

# Bossley Park Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 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

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### Message from the Principal

It is with great pleasure that I present Bossley Park Public School's Annual Report for 2016. I am incredibly proud to be principal of this wonderful school and have enjoyed the first twelve months of my principalship immensely.

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 2016.

Academic progress has been showing steady improvement over the past year and our students have succeeded in a number of areas. Our sport students have had a great number of successes including one student representing NSW in Football.

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 support and administrative staff who led the school in the deployment of LMBR (Learning Management and Business Reform) in Semester Two. 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 hardworking 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 music, gymnastics, dance, choir, debating, public speaking, Stomp percussion, 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, Mathematics and Visual Arts.

I commend and thank the students, dedicated teaching and administrative staff, families and wider school community for their commitment, collaboration and care throughout 2016. 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

Bossley Park Public School's Parents & Citizens Association 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.

Our aim is to help improve the learning environment of the school by assisting financially and socially. We encourage our school community to be involved in school events including attendance at the fortnightly information sessions, facilitated by the school staff, which are held in our community room. These sessions help to contribute to the wellbeing of families by creating a forum where parents could receive information & have discussion around topics such as online homework, road safety, childhood nutrition, fire safety and the transition from primary to high school.

As part of our community involvement we held a Working Bee at the school that allowed us to start the process of tiling. These tiles were made as a part of the 125 year Celebrations. They can now be seen around the school as a celebration of past and present students and their contributions to our school's community over the years.

The P & C also held a BBQ and cake stall at the polling booth for the State Election in 2016. Our aim was to connect with our local community as a starting point for further involvement over the course of the coming years. Our presence on the day was well received and supported by our wider community.

Our biggest family event of the year was our Bingo Night. This was a new initiative of the P & C and was well attended by our school community. Parents and children both past and present had an enjoyable evening. Lots of fun, prizes and food!

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

The P & C holds 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

There was never any question that the kids in my family would come to Bossley Park Public School. It has been in my family's tradition for decades. My great uncle and aunt were students here in the 1950's and my dad in the 1970's.

I started kindergarten in 2010 and joined my brother who was already in year 3.

I was very fortunate to have a very caring kindergarten teacher who nurtured me and gave me a good start to my primary education.

My years at Bossley Park were each marked by different events. Poor health and anxieties made year 2 challenging, but with the support of my parents and teachers and being placed into the Talented Art group I was able to overcome them.

Visual arts allowed me to work with my hands and show my creativity. I gained self confidence and I started to join PSSA cricket and basketball teams. I started to reach Spelling Bee and Public speaking finals. I became one of very few boy skippers in the 'Skippervators' and got to visit other schools on 'demonstration' days. In year 5, I became a library monitor. How I loved to be surrounded by books! I also joined the Newsletter Publishing team and relished being a 'reporter and photographer'.

I truly loved my roles and the responsibilities that came with them. It gave me a chance to work with my friends and other kids in my year. I gained an appreciation of a teacher's job too.

In 2016, I was elected School Captain. It was a very emotional day for my family and I. I had transformed from a little boy who suffered anxieties and did not want to go to school, to a confident boy who was now helping to lead the students in my school.

Being part of the SRC was one of the most rewarding experiences because I got to work with a team of exceptional friends and supportive teachers. I continued with Library monitor and publishing team.

Bossley Park has been an integral part of who I am today. Visual arts gave me an opportunity to overcome fears and assisted me to get into GAT Visual Arts in High School. Sport and skipping taught me resilience and being part of debating and SRC gave me a voice and the strength to believe in myself.

My sisters are still at Bossley Park and I can see that they are also being given all the opportunities I was given.

Bossley Park has the motto "Tolerance". It is a school that lives by that motto and a motto that will carry me through life. One of my hopes is that one day it will be ourworld's motto too.

Luke R. DiMarzio

2016 School Captain



## School background

### School vision statement

Bossley Park Public School is a tremendous demonstration of the efforts from a team of dedicated, professional and caring teachers and administration staff who continually strive to improve the learning outcomes for all students.

Our school is about providing opportunities for students to achieve their learning potential. This is achieved this by providing as many quality experiences as possible, ranging from educational, sporting, student leadership, creative arts and gifted and talented programs. It is our commitment to your children.

This commitment to our students is a cooperative effort with our learning community and supportive parents who play such an important role in our school as parent helpers, P&C members and volunteer workers. We are immensely proud of all our students and the way they work, behave and play at school. They are excellent examples of an inclusive public school system.

### 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 430 students and a staff of 38 including classroom and support teachers, English as second language teachers, visual arts teacher, 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. 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.

### LEARNING: Learning Culture

#### Statement of Excellence

*In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

**Delivering**

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

### **Sustaining and Growing**

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

### **Excelling**

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

### **LEARNING: Wellbeing**

#### **Statement of Excellence**

*In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

#### **Delivering**

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity.

### **Sustaining and Growing**

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

### **Excelling**

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

### **LEARNING: Curriculum and Learning**

#### **Statement of Excellence**

*In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

#### **Delivering**

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

## **Sustaining and Growing**

The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education.

