Bogangar Public School

2019 Annual Report

4632

Introduction

The Annual Report for 2019 is provided to the community of Bogangar 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.

School contact details

Bogangar Public School
Coast Rd
Bogangar, 2488
www.bogangar-p.schools.nsw.edu.au
Bogangar-p.school@det.nsw.edu.au
6676 2755

School background

School vision statement

Bogangar Public School is committed to nurturing, guiding, inspiring and challenging students to find the joy in learning, to build their skills and understanding and to make sense of their world. It provides a high quality education in an inclusive learning environment so that all students can become active, confident and informed citizens.

School context

Bogangar Public School is located on the beautiful Tweed Coast in the community of Bogangar/Cabarita Beach. Parent feedback has identified the school as a "welcoming, nurturing and caring learning environment with approachable staff". The school motto, *Excellence, Innovation, Opportunity and Success* is clearly evident in all that we do.

The school has seen steady enrolments since opening in 2004. Our school employs an enthusiastic, committed staff who have strong genuine relationships with parents and colleagues.

Teaching and learning at Bogangar Public School is underpinned by evidence based research, with teachers being supported to provide high quality and high equity programs enabling every child to succeed. Academic programs, with a focus on literacy and numeracy are complemented by an array of extra curricula programs and activities.

The school is one of the largest entities in the Bogangar community and provides a common link that families in the community share. The school is very well supported by an active Parents and Citizens Association (P&C), local service clubs and Cabarita Bowls and Sports Club.

Self-assessment and school achievement

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

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in LEARNING – WELLBEING

Purpose

To develop a School culture that fosters wellbeing by embracing the Positive Behaviour for Learning (PBL) mindset and framework.

Working in partnership with the school community to support and engage students in opportunities to connect, succeed, thrive and learn, developing the vital skills to flourish now and in the future years.

Improvement Measures

• The successful investigation and implementation of school wide system to address student well–being

• Increased proportion of students demonstrating active engagement with their learning as measured on the Tell Them From Me (TTFM) survey

• Reduction in the number of negative behaviour incidents reported

• Improved whole day attendance data

• Students demonstrate an increased level of respect and engagement through our Positive Behaviour for Learning (PBL) strategies

Progress towards achieving improvement measures

Process 1: • Utilise the wellbeing self–assessment tool.

Evaluation	Funds Expended (Resources)
The Positive Behaviour for Learning (PBL) initiative was launched at BPS in semester 2 to a great reception. Students are working with teachers to create a shared understanding of non–classroom school wide expectations. Students behaviour is regularly rewarded with 'Kookie Cards' to supply students with instant feedback on their positive behaviour. Teachers are using the targeted and specific PBL lessons to engage each classroom across the school in the PBL framework. Students' wellbeing is supported by creating consistent and safe expectations to support their success at school.	* Wellbeing Framework * Wellbeing self–assessment tool * PBL Assistant Principal

Process 2: • Engage with School services to support, staff in the development, implementation and review of a systematic approach to wellbeing.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) was launched successfully in semester 2 and is operating at BPS. Further consultation is needed to review the school's current discipline/behaviour policy before making a behaviour flowchart for the school. This will lead into the creation of the school's major reward/recognition system – known colloquially as the 'long and strong' in the PBL context. These items will be SD1's major focus in 2020.	* Visuals created by graphic designer * Completed PBL signage designed, created and installed ($8500) * Assembly prizes sourced ($100) * PBL AP – secure on site at BPS for PL

Process 3: • Collaborate with staff, students and parents to develop, implement and monitor a whole school approach to wellbeing.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) was launched successfully in semester 2 and is operating at BPS. Further consultation is needed to review the	* Visuals created by graphic designer

Progress towards achieving improvement measures	
school's current discipline/behaviour policy before making a behaviour flowchart for the school. This will lead into the creation school's major reward/recognition system – known colloquially as the 'long and strong' in the PBL context. These items will be SD1's major focus in 2020.	* Completed PBL signage designed, created and installed ($8500) * Assembly prizes sourced ($100) * PBL AP – secure on site at BPS for PL

Process 4:   • Regularly review data to analyse and monitor student behaviour and wellbeing.

Evaluation	Funds Expended (Resources)
This item has been moved into 2020 as a major focus. The school discipline/behaviour policy needed to be created first. The Assistant Principal (AP) has met with the PBL AP to discuss the current behaviour slips used in school and how these could be updated with a few minor changes that will allow much more meaningful data to be extracted from Sentral. Consultation with all key stakeholders will take place across semester 1 2020 to ensure that all voices are heard and the right fit is chosen for BPS.	* Signage drafted, created and then printed/displayed across school in term 1 2020. * Stakeholder consultation meetings * Access to regional support from PBL AP

Process 5:   • Engage School Services PBL Assistant Principal to establish and sustain the foundations of the PBL framework within our school context.

Evaluation	Funds Expended (Resources)
Discussions and investigations into creating these procedures have begun – however the task was deemed too important to rush into and more consultation was needed with all major stakeholders across the school community. The PBL team decided to spend 2020 unpacking current school processes and investigating options before finding the right fit for our school's context. The PBL team will solicit support from the regional PBL AP to help guide the PBL team to the best fit for Bogangar Public School to support the wellbeing of our students.	* PBL AP

Process 6:   • Liaise with School Services Wellbeing Officer to complete the Wellbeing Framework Self–Assessment tool.

Evaluation	Funds Expended (Resources)
The use of the wellbeing framework assessment tool will need to take place again starting from part 1. The data collected from the original PL (Term 2, 2018) is now too old and doesn't reflect the current school climate and staff make up. SD1 will look into possibly using this tool again in 2020 to determine areas of support for students across all wellbeing domains and pinpoint what areas need to be further developed.	* Wellbeing framework * Wellbeing self–assessment tool * Access to regional support personal

Strategic Direction 2

Excellence in TEACHING

Purpose

To develop a transparent, growth minded learning culture where teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods to achieve Department of Education (DoE) targets. The highest priority is given to evidence–based teaching strategies, derived from ongoing analysis of student assessment data and underpinned by high expectations.

Improvement Measures

Increase the percentage of students demonstrating the expected growth in literacy and numeracy.

At least 80% of students demonstrating expected growth over semester across DoE literacy and numeracy progressions relevant to expected timeframes.

To increase the proportion of students in the top 2 bands by 8% in reading and numeracy by 2019 NAPLAN data, including 30% of Aboriginal and Torres Strait Islander Students.

Progress towards achieving improvement measures

Process 1: • Evaluate Literacy and Numeracy practice across K–6

Evaluation	Funds Expended (Resources)
In 2019 BPS participated in a pilot Community of Practice (CoP) to enhance our understanding of formative assessment and the Learning Progressions. Three staff members attended focused professional learning in the Additive Strategies sub element before delivering BPS specific sessions to support colleagues develop confidence and understanding of the area. All teachers were trained in the Seven Steps to Writing Success methodology aimed at changing how writing is taught. Soundwaves was trialed in Stage 2 & 3 during 2019 with positive results achieved. After much evaluation and consultation, the school will take up this program K–6 in 2020. Some online software was trialed to support teaching and learning learning this year. It was well received by learners, resulting in an expansion into other online programs for 2020. The district curriculum adviser consulted with teachers to conduct another round of instructional rounds to ascertain numeracy practices. This combined with staff surveys will form the basis of the school's next steps for 2020 and shape professional learning delivered in literacy and numeracy. DoE programming requirements were clarified and schoolwide expectations in classroom practices across literacy and numeracy will be developed next year. Collaborative planning practices have been established to enhance consistency of content delivered and support teachers to meet the increasing demands of the profession.	* Professional learning expenses * Subsidised online subscriptions * Subsidised learning experiences

Process 2: • Develop our learning culture and growth mindset

Evaluation	Funds Expended (Resources)
All teaching staff participated in two professional learning days developing their understanding of Visible Learning. Executive teachers were also involved in leaders and impact coaching linked to support and embed Visible Learning best practices across the school. A school Visible Learning vision and action plan was developed. A period of time was spent collecting baseline data and consulting with key stakeholders to identify the dispositions of a learner valued by our community. Seven learning dispositions were identified and plans have been developed to launch this process in 2020. The district curriculum adviser supported the leadership team to establish the	* Staff Development Days * Professional learning funds

Progress towards achieving improvement measures	
expectations of a professional learning community. Summative evaluation conducted by Corwin highlighted the valuable improvement in relational trust and teacher efficacy.	

Process 3: • Audit resources to provide equitable access to parents and classrooms

Evaluation	Funds Expended (Resources)
In 2019 there has been a significant increase in the quality of literacy and numeracy resources, with an equitable spread of materials across K–6. A thorough stock take of available readers was undertaken with a large range of reading resources injected into circulation. Guided reading sets were streamlined and home reading sets reinvigorated with a new more durable storage solution and additional readers included. A wider range of novel sets were established and some independent reading resources were purchased to support reading rotations in the upper grades. A numeracy stock take is planned to occur early in 2020 with an injection of hands on resources purchased across K–6 to support the professional learning delivered in this area and enhance student learning experiences.	* $12000

Process 4: • Data is regularly and accurately maintained and analysed.

Evaluation	Funds Expended (Resources)
K–6 assessment maps were developed with identified data being recorded in Sentral Markbook. Data was regularly collected and time was spent developing an understanding of teachers' data literacy and analysis skills. L3 reading levels were collected each term and analysed to assist staff provide targeted learning assistance and enrichment. Targeted professional learning that was shared with colleagues upon completion supported teachers to develop a greater understanding of the learning progressions and PLAN2. Corwin's assessment tool was utilised to analyse the impact of Soundwaves, with positive results. Further assessment tools are to be investigated to facilitate this analysis across a broader spectrum of the curriculum. Similarly, data talks are to be scheduled each term in 2020 with teachers to support them to better use data in teaching and planning.	

Strategic Direction 3

Excellence in LEADING

Purpose

To promote a culture of effective communication, high expectations and proactive community engagement, evident in all school activities, resulting in, continuous sustained whole school improvement.

Improvement Measures

Improved communication and consultation practices across the school community as evidenced by increased satisfaction in feedback from staff, students and community.

Progress towards achieving improvement measures

Process 1: • Improved profile of Bogangar Public School and Public Education in collaboration with Coastal Learning Community

Evaluation	Funds Expended (Resources)
Bogangar Public School continues to respond to data collected in 2018 to improve the profile of the school. Staff and students played an active role in Coastal Learning Community activities including YULI, transition to high school and developing links with our feeder high school. The school now utilises communication platforms to inform parents and community of school activities and celebrate the many successes achieved by our students. This will be strengthened in 2020 with the installation of an LED street sign. The Tell Them From Me survey was administered again in 2019 with a broader range of publication and opportunities to complete. There was a 500% increase in response rate with approximately a third of our parent body participating. Evidence of the improved profile of Bogangar Public School is supported by increased student enrolments resulting in the formation of a 12th class in 2019. Anticipated 2020 enrolments remain on an upward spiral with a high possibility of the formation of a 13th class.	* Skoolbag app – consistent updating and promotion with school community * LED street sign – type of, design consultation and placement of * Electronic newsletter

Process 2: • Development of a communication strategy including meeting protocols and clarification of roles and responsibilities

Evaluation	Funds Expended (Resources)
Consultation to clarify roles and responsibilities was commenced throughout 2019 with the process to be finalised in Term 1, 2020. A dedicated teacher preparation area was established to provide an efficient work space in which teachers could collaborate and best prepare learning materials while streamlining administrative processes. Communication between staff has become more transparent due to consistent meeting protocols.	* Teacher preparation set up including teacher resources * Additional administrative time allocated to audit and streamlining of administrative processes

Process 3: • Increased number of opportunities for parent and community consultation

Evaluation	Funds Expended (Resources)
The administration foyer has received a makeover during 2019 to create a more inviting environment and meeting space while streamlining	* Materials and resources for foyer and meeting room makeover

Progress towards achieving improvement measures

administrative processes. This has reduced congestion in a small area enabling staff to respond efficiently when parents and students present to the counter.	* Materials and resources for P&C room
Repurposing and the reconfiguration of the foyer and resulted in the establishment of a multifunctional room allocated to accommodate meetings in a quiet and comfortable space. The room is accessed and utilised by staff, students, parents and visiting specialists.	* Invites to parents to engage in various consultation platforms through out the year
In consultation with the P&C a dedicated room was established to enable them to conduct their business on school site. Access was also improved for the canteen manager, uniform shop coordinators and the school banking volunteers.	
A concerted effort has been made by the school to increase parent participation in this strategic direction area with numerous invitations extended to the community via assembly announcements, the school newsletter & P&C Facebook requests.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• Participation fee per student for YULI • Catering for Yarn Ups • Payment to local artist for design and construction of installation. Purchase of materials. • Purchase of electronic art design for Acknowledgement of Country	Aboriginal education continues to strengthen at BPS. In 2019 the school worked in partnership with the local Tweed Wollumbin Aboriginal Education Consultative Group , district support personnel and parents to continually develop the local awareness and cultural competencies of staff and students. Our Stage 3 YULI students engaged with all activities offered by the Coastal Learning Community as well as a number of our students attending NSW AECG STEM & Aboriginal Language camps. All teaching staff participated in professional learning around the implementation of the Aboriginal Education Policy. This was extended with nearly half the teaching staff engaging with the local Connecting 2 Country program and 3 staff participating in the Healthy Culture, Healthy Country professional learning. Yarn Ups were hosted each term to provide an opportunity for the parents of Aboriginal students to gather and network with other local families. This year the school engaged a local Aboriginal artist to design and construct an installation that will form the backdrop for a cultural garden. The school also purchased artwork from the local artist which will feature in the school's Acknowledgement of Country sign that will be proudly displayed at the entrance to the school in Term 1, 2020.
English language proficiency	EAL/D Teacher	At BPS EAL/D operates as an integral part of the whole school curriculum, with our EAL/D teacher/s working in cooperation with class teachers and other specialist teachers to support EAL/D students. Class environments have been established to promote differentiated learning that values cultural and linguistic diversity. English language proficiency funds were used to resource and assist EAL/D teachers to support students within EAL/D education.
Low level adjustment for disability	LaST teacher SLSOs PL sessions online and face to face workshops MiniLit MacqLit	Low level adjustment for disability funds were used to support students with disability and students who are recognised as requiring additional learning supports in our mainstream setting across K–6. All students were supported by the classroom teacher, LaST, available SLSOs and any specialist teachers visiting students and/or the school. In consultation with parents/carers, student needs were identified a dn goals devised throughout the year to cater for individual learning. Professional learning for staff was provided to ensure skills and practice are up–to–date with the latest evidence based research so that students' needs are thoroughly being met. Student data was collected throughout the year and reviewed each term, being reported to parents/carers each semester.
Quality Teaching, Successful Students (QTSS)	Release of assistant principals and teachers for	QTSS funds were used to support effective teaching and management practices across

Quality Teaching, Successful Students (QTSS)	collaborative planning and professional learning	the school. The teaching assistant principals were released one day per week to collaborate and mentor teachers around best teaching practices. Through participation in our CoP, executives were able to build teacher capacity in the learning progressions and formative assessment strategies.
Socio–economic background	Purchase of teaching and learning resources Teacher release for coordination and supervision of transition programs Staff professional learning – release and course fees	Equity funds were used to support students to access the curriculum and related activities. Excursions were subsidised to make learning opportunities accessible to ALL students. Transition programs from preschool–school–high school successfully facilitated a smooth movement between settings for our students. Specialised professional learning opportunities were provided to assist teachers better accommodate the diverse learners within their

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	134	123	135	153
Girls	141	143	146	148

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.1	95.5	94.2	95.1
1	94.8	92.7	93.9	92.9
2	93	94.5	93.9	94.1
3	95	93.8	93.3	95
4	93.1	93.7	92.4	92.8
5	93.5	92.6	93.1	93.4
6	90.1	93.9	91.9	93.1
All Years	93.6	93.8	93.3	93.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.27
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

|	2019 **Actual** ($)
Opening Balance	286,944
Revenue	3,102,487
Appropriation	2,939,898
Sale of Goods and Services	514
Grants and contributions	160,523
Investment income	1,452
Other revenue	100
Expenses	-3,100,699
Employee related	-2,620,642
Operating expenses	-480,057
Surplus / deficit for the year	1,788

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.

	2019 **Approved SBA** ($)
Targeted Total	161,717
Equity Total	185,042
Equity - Aboriginal	26,197
Equity - Socio-economic	35,997
Equity - Language	4,914
Equity - Disability	117,934
Base Total	2,131,337
Base - Per Capita	65,933
Base - Location	0
Base - Other	2,065,404
Other Total	253,488
Grand Total	2,731,583

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.
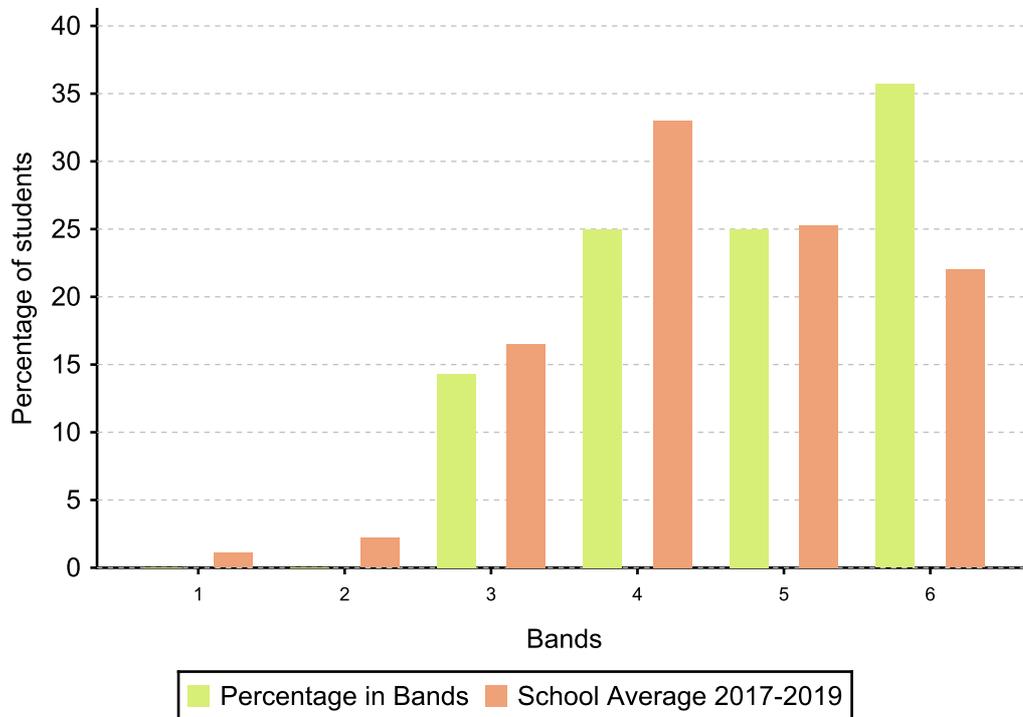
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
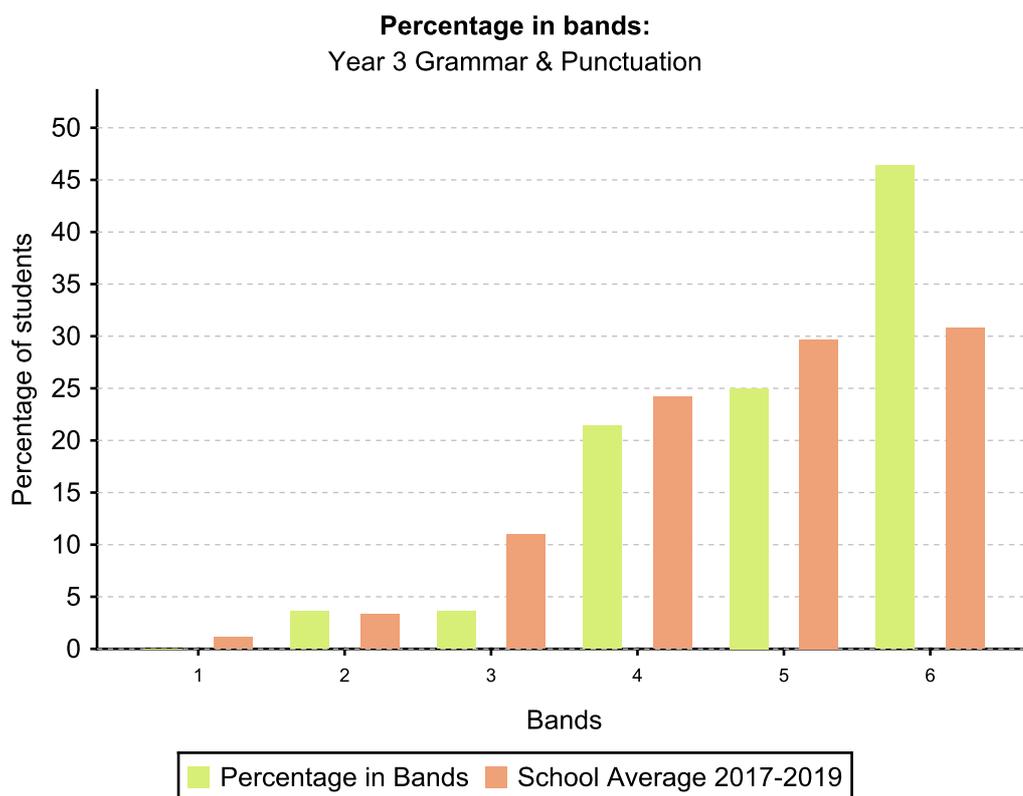
Band	1	2	3	4	5	6
Percentage of students	0.0	3.6	3.6	21.4	25.0	46.4
School avg 2017-2019	1.1	3.3	11	24.2	29.7	30.8

Percentage in bands:
Year 3 Reading
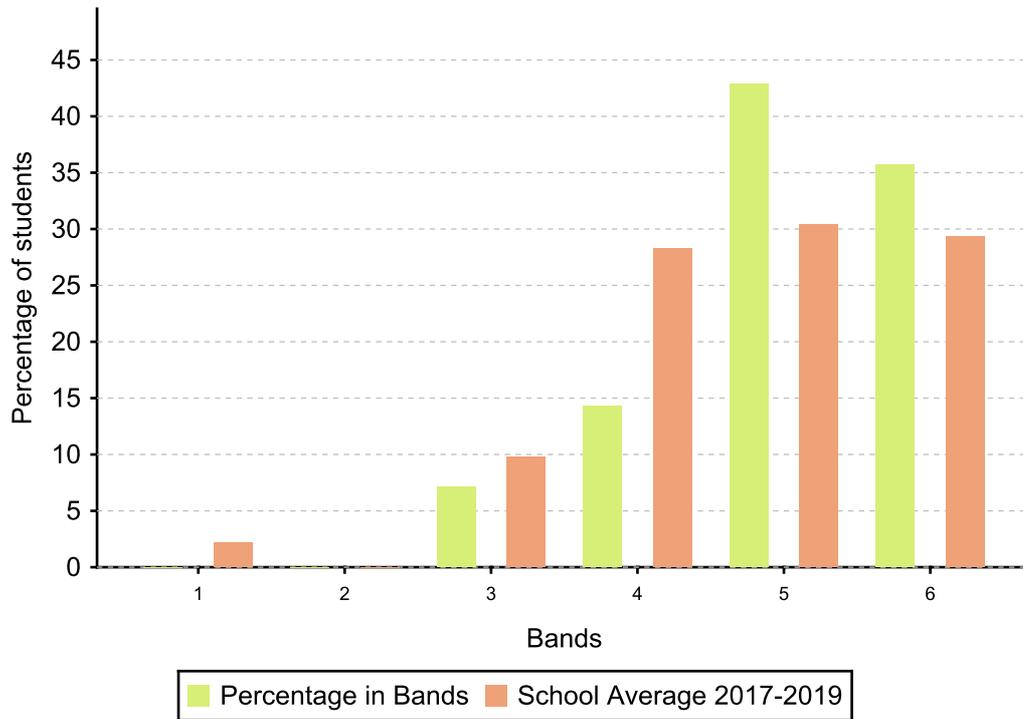
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.1	14.3	42.9	35.7
School avg 2017-2019	2.2	0	9.8	28.3	30.4	29.3

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	14.3	25.0	25.0	35.7
School avg 2017-2019	1.1	2.2	16.5	33	25.3	22

Percentage in bands:
Year 3 Writing
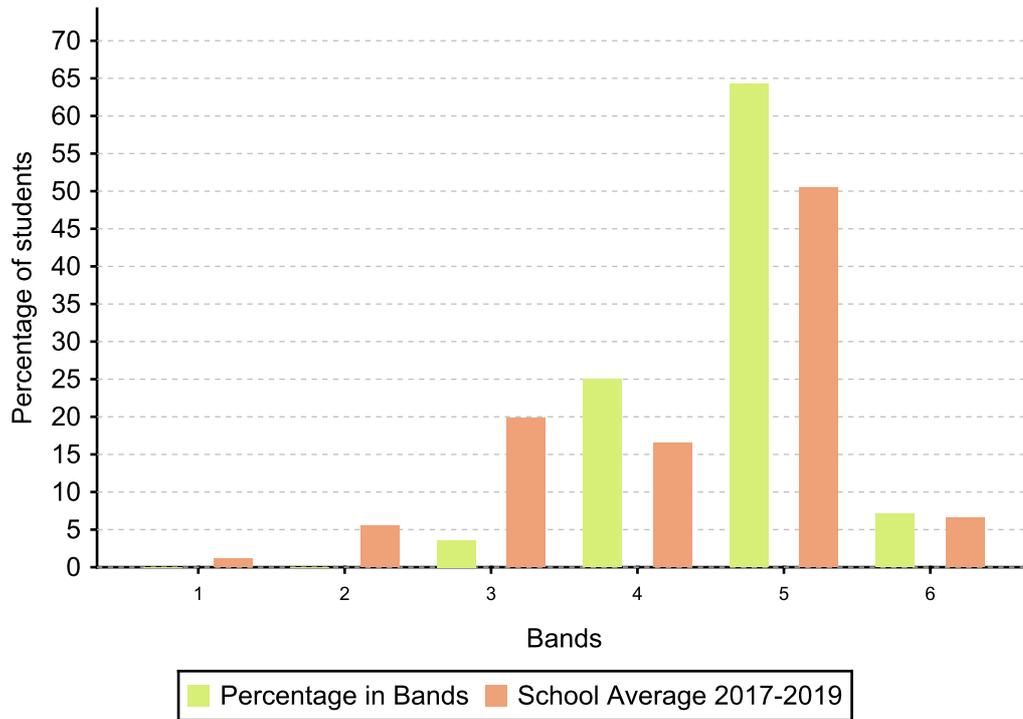
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.6	25.0	64.3	7.1
School avg 2017-2019	1.1	5.5	19.8	16.5	50.5	6.6

Percentage in bands:
Year 5 Grammar & Punctuation
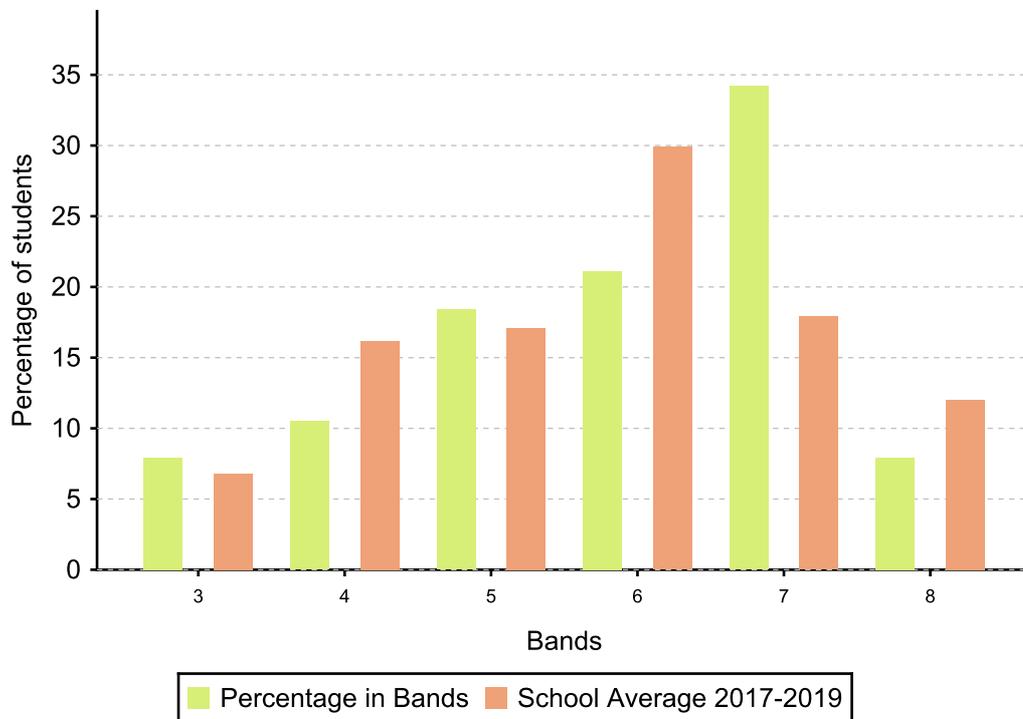
Band	3	4	5	6	7	8
Percentage of students	7.9	10.5	18.4	21.1	34.2	7.9
School avg 2017-2019	6.8	16.2	17.1	29.9	17.9	12

Percentage in bands:
Year 5 Reading
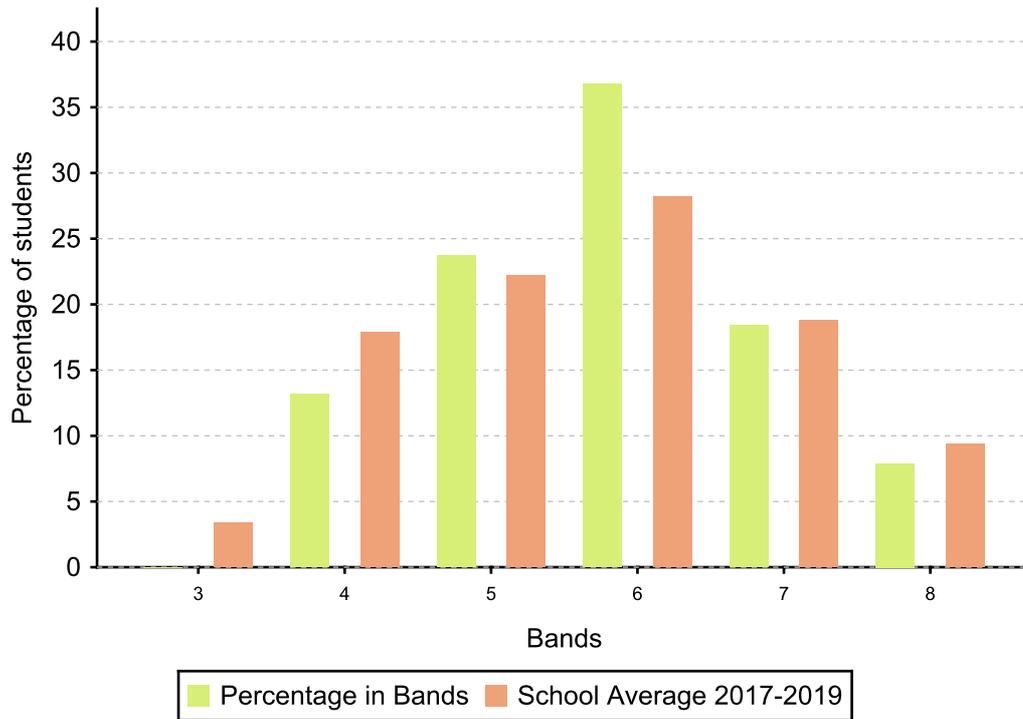
Band	3	4	5	6	7	8
Percentage of students	0.0	13.2	23.7	36.8	18.4	7.9
School avg 2017-2019	3.4	17.9	22.2	28.2	18.8	9.4

Percentage in bands:
Year 5 Spelling
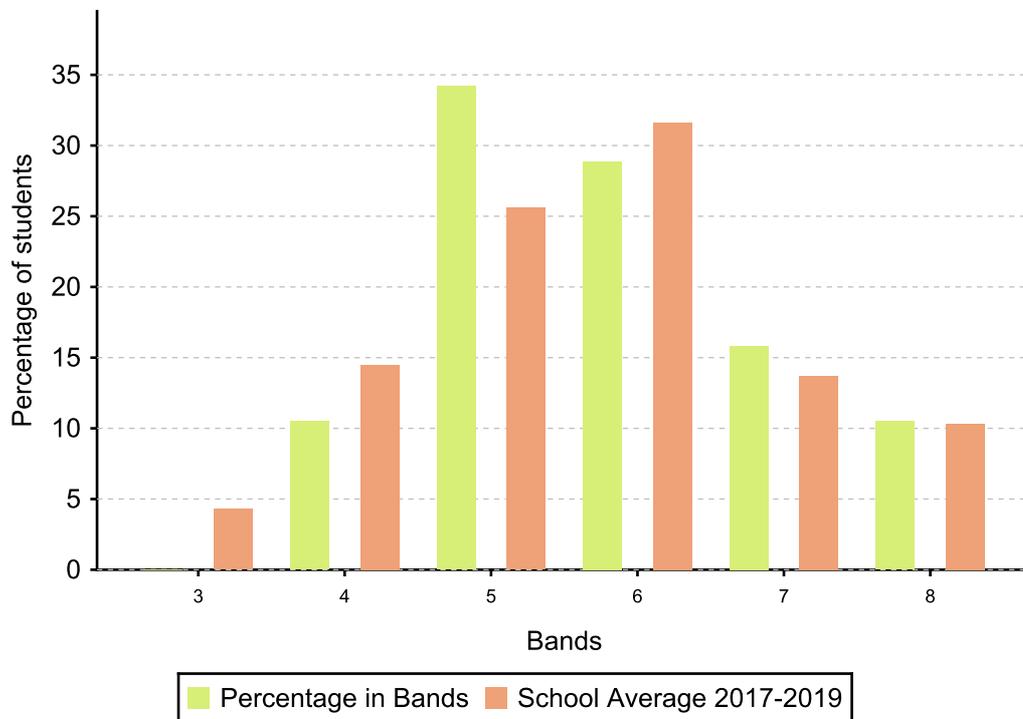
Band	3	4	5	6	7	8
Percentage of students	0.0	10.5	34.2	28.9	15.8	10.5
School avg 2017-2019	4.3	14.5	25.6	31.6	13.7	10.3

Bogangar Public School 4632 (2019) Printed on: 28 May, 2020

Percentage in bands:
Year 5 Writing
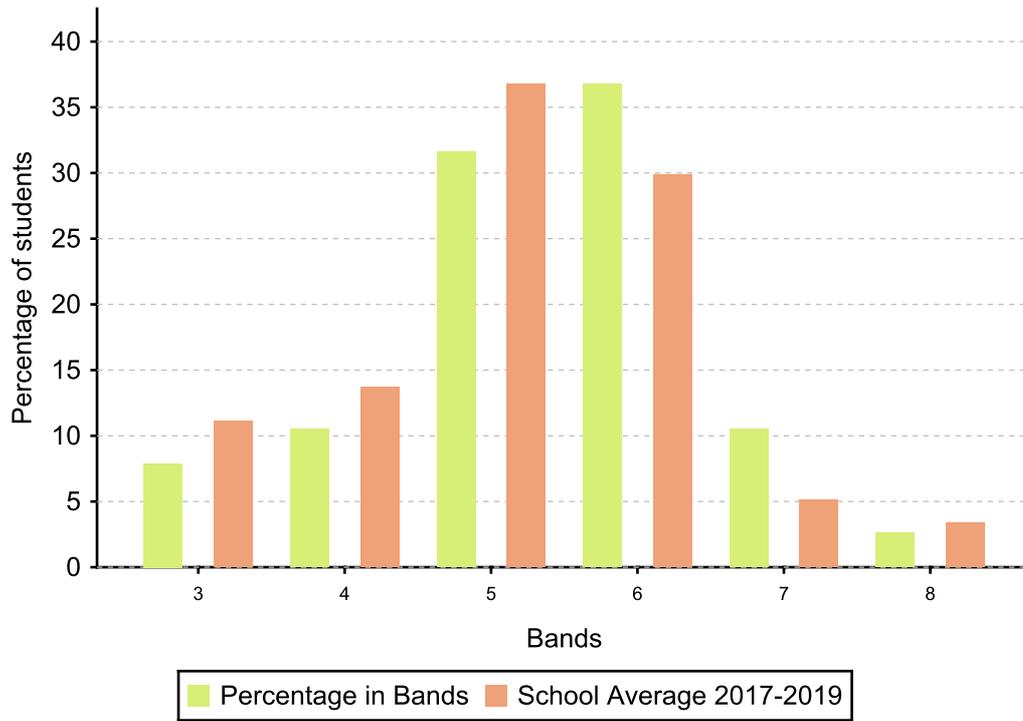
Band	3	4	5	6	7	8
Percentage of students	7.9	10.5	31.6	36.8	10.5	2.6
School avg 2017-2019	11.1	13.7	36.8	29.9	5.1	3.4

Percentage in bands:
Year 3 Numeracy
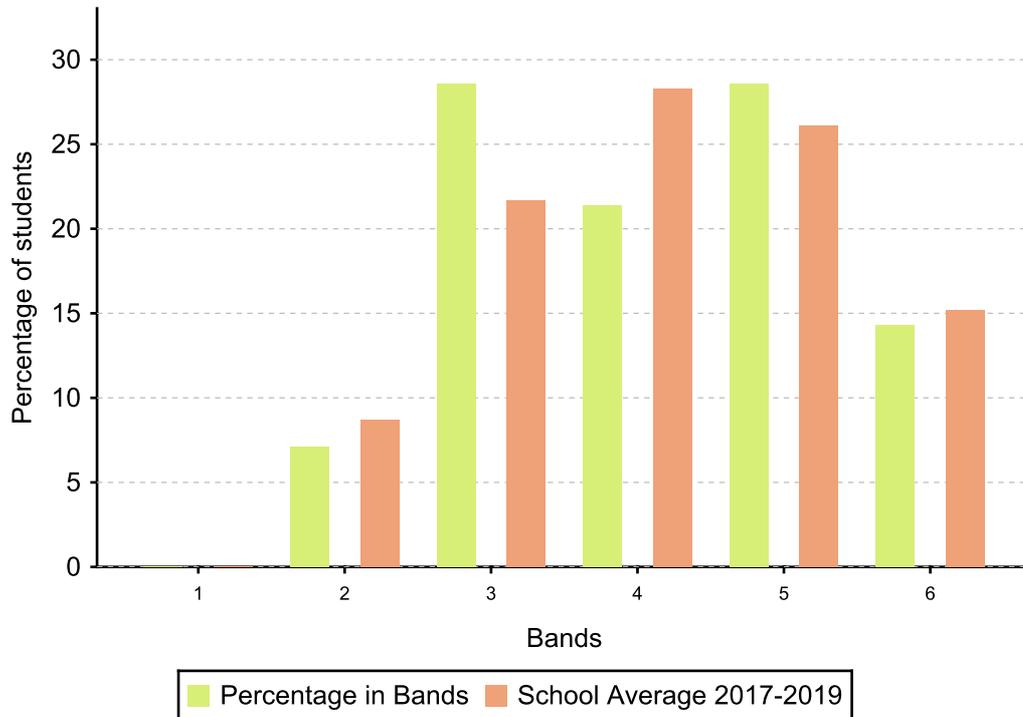
Band	1	2	3	4	5	6
Percentage of students	0.0	7.1	28.6	21.4	28.6	14.3
School avg 2017-2019	0	8.7	21.7	28.3	26.1	15.2

Percentage in bands:
Year 5 Numeracy
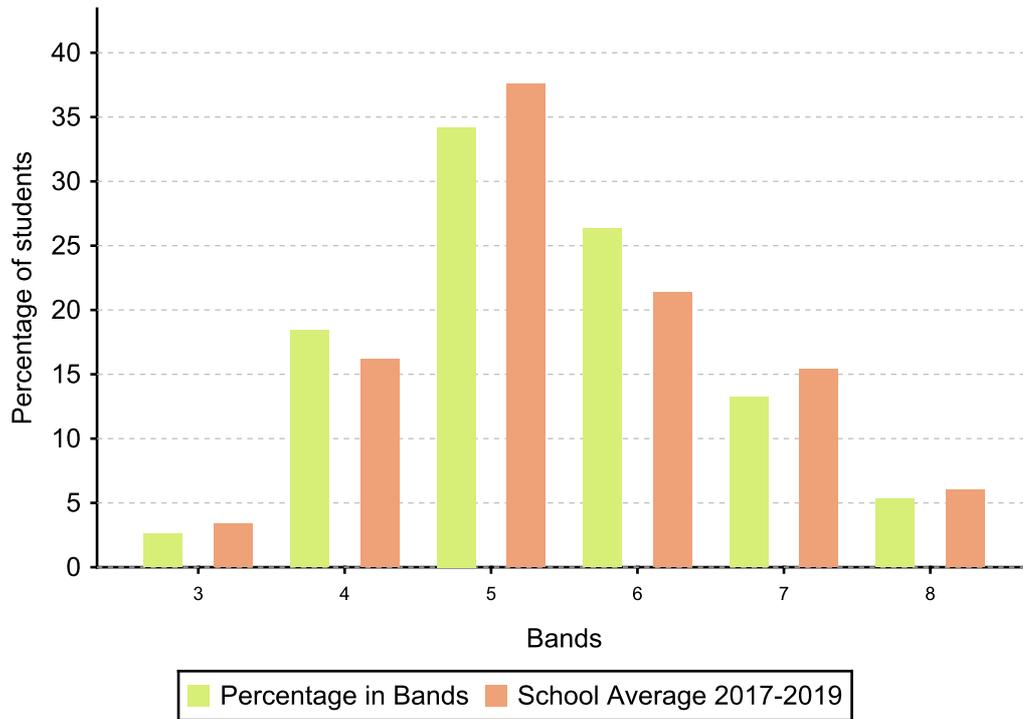
Band	3	4	5	6	7	8
Percentage of students	2.6	18.4	34.2	26.3	13.2	5.3
School avg 2017-2019	3.4	16.2	37.6	21.4	15.4	6

There were some areas worthy of celebration in our 2019 NAPLAN results, in particular the number of students in the top two bands in reading for both Yr 3 & Yr 5.

BPS has been part of the Bump It Up strategy since 2017. In 2019, the school exceeded the Premier's targets with nearly 39% of students achieving in the top 2 bands overall.

- Year 3 reading – 79% of students in the top 2 bands; no students in the bottom 2 bands
- Year 3 writing – 71% of students in the top 2 bands; 100% of students above the National Minimum Standard (NMS)
- Year 3 grammar & punctuation – 71% of students in top 2 bands
- Year 3 numeracy – 43% of students in the top 2 bands; 93% of students above NMS
- Year 5 reading – 26% of students in top 2 bands; ; 87% above NMS
- Year 5 spelling – 90% of students above NMS
- Year 5 grammar & punctuation – 42% of students in top 2 bands
- Year 5 numeracy – 18% of students in top 2 bands; 79% above NMS

Well done to the students who undertook the NAPLAN papers and all their teachers throughout the journey.

Parent/caregiver, student, teacher satisfaction

Parents' Satisfaction

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Our school had a third of parents complete the survey in 2019, a 500% increase on the previous year. Results suggestion that parents believe that the school supports learning in an inclusive environments that supports positive behaviour. Ensuring that parents feel welcome in the school and informed about events is a priority in 2020. A number of measures have been put in place during 2019 that will hopefully be reflected in next year's data.

Students' Satisfaction

Student Satisfaction was measured on The Tell Them From Me Primary Schools Survey, which includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10–point scale, and students with scores of 6.0 or above (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and positive school behaviour.

Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra–curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation 63% of students said that they felt a sense of belonging compared to 81% NSW Government School's norm. 93% participated in school sports and clubs compared to 89% NSW Government School's norm. 86% of students felt they had positive relationships compared to 85% NSW Government School's norm.

Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. 91% of students said that they valued schooling outcomes compared to 96% NSW Government School's norm. 85% said they displayed positive behaviours at school compared to 83% NSW Government School's norm. 34% of students felt they had positive homework behaviours compared to 63% NSW Government School's norm.

Individual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher–order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. 56% of students said that they were interested and motivated compared to 78% NSW Government School's norm. 80% said that they apply effort to their schooling compared to 88% NSW Government School's norm. 80% of student felt that they benefited from quality instruction compared to 93% NSW Government School's norm.

Teacher Satisfaction

During 2019, a major focus was to develop and enhance our professional learning community, establish a shared vision and develop consistent schoolwide language to increase teacher efficacy. The School Capability Assessment conducted by Corwin in November 2019 identified that the school had developed a clearer shared picture of the types of learners we are aspiring to have in the school and this was evidence by some students being able to identify what makes a good learner. There was a deliberate strategy in the professional learning calendar to raise teacher capability based on the research of what makes the greatest difference to student learning. The highlight of the data was a shared understanding of the characteristics of an effective teacher with a marked improvement in relational trust and reduced anxiety.

The school will continue to develop a shared definition of a profile of an effective learner and unpack the learner dispositions collaboratively. We will continue to strive for teaching excellence whilst maintaining and extending the high levels of relational trust that currently exist. Staff wellbeing will remain at the forefront of professional learning and change decisions.

Start on a new page Click the box to start this section on a new page.

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.

Anti-Racism Policy

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

Multicultural Education Policy

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