellence Framework domain of Leading Bossley Park Public School's evidence sets demonstrate that we are Delivering overall.

At Bossley Park Public School we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for any staff members aspiring to be leaders. Students are provided with various opportunities to take an active role in leading our school. Our self assessment process assists the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. Staff members meet to evaluate milestones across strategic direction teams to refine the priorities in our School Plan. We consult our community to evaluate school programs and inform future directions.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Quality teaching and learning

#### Purpose

- Teachers create a stimulating and engaging learning environment underpinned by reliable data and a differentiated curriculum to accelerate student learning in literacy and numeracy.

#### Overall summary of progress

Throughout this year, teachers have attended and participated in various literacy professional learning that have empowered them to deepen the knowledge of literacy strategies.

Staff have visited neighbouring schools to view other teaching programs, teaching strategies and learning environments to decide whether these would suit our schools needs. However with time and resources, we endeavour to make decisions in keeping with our literacy professional goals.

This year in mathematics teachers participated in professional learning to upskill assessment processes in order to align with current teaching pedagogies in numeracy.

Mathematics assessment schedules were reviewed and adapted to include SENA assessments as a reliable and accurate diagnostic tool for the collection of data. SENA assessments were administered K–6.

Teachers have reviewed current data collection methods across literacy and numeracy.

New methods of data collection and testing procedures have been implemented with continuing refinement, to correspond with the Literacy and Numeracy Progressions in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students demonstrating growth in literacy.	L3 training QTSS \$73,504  Learning Progressions PL \$2,000  PLAN2 PL \$2000  Professional Learning including Instructional Rounds \$38,000	An analysis of NAPLAN data indicates that Year 3 and Year 5 students are demonstrating steady growth in Literacy.  Two ES1 teachers trained in L3. Stage 1 teachers implemented the Daily 5 program.  Stage 2 participated in a vocabulary project with our Refugee Support Leader.  Stage 3 participated in the EAL/D Writing Wonders project.  Best practice was shared and more effectively embedded through participation in Instructional Rounds and Literacy Leadership PL.
Increased percentage of students demonstrating growth in numeracy.	QTSS as above  Teaching resources \$8,000  Learning Progressions PL as above  PLAN2 PL as above  SENA testing kits  School data base	An analysis of NAPLAN data indicates that Year 3 and Year 5 students are demonstrating growth in Numeracy.  SLSO employed. SLSO, CT and L&S Teacher implementing Quicksmart Numeracy intervention program.  All staff participated in Mathematics Building Blocks PL.  SENA tests were administered pre and post year,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students demonstrating growth in numeracy.	RAM \$27,000	with results demonstrating improvement.
Established a consistent and sustainable whole school approach to differentiating student learning.		Differentiation was explored as a result of our participation in Instructional Rounds however due to the time constraints in Term 4 process 4 was unable to be developed further. This will be implemented and monitored throughout 2019.

## Next Steps

Future directions include:

- establish a consistent and sustainable whole school approach to differentiating student learning
- continue with professional development by planning to build capabilities and source teachers with expertise to improve student learning
- facilitate professional learning that ensures teachers are proficient in their teaching of literacy to meet the needs of students in their stage of learning
- continue to develop effective classroom practice with programs such as L3 and Daily Five involving explicit teaching techniques
- build leadership capacity in literacy by participating in professional learning with our Community of Schools including Literacy Leadership with Jann Farmer–Hailey and Instructional Rounds
- leaders and aspiring leaders will participate in coaching sessions each term and will attend a meeting once per term to enable them to lead whole school programs and affect change
- establish effective recording procedures and data collection in mathematics
- continue professional learning in numeracy
- ensure that all students are challenged and adjustments made lead to improved learning
- access support from the LANSA to build capacity in Literacy across the school and develop an English Scope and Sequence
- continue to build upon teacher Professional Learning for beginning teachers by pairing and collaboration with mentors, such as expert teachers (ICT, Flexible Wellbeing)
- refine consistent teacher judgement through data moderation and establishment of whole school data wall for writing
- actively evaluate, share and discuss learning from Professional Learning with colleagues to improve whole school practice
- embed visible learning with explicit Learning Intention and Success Criteria
- Stage 1 teachers to participate in L3 (Language, Learning and Literacy) Training targeting reading and writing. Previously trained Kindergarten teachers will participate in OPL (Ongoing Professional Learning) Training and will continue to successfully implement L3 into Kindergarten to Year 2 classrooms
- all teachers will implement Learning Progressions in teaching and learning programs and use PLAN2 to input data in Creating Texts. Professional Learning sessions will be conducted to ensure all teachers have a strong understanding of the Literacy and Numeracy Learning Progressions, and ALAN for PLAN2 data collection
- Kindergarten teachers will conduct the Revised Best Start Assessment and maintain regular data updates in PLAN2
- enable committee and stage time to ensure all documents are NESAs compliant – scope and sequences, timetables, programs, assessment





## Strategic Direction 2

### Wellbeing

#### Purpose

- To create a stimulating and inclusive environment that allows all stakeholders to connect, succeed and thrive.

#### Overall summary of progress

In 2018 we incorporated a range of initiatives including Rock and Water, Interrelate, three way goal setting, Stronger Smarter and the Australian Literacy and Numeracy Foundation refugee program. Strategies for individuals groups and whole school were implemented so that all individuals can connect, succeed and thrive. Accessing external services supported the impact of these initiatives.

Our flexible learning spaces were trialled in some rooms across K–6 enabling the students to choose and indicate their preferred learning environment to suit their individual needs. The use of an extra classroom for inquiry / project based learning has been well received by students and teachers as indicated by verbal feedback and an increase in making connections with their learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Increased student engagement.</li> </ul>	Flexible Wellbeing Teacher \$38,130  ICT Teacher \$28,000  Life Skills program \$17,000	There was a significant increase in student engagement due to initiatives such as the wellbeing teacher, ICT team-teaching teacher and the Life Skills mindfulness program.
<ul style="list-style-type: none"> <li>Increased school-wide capacity to contribute positively to a supportive and inclusive school culture.</li> </ul>	Professional Learning – Kids Matter, Rock and Water, CoS School Development Day Wellbeing 'Third Space', Stronger Smarter Leadership Program \$13,500  ALNF Subtext program – funded by the Crown Foundation – Dedicated EAL/D Teacher timetabled	There was a significant increase in school-wide capacity to implement programs that contribute to a supportive and inclusive school culture.  ALNF was one initiative that had a momentous impact school-wide. The opportunity to access the Australian Literacy and Numeracy Foundation's Subtext program for refugee students assisted with language acquisition and literacy skills, while supporting transition to school for our newly arrived students.  Leadership training and Peer Support K–6 continued in 2018. Data was provided through teacher feedback.  Teacher professional learning resulted in increased capacity to introduce and implemented new initiatives to support students including Rock and Water for Stage 3, Stronger Smarter LP and Kid's Matter.
<ul style="list-style-type: none"> <li>Increased access to flexible learning environments and use of technology.</li> </ul>	ICT expert teacher \$28,000  Resources including furniture for L3 \$5,000  Technology – devices, apps \$5,000	Flexible learning spaces were trialled in some rooms across K–6 enabling the students to choose their preferred learning environment to suit their individual needs.  The use of an extra classroom for inquiry / project based learning has been well received by students and teachers as indicated by verbal feedback and an increase in making connections with their

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased access to flexible learning environments and use of technology.</li></ul>		learning.

## Next Steps

Future directions include:

- continue with Culture Club for Aboriginal students and a buddy peer
- all students to have regular opportunities to meet with an identified staff member to help them reach their full potential
- measurable improvements in wellbeing and engagement to support learning with a sustained change to whole school practices. This would include supporting new opportunities to allow all students to connect, succeed, thrive and learn
- a collective, shared responsibility for student learning and success made possible by planning for learning in consultation with parents/caregivers
- establish widespread positive, respectful, relationships among staff and students involving optimum conditions for student learning
- access additional staff training in Stronger Smarter Leadership program
- establish Hive as a flexible learning space with ICT and flexible furniture
- invest in resourcing flexible learning spaces around the school



## Strategic Direction 3

Informed and engaged community

### Purpose

- Increase community participation by creating opportunities for partnerships ensuring community members feel welcomed and valued.

### Overall summary of progress

Informal and formal opportunities to connect with the broader community have increased with the introduction of a greater variety of projects that involve experts and mentors. Prior to the implementation of projects, the school has experienced limited levels of parent participation. Realisation of language barriers encouraged the exploration of more effective ways to reach parents in their home language. The school has established strong partnerships with organisations to enhance and support community engagement with programs within the school. This is demonstrated by an increase in parental involvement.

Establishment of a consultative process through Three Way conferences / goal setting and reporting systems for all parents, students and staff. Community relationships have strengthened through the use of interpreters, communicative devices such as Skoolbag app and new school website which has allowed inclusivity for all. The continuation of Community Hub workshops and the use of our Bilingual SLSO have increased parental involvement in the consultation processes as well as giving families access to support services and community members as experts. Students have become an integral part of the evaluation process through surveying parents about school processes and programs and through their participation in Tell Them From Me.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Increased attendance at community workshops, courses, events and school initiatives.</li> </ul>	Hospitalities RAM \$1,000 Beginning School Well resources \$2,000 Interpreters Community Hub Leader Bilingual SLSO \$60,000	<p>There has been a positive increase in community attendance across school initiatives.</p> <p>Three Way Conferences with students, parents/caregivers and teachers in Term 1 replaced Parent Teacher interviews in Term 2. Students shared their work samples and discussed their personal goals during conferences. Parents /caregivers had the opportunity to share their child's strengths and areas requiring development. This initiative proved extremely beneficial with positive outcomes, encouraging all parties to be involved in student learning. Interpreters were utilised when required.</p> <p>Events that were organised by the Community Hub Leader were well received and attended. Beginning School Well Playgroup operated weekly with parent information sessions delivered while toddlers participated in play sessions facilitated by teachers and Fairfield Council.</p>
<ul style="list-style-type: none"> <li>• Increased percentage of parents and caregivers utilising communication tools.</li> </ul>	Devices \$1,000 QR code reader app See-saw app & mini ipads \$15,000 Skoolbag App Reporting \$1,500	<p>Notes home were translated via QR codes. Parents and caregivers also had the opportunity to have notes explained during drop-in sessions.</p> <p>See-saw was utilised by all classrooms as a means of communicating, sharing and celebrating learning with community. This initiative was well received with parents/caregivers providing positive feedback to classroom teachers.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased percentage of parents and caregivers utilising communication tools.</li></ul>		The new school website was established increasing communication with community. A new reporting platform was developed producing an informative, easy to read report for parents/caregivers.
<ul style="list-style-type: none"><li>Increased opportunities for community to participate in school based initiatives and community related activities.</li></ul>	Resources \$1,000 White Ribbon Walk – \$200	Opportunities such as ANZAC Service, Remembrance day, Easter Hat Parade, Book Week Character Parade, Education Week Open Day, Art Exhibition, White Ribbon Walk, Grandparents Day and Multicultural Day were extremely well supported and attended by the community.

## Next Steps

Future directions include:

- continue participation in the Tell Them From Me surveys for students and parents
- continue implementation of the Community Hub to strengthen ties with the school and wider community, providing access to services needed for active members of the community
- continue to extend on inclusive programs such as Live Life Well, Sporting Schools and Environmental Sustainability
- collect feedback on school performance from students, staff, parents and the school community to embed a culture of high expectations and responsiveness to the needs of the community
- monitor attendance data at community workshops and events to improve school community satisfaction
- invite wider community participation in the White Ribbon Walk raising community awareness



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2,677	Personalised Learning Pathways were developed in consultation with parents, students, class teachers and our L&S teacher for our Aboriginal students. Students continue to make progress across the literacy and numeracy continuums. One student participated in the QuickSmart numeracy program making significant gains. Funds were also utilised to assist families with the purchase of resources, school uniforms and subsidised excursions./incursions. One student participated in Yarn Up, developing public speaking skills and increased confidence. Our school hosted a successful CoS Indigenous Games Day where ATSI students and their peers were given the opportunity to come together and make a cultural connection.
<b>English language proficiency</b>	2.6 FTE EAL/D teachers \$29,642 flexible funding	An EAL/D teacher and a bilingual SLSO were employed to support students from a language background other than English. The SLSO also assisted classroom teachers and parents/caregivers by translating and interpreting via various modes of communication, ensuring enhanced communication and increased opportunities. Teachers in Stage 3 were involved in two EAL/D projects with the assistance of the Refugee Support Leader, enhancing pedagogy and programming in writing and vocabulary acquisition. This resulted in improved learning outcomes and students being supported with transition to high school. The Multicultural Interpreting Service was utilised to support students and their families during Three Way conferences and meetings.
<b>Low level adjustment for disability</b>	1.3 FTE Learning & Support teachers \$60,728 flexible funding	A Learning and Support Teacher (L&ST) was employed to assist classroom teachers to cater for students with additional learning needs. The L&ST upskilled teachers and SLSOs with professional learning, developing personalised learning plans and providing adjustments. The L&ST coordinated the Learning Support Team. PLASPs were developed for students with additional learning needs in consultation with parents, students, SLSOs, class teachers & our L&ST. An additional School Learning Support Officer was employed to assist students in the classroom and with the implementation of QuickSmart Numeracy program. Other SLSOs were employed to implement PLASPs with identified students. With support, students were able to access the curriculum and progress along the continuums.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.706 FTE teacher	Funds were utilised to employ a part-time teacher to relieve executive teachers from their class programs one day a week. Executive teachers mentored team members by co-teaching, planning and evaluating.
<b>Socio-economic background</b>	\$353,065 flexible funding	Funds were utilised to release an expert ICT teacher to co-teach and mentor classroom

<b>Socio-economic background</b>	\$353,065 flexible funding	teachers integrating Science and Technology. Student skills were developed via additional weekly ICT class sessions. Funds were also utilised to employ additional School Learning Support Officers to support teachers and students in the classroom. A Speech Pathologist developed and implemented intervention programs for identified students. Resources were purchased to support classroom programs, new curriculum and ICT. Student assistance was provided when required for school uniforms, classroom resources and to subsidise excursions.
<b>Support for beginning teachers</b>	\$6,893	One teacher received two additional hours of RFF a week to access professional development and received mentor support for one hour per week. A wellbeing teacher provided ongoing support and mentoring for all of our beginning teachers.
<b>Targeted student support for refugees and new arrivals</b>	\$29,836	Newly arrived refugee students received additional support through their inclusion in the Primary Intensive English Program with the NAP teacher. Funds were utilised to employ a part-time EAL/D teacher to teach these students in a small, withdrawal group situation with the support of the bilingual SLSO.





## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	224	208	206	193
Girls	202	205	223	205

Bossley Park Public School's enrolment remains steady. 2018 continued to see many students enrol with a language background other than English.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	95.3	91.6	95.5
1	92.2	93.3	95.5	91
2	94.3	95.4	94	95
3	94.6	93.6	94.9	94.9
4	93.3	93.6	93.7	92.9
5	94	94.5	94.6	94.2
6	94.7	94.6	91.9	92.7
All Years	93.9	94.3	93.7	93.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Our student attendance is very stable and is above state and Department attendance rates. Class rolls are monitored regularly and notes for non attendance followed up. In the event of children not attending regularly or attending late processes are put in place to support the family to rectify and amend. Processes include:

\*classroom teachers contact parents or caregivers after two days of unexplained absence

\*letters are sent home if absences are unexplained as per departmental policy

\*meetings are held as required with parents/caregivers and attendance issues are referred to the Learning Support Team and HSLO.

### Class sizes

Class	Total
RM 16	19
RM 15	19
RM 14	18
RM 11	20
RM 10	20
RM 20	28
RM 21	29
RM 13	30
RM 12	30
RM 1	26
RM 5	26
RM 2	26
RM 8	25
RM 7	25
RM 4	28
RM 3	27

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.08
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	2.6
School Administration and Support Staff	3.17
Other Positions	2

\*Full Time Equivalent

Three staff members identify as being of an Aboriginal



background.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96.35
Postgraduate degree	3.65

## Professional learning and teacher accreditation

All staff participated in weekly professional learning sessions and undertook training to maintain currency of content knowledge and teaching practice, and mandatory knowledge about DoE requirements. Staff participated in professional learning linked to the school's strategic directions with a focus on Literacy and Numeracy. Professional learning also took place weekly with classes scheduled to participate in ICT sessions, enabling class teachers to learn with an expert teacher in a team-teaching situation. There were many opportunities for staff to participate in other Professional Learning directly related to their own personalised performance and development plan.

In 2018, all teachers employed prior to 2004 were accredited as Proficient. Six Early Career Teachers were accredited at Proficient and one has maintained their proficiency.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	402,893
<b>Revenue</b>	4,320,956
Appropriation	4,158,439
Sale of Goods and Services	28,658
Grants and Contributions	129,636
Gain and Loss	0
Other Revenue	0
Investment Income	4,223
<b>Expenses</b>	-3,846,756
Recurrent Expenses	-3,846,756
Employee Related	-3,490,971
Operating Expenses	-355,785
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	474,200
<b>Balance Carried Forward</b>	877,092

Financial management at Bossley Park Park Public School

is governed by the Principal in collaboration with the school's finance committee in line with the Department of Education's policy and procedures, and based on specific school priorities as determined by the Bossley Park Public School 2018–2020 School Plan.

Funds carried over have been set aside to upgrade the school's play areas and administration block.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,773,492
Base Per Capita	82,955
Base Location	0
Other Base	2,690,536
<b>Equity Total</b>	852,153
Equity Aboriginal	2,677
Equity Socio economic	353,065
Equity Language	300,336
Equity Disability	196,075
<b>Targeted Total</b>	71,945
<b>Other Total</b>	370,489
<b>Grand Total</b>	4,068,080

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### School-based assessment

#### Best Start

In 2018 Kindergarten teachers administered the Best Start assessment on all Kindergarten students in the first few weeks of schooling. Best Start is an assessment and teaching tool that allows teachers to assess student's prior knowledge and skills in Literacy and Numeracy. The information gathered enables the establishment of explicit Literacy and Numeracy programs and goals. Following the initial assessment, student progress was monitored every 10 weeks using PLAN software. This ongoing assessment helps to form future teaching and learning experiences. The Kindergarten teachers also extended their learning of the Best Start Assessment by attending professional learning sessions on the newly-refined version that will be available in 2019.

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from

Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

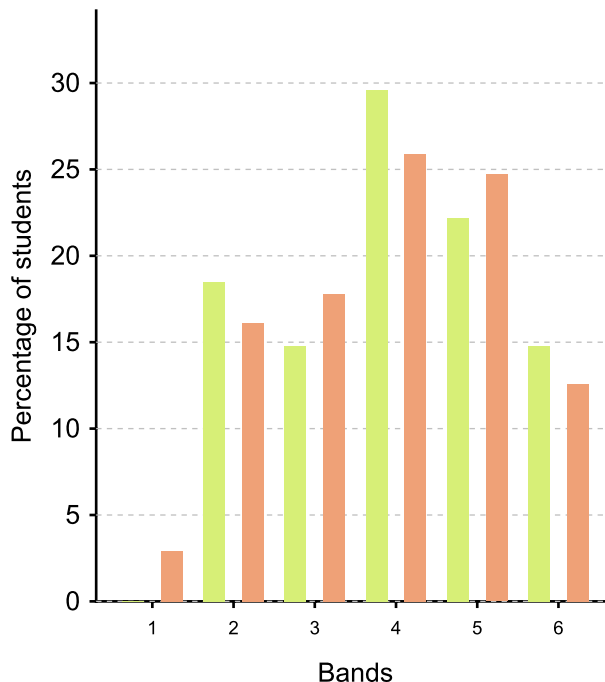
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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

2018 NAPLAN results demonstrated that our Year 3 students achieved the Premier's priority of an increase in the proportion of students in the top two NAPLAN bands. The percentages of our Year 3 students achieving results in the top two bands are: Reading 37%, Grammar & Punctuation 37.7%, Spelling 49% and in Writing 47%.

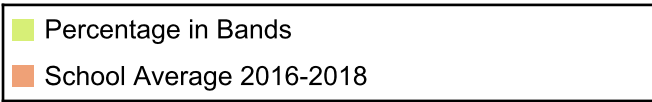
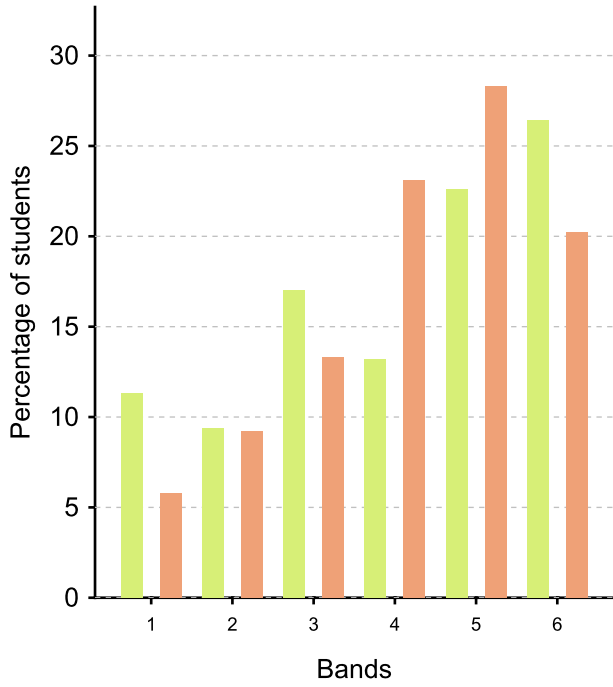
In Year 5 the percentages of students achieving above the national minimum standards are: Reading 66.6%, Grammar & Punctuation 76.4%, Spelling 86.8% and in Writing 70.7%.

**Percentage in bands:**  
Year 3 Reading

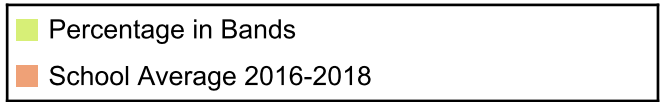
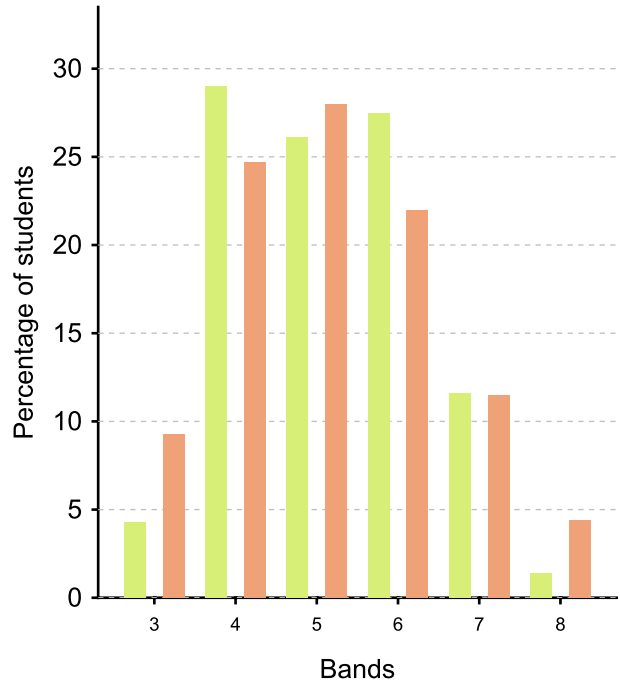


Legend:  
■ Percentage in Bands  
■ School Average 2016-2018

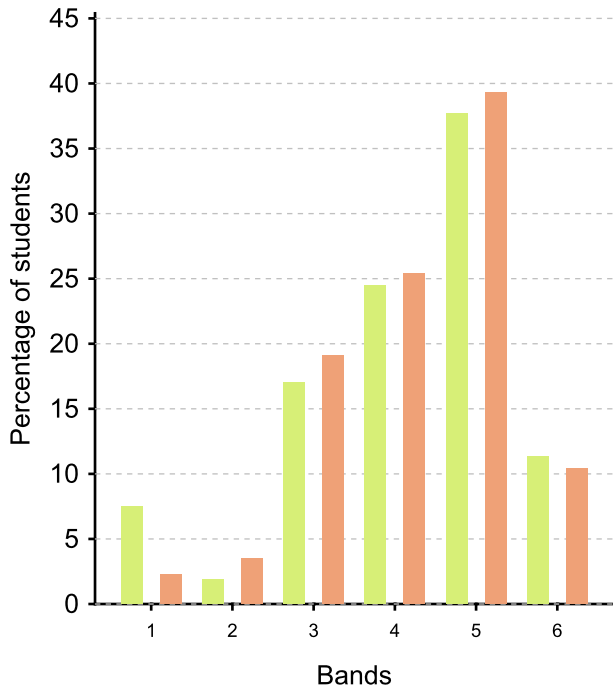
**Percentage in bands:**  
Year 3 Spelling



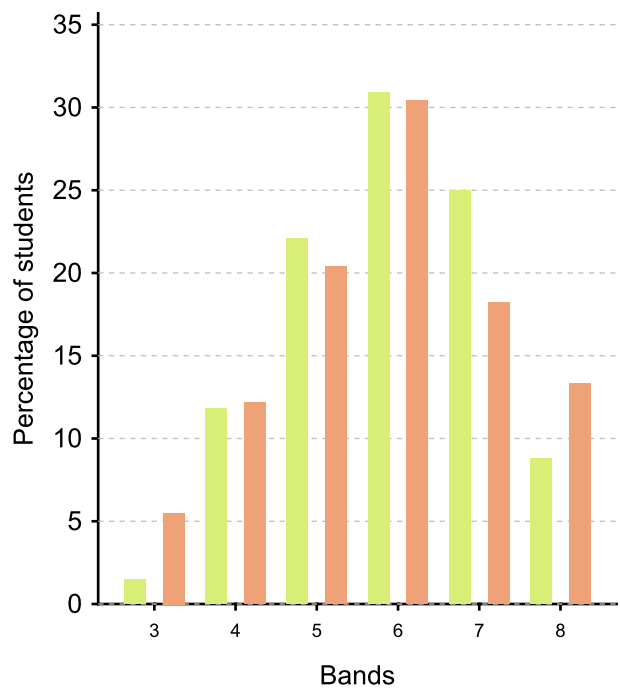
**Percentage in bands:**  
Year 5 Reading



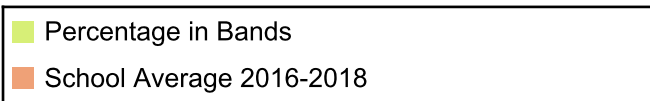
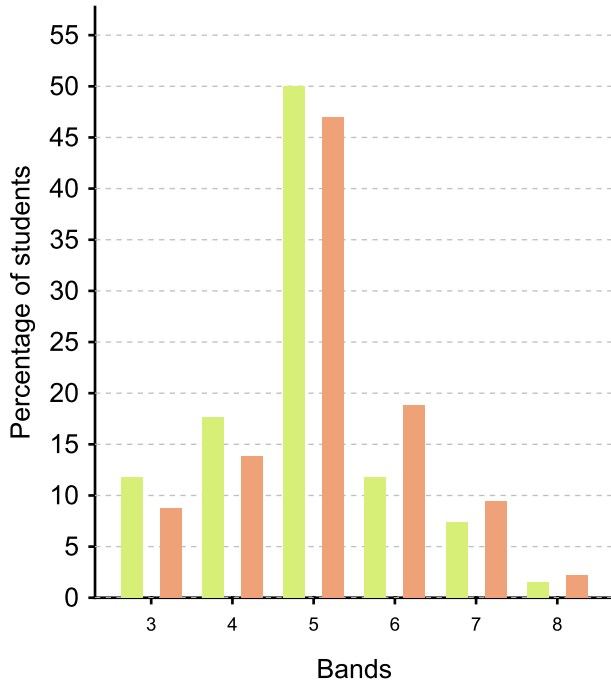
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Spelling



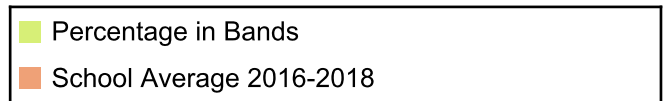
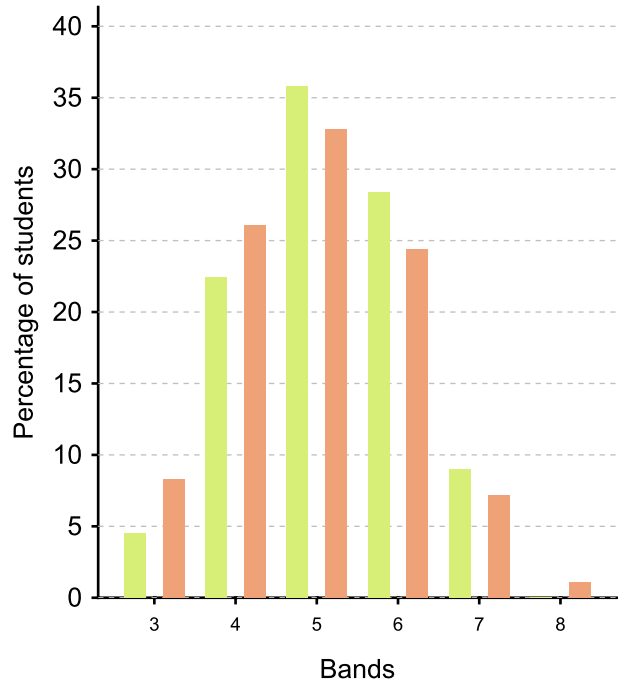
**Percentage in bands:**  
Year 5 Writing



The percentage of our Year 3 students achieving results in the top two bands for Numeracy is 28.3%.

In Year 5 the percentage of students achieving above the national minimum standards for Numeracy is 73.2%.

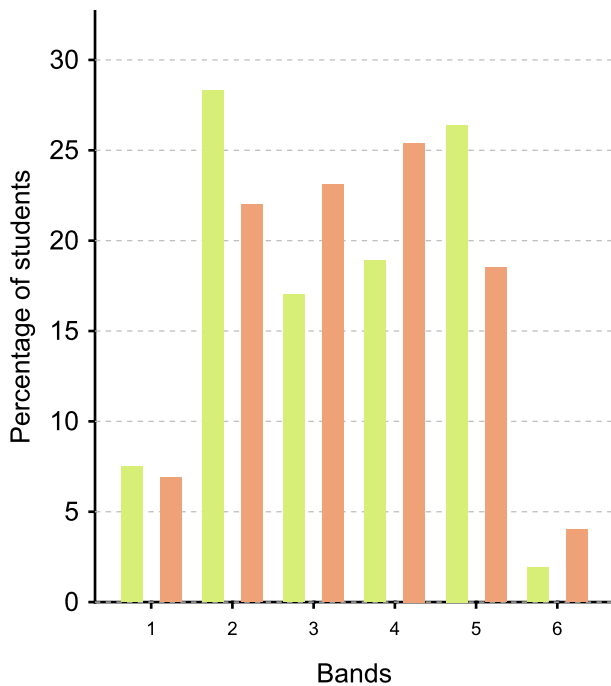
**Percentage in bands:**  
Year 5 Numeracy



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

There were no Aboriginal or Torres Strait Islander students in the top two NAPLAN bands.

**Percentage in bands:**  
Year 3 Numeracy



### Parent/caregiver, student, teacher satisfaction

In 2018, the students in Years 4 –6 , parents and teachers participated in the 'Tell Them From Me' surveys focusing on student wellbeing, student learning, engagement , behaviour, communication and safety.

The 'Tell Them From Me' survey indicated that:

7.9 (out of 10) students felt their teacher encourages them to do better and 8.3 felt their teachers treat them fairly. 80 % of students had a positive sense of belonging and feel they have people they can trust and

who encourage them to make positive choices.

7.6 (Out of 10) parents surveyed felt their child is encouraged to do their best work. 7.00 felt they can easily speak with their child's teacher. 8.00 felt their child is clear about the rules for school behaviour and 7.8 felt the school creates opportunities for students who are learning at a slower pace. 7.6 of parents surveyed feel that they belong and are part of the whole school community.

Teacher surveys about the drivers for student learning showed 8.4 (out of 10) set high expectations for student learning. 8.7 establish clear expectations for classroom behaviour and 8.5 present a new concept by linking it to previously mastered skills and knowledge.

Two other surveys were conducted with parents/caregivers. The results from the 'School Satisfaction Survey' are as follows:

\*I enjoy being part of the Bossley Park Public School Community.... 80.33% Agree 16.39% Mostly Agree 0% Mostly Disagree 3.28% Disagree

\*Bossley Park Public School is an attractive and well-resourced school (e.g. classrooms, library, grounds) .... 68.33% Agree 26.67% Mostly Agree 0% Mostly Disagree 5% Disagree

\*The students enjoy coming to school.... 78.33% Agree 18.33% Mostly Agree 0% Mostly Disagree 3.33% Disagree

\*Our school is welcoming..... 84.75% Agree 11.86% Mostly Agree 0% Mostly Disagree 3.39% Disagree

\*Parents are encouraged to contact the school to discuss concerns relating to their child..... 73.33% Agree 21.67% Mostly Agree 1.67% Mostly Disagree 3.33% Disagree

\*The school is a friendly school that is tolerant and accepting of all students..... 71.67% Agree 21.67% Mostly Agree 1.67% Mostly Disagree 5% Disagree

\*The students are the schools main concern..... 66.10% Agree 28.81% Mostly Agree 0% Mostly Disagree 5.08% Disagree

\*The school has supportive student well-being programs e.g. PBL, Yrs 3-6 Well-being Program with Mr Brims, Life Skills.... 75.86% Agree 17.24% Mostly Agree 1.72% Mostly Disagree 5.17% Disagree

\*The school offers challenging programs for its students..... 51.67% Agree 35% Mostly Agree 8.33% Mostly Disagree 5% Disagree

\*The school maintains a focus of literacy and numeracy..... 57.63% Agree 35.59% Mostly Agree 0% Mostly Disagree 6.78% Disagree

\*The school teaches and promotes core values..... 76.67% Agree 16.67% Mostly Agree 0% Mostly Disagree 6.67% Disagree

\*Bossley Park Public School has competent teachers who set high standards of achievement..... 71.19% Agree 18.64% Mostly Agree 3.39% Mostly Disagree 6.78% Disagree

\*A wide range of extracurricular programs (e.g. sport, debating, public speaking) are offered..... 74.58% Agree 16.94% Mostly Agree 1.69% Mostly Disagree 6.78% Disagree

\*Technology integration occurs across the school.... 74.58% Agree 16.95% Mostly Agree 3.39% Mostly Disagree 5.08% Disagree

\*Fair discipline exists within the school..... 67.24% Agree 24.14% Mostly Agree 3.45% Mostly Disagree 5.17% Disagree

\*There are good lines of communication between the school and parents..... 70.69% Agree 20.69% Mostly Agree 3.45% Mostly Disagree 5.17% Disagree



## Policy requirements

### Aboriginal education

BPPS continues to embed Aboriginal perspectives into teaching and learning programs. Our staff are continually involved in professional development so that we can include Aboriginal educational outcomes into our teaching. In 2018, two staff members were trained in the Stronger Smarter Leadership Program. The program equips teachers to actively engage the school community so that the whole school community has high expectations relationships and promotes positive identities and excellence in schools.

In line with promoting high expectation relationships in schools, one ATSI student attended the Yarn Up Public Speaking Program. The program seeks to mentor students and teach them the skills for effective public speaking during two full day workshops. The learning over these two days culminates in giving a speech at Parliament House.

Important dates recognising important Aboriginal and Torres Strait Islander events, initiatives and accomplishments are observed at BPPS. To celebrate Reconciliation Week and its 2018 theme, 'Don't Keep History A Mystery', students and teachers from each class were given an important historic event in Aboriginal and Australian history and created posters



showcasing their knowledge and facts about their given event. These posters were then collected to form a timeline of important events including the 1967 Referendum, 2008 National Apology and 1992 Native Title Mabo Decision.

NAIDOC Week was another important event commemorated at BPPS. As part of the 2018 NAIDOC Week theme, "Because Of Her, We Can", students from each class studied a prominent Aboriginal or Torres Strait Islander woman whose accomplishments and achievements positively contributed to Australian and Aboriginal history and culture. Students from the BPPS choir also learnt how to sing the national anthem in Dharawal language from Fairfield Local AECG President, Janene McPherson, and sung the national anthem in both Dharawal and English at the NAIDOC assembly.

NAIDOC Week was also special because BPPS officially unveiled its new flagpoles during these celebrations. To celebrate the event, a smoking ceremony was performed to cleanse the new flagpole area. Then, each class painted a paver with an Aboriginal symbol to place around the new flags in the flagpole area.

In 2018, the school maintained Acknowledgement of Country in all assemblies. Culture Club and SRC students collaboratively wrote a personalised BPPS Acknowledgement of Country with the help of Aunty Carol and Leslie Marks of the Aboriginal Education and Wellbeing Team. The new BPPS Acknowledgement of Country acknowledges and pays respect to the Darug people, the traditional custodians of the land, as well as the multicultural community of BPPS and our shared goal of teaching through and with culture together.

Our staff have made a commitment to collaborative practice and decision making, with five staff members as active participants of the Fairfield Local Aboriginal Education Consultative Group (FLAECG). As part of this commitment to collaborative practice, BPPS organised and hosted the first Indigenous Games Gala Day with three primary schools from the FLAECG group of schools. During the Indigenous Games Gala Day, Aboriginal and non-Aboriginal students participated in cultural sporting games; learning the history and origins of the games they played as well as how to play them. Some of the games learnt included kai wed, kalq and wulijini.

One of the most exciting achievements of 2018 was the launch and publishing of the BPPS Reconciliation Action Plan (RAP). A formal commitment to foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions, the BPPS RAP will assist in the continued commitment to Aboriginal education and fostering positive relationships with Aboriginal groups, individuals and stakeholders.



## Multicultural and anti-racism education

Bossley Park Public School is proud to be part of a culturally diverse community. Families with a Language Background Other than English (LBOTE) constitute 86% of the school's population and represent 31 diverse cultural and language groups.

Assyrian, Chaldean and Arabic are the largest represented groups of students that have English as an Additional or Second Language (EAL/D).

A variety of programs supported and provided quality teaching and learning opportunities for our staff, students and their families in 2018.

- Stage 2 teachers were involved in Action Research with an emphasis on vocabulary and embedding EAL/D pedagogy into teaching programs.
- Stage 3 teachers and an EAL/D teacher participated in '*Leading EAL/D Education: developing evidence based whole school strategies*'. The focus was on developing Cognitive Academic Language Proficiency (CALP) through explicit teaching and regulated scaffolding to support New Arrivals and EAL/D learners whilst simultaneously challenging students who are not EAL/D. Building leadership capacity to mentor teachers to effectively use the ESL STEPS Framework and the EAL/D Progressions was another important focus of the project.
- Newly Arrived and Refugee students participated in the *Australian Literacy and Numeracy Foundation's 'Subtext'* and '*Refugee Action Support*' program which assisted students in gaining vital literacy and language skills through dance, canvas and our 'TOLERANCE' mural painting. The partnership between the ALNF and Bossley Park Public school continues to grow and support students from all backgrounds at the school.
- EAL/D teachers supported staff and students by collaboratively planning and teaching in classes across all stages to strengthen EAL/D pedagogy and support EAL/D students.
- EAL/D teachers provided intensive English language instruction for refugee and newly arrived students through withdrawal groups. Teachers offered diverse language learning experiences whilst ensuring that the STARS (Safety, Trust, Attachment, Responsibility and Skills) framework was maintained to promote and support effective teaching and learning by refugee students.

- Families felt valued and included in their child's education through translated notes prepared with QR codes, the availability of interpreters at information evenings, Three Way Conferences and parent meetings.
- Spanish and/or Italian continued to be taught to all students from Kindergarten to Year 6 through our Community Languages Program ensuring that students develop an appreciation to foreign languages and stronger cultural awareness and global identity.
- Bossley Park Public School embraced its diversity through the arts – food, dance and music at *Multicultural Day* celebrations. We also extended our understanding of diversity through special activities on Harmony Day, NAIDOC week, ANZAC Day, White Ribbon Day and Education Week.
- Assyrian dancers, choir, Skippervators, Community language groups and contemporary dance groups showcased our multicultural talent at the *Parks Festival of Schools Concert*.
- The *Starting School Well Program* continued to support refugee families and pre-schoolers to transition into kindergarten. Our bilingual SLSO who speaks Assyrian, Arabic and Chaldean is a vital source of information and support to families.
- Staff continued to receive support, advice and Professional Learning recommendations from the Refugee Support Leader to assist with the embedding of EAL/D pedagogy in programs.
- Families in the school community were offered various information sessions, cooking classes, makeup classes, computer classes and English classes organised through the Community Hub Officer.

Bossley Park Public School is committed to living up to its motto of 'Tolerance' and adheres to its anti-discrimination policy. Teachers promoted cultural, linguistic and religious acceptance by embedding cross-cultural content in teaching programs and social programs. Two trained ARCO representatives provided current information to staff, parents and students and were available to respond to racist or discriminative behaviours.

## Other school programs

### Flexible Wellbeing Program

The Flexible Wellbeing Services Funding Allocation (\$37200 p.a.) is a three year 0.3 EFT allocation (2016–2018) from the Learning and Wellbeing unit. The school has also contributed 0.1 EFT. The funding has been used to employ a wellbeing teacher (0.4 EFT), casual teachers and professional providers to:

- develop an engagement matrix to identify, monitor and evaluate the Wellbeing program;
- improve engagement and social skills through learning engagement agreements, yarning circles, creative arts and yoga in students identified through the school's learning support team;
- improve resilience, self control, self reflection and self confidence in Stage 3 students through the

- Rock and Water program; and
- support Early Career Teachers (ECT) in their professional learning and achieving accreditation through individual and group mentoring.

Surveys and evaluations were distributed to students, ECTs, classroom teachers and parents/carers at the end of 2018 to determine the impacts achieved.

Student Wellbeing results included :

- identified students substantially improving their social and emotional resilience , developing new skills, enthusiastic engagement in activities, developing new relationships and discovering positive attributes about each other;
- parents/carers most supportive of the wellbeing program. Comments included : grateful for the program and the opportunity to attend, have seen positive changes in behaviour and making a big difference to our lives.
- classroom teachers very supportive especially when engaging with their students after each session. Comments included : Students are happier at school and participate better in small groups, enjoy coming to school and look forward to going to the wellbeing lessons, program is a great initiative for the targeted students as I have seen a change in their attitude towards others and school, more positive changes within my students – socially and emotionally, more engagement in class and class discussions and changes with relationship with teacher (me) – being more open.

'Rock and Water' results demonstrated a high level of student engagement, enjoyment and interest. There was an improvement in social and emotional resilience, self esteem, self awareness and self confidence. Comments included : it was fun and enjoyable, learnt new things, you all should do this program, it has good advice, feel calmer and relaxed, taught me how to stand up for myself and have confidence – that is positively the best thing to have in life.

Early Career Teachers most supportive of the program and for it to continue in 2019.

Comments included : Sessions have helped me improve my wellbeing as I was able to speak about my challenges and achievements, advice on writing expressions of interest and completing my accreditation, provision of an organised and specific time to ask those tricky questions and discuss school matters to an unbiased mentor who fully supports my development as an educator, knowing that I have support from other people, being reassured that I am doing things right, being able to be open and honest about how I am feeling and what I need to do to improve and grow as a teacher.

### Language, Learning and Literacy (L3)

Language, Learning and Literacy (L3) is a research-based early intervention program for Kindergarten students, targeting reading and writing. It complements the daily classroom literacy program for students who do not bring a rich literacy background to their first year of school. The prime goals of L3 is to

achieve expected literacy levels by the end of their first year of schooling and reduce reading and writing difficulties. L3 provides rich literacy experiences through systematic and explicit teaching in which students receive precise instruction in reading and writing in small groups in daily literacy lessons. Students also engage in short periods of carefully selected independent, individual or group tasks to practice and consolidate their current literacy learning. Data is collected every 5 weeks to assess learning, monitor progress and inform teaching.

In 2018, Kindergarten teachers commenced a two year professional learning training program to implement L3 (Early Stage One) in their classrooms. Professional learning throughout the school year included fortnightly workshops delivered by accredited L3 trainers, demonstration lessons, coaching visits, supervised practice, classroom observations and a series of between session tasks.

At the end of the first year, L3 results indicated that 70% of Kindergarten students were reading at or above the expected benchmark level and 57% of students were exceeding the expected benchmark level in writing.

### **ICT Program**

In 2018 QTSS funding was utilised to employ an expert teacher to team teach with classroom teachers in both ICT and Science using inquiry-based learning and developing skills with technology. Classes were timetabled through the whole school timetable.

Classes had the opportunity to spend a term working in the Hive on science-based inquiry questions. Students in older grades acquired collaborative and creative thinking skills as they developed ways to show their understanding of science topics. Younger years developed an understanding and experimented with ideas to answer inquiry questions.

Students also had opportunities to develop skills such as typing, short cuts, emailing, using the student portal, green screen and coding.

Coding was implemented across all year groups throughout the school. Kindergarten to Year2 started with simple coding using the blue bots and then developed skills in loops and strings using Kodable. Students also had the opportunity to code using Lego WeDo. Years 3 and 4 learnt coding using 'Hour of Code'. This taught them block coding and this was also used during lessons on Scratch.

Years 5 and 6 started using 'Hour of Code' to block code but then developed this further through 'Code of Combat' where they started coding their sprite using Java Script. Stage 3 also created and used coding for Lego WeDo kits.

### **QuickSmart Numeracy**

QuickSmart Numeracy is an educational program designed to support numeracy skill development. The

program was developed by a research team at the University of New England. During 2018 or our second year of administering the program, ten year 4 students, two Year 5 students and two Year 6 students participated in the QuickSmart remediation numeracy program. They were selected based on their performance in the previous year's NAPLAN (Band 2 or lower) and school based mathematics assessments.

Based on a comparison of pre and post-test results, 9 out of 14 or 64% of students improved their response time (speed) regarding the four operations of addition, subtraction, multiplication and division. Similarly 11 out of 14 or 79% of students improved their accuracy by the end of the year. Student and teacher feedback in December 2018 highlighted an overall increase in engagement and confidence during mathematics lessons as a result of participation in the QuickSmart program.