## **Excelling**

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

## **LEARNING: Assessment and Reporting**

### **Statement of Excellence**

*In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

### **Delivering**

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

## **Sustaining and Growing**

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

## **Excelling**

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

## **LEARNING: Student Performance Measures**

### **Statement of Excellence**

*In schools that excel, students consistently perform at high levels on external and internal school performance measures.*

**The school's on-balance judgement for this element is: Working towards Delivering**

**The descriptors chosen are:**

### **Delivering**

Students are showing expected growth on internal school performance measures.

### **Sustaining and Growing**

Students are showing higher than expected growth on internal school performance measures.

### **Excelling**

Performance for equity groups within a school is comparable to the performance of all students in the school.

## **TEACHING: Effective Classroom Practice**

## Statement of Excellence

*In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.*

**The school's on-balance judgement for this element is: Sustaining and Growing**

**The descriptors chosen are:**

### Delivering

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

### Sustaining and Growing

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

### Excelling

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

## TEACHING: Data Skills and Use

### Statement of Excellence

*In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

### Delivering

Teachers analyse and use student assessment data to understand the learning needs of students. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

### Sustaining and Growing

Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

### Excelling

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness. Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

## TEACHING: Collaborative Practice

### Statement of Excellence

*In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.*

**The school's on-balance judgement for this element is: Sustaining and Growing**

**The descriptors chosen are:**

### Delivering



Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

### **Sustaining and Growing**

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

### **Excelling**

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

## **TEACHING: Learning and Development**

### **Statement of Excellence**

*In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

#### **Delivering**

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need.

#### **Sustaining and Growing**

Teachers actively share learning from targeted professional development with others. Teachers are actively engaged in planning their own professional development to improve their performance.

#### **Excelling**

The school evaluates professional learning activities to identify and systemically promote the most effective strategies. Teachers draw on and implement evidence-based research to improve their performance and development.

## **TEACHING: Professional Standards**

### **Statement of Excellence**

*In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

#### **Delivering**

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers are committed to their ongoing development as members of the teaching profession.

#### **Sustaining and Growing**

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

## **LEADING: Leadership**

### **Statement of Excellence**

*In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

#### **Delivering**

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

#### **Sustaining and Growing**

The school solicits and addresses feedback on school performance.

#### **Excelling**

The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

## **LEADING: School Planning, Implementation and Reporting**

### **Statement of Excellence**

*In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.*

**The school's on-balance judgement for this element is: Delivering**

**The descriptors chosen are:**

#### **Delivering**

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

#### **Sustaining and Growing**

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

#### **Excelling**

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

## **LEADING: School Resources**

### **Statement of Excellence**

*In schools that excel, resources are strategically used to achieve improved student outcomes.***The school's on-balance**

**judgement for this element is: Delivering**

**The descriptors chosen are:**

**Delivering**

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

**Sustaining and Growing**

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

LEADING: Management Practices and Processes

**Statement of Excellence**

*In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.*

**The school's on-balance judgement for this element is: Sustaining and Growing**

**The descriptors chosen are:**

**Delivering**

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

**Sustaining and Growing**

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Promote a collective responsibility for outstanding student learning and well being

### Purpose

- To develop significant extra curricula learning opportunities to support student improvement and engagement.
- To engage students in rich learning experiences to enable them to adapt to the challenges of the 21st Century.
- To enhance assessment and reporting practices to inform planning for all students with a focus on identified groups.
- To establish collaborative and inclusive frameworks to support student learning and wellbeing.

### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

The school's Learning and Support team have continued to refine and improve processes for the identification of students requiring additional support. Early identification and intervention have been key strategies in supporting students with additional needs. An occupational therapist and a speech pathologist were employed to support students with specific learning needs. We utilised our Flexible Wellbeing funding allocation to improve student engagement and social skills of Stage 3 male students who were identified through the school's learning support team.

2016 saw the relaunch of Positive Behaviour for Learning. PBL has enabled us to achieve teacher consistency in approach and significant improvement in student behaviour school wide. Our Aboriginal students participated in Culture Club on a weekly basis, connecting to country and culture.

Our school's processes for reporting student achievement were further refined. Stage 3 students collated work samples electronically on e-portfolios.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of staff implementing identification procedures	90% of teachers are implementing the school's identification procedures and referring students to the Learning Support Team. There were 20 teacher referrals and 2 parent referrals. As a result of these referrals, 4 students received counselling sessions. Teachers of students identified with a disability, in collaboration with our Learning and Support teacher, gathered evidence and entered data in the Nationally Consistent Collection of Data. Teachers utilised checklists to assist in the identification of students with possible expressive and receptive language delays. A speech pathologist screened teacher identified students and provided small group intervention programs. <ul style="list-style-type: none"><li>•</li></ul>	\$2 785 – Disability Data Collection funding
• 100% of students identified in extension groups	Stage 2 & 3 students participated in Mrs Norman's gifted and talented Art group. Selected Stage 3 students were targeted to participate in extension maths, Spanish and Italian programs. Resources were purchased to support programs.	\$3 196
• 100% of staff using PLASST goal setting tool	Personalised Learning and Support Plans were developed for 90% of students identified as having additional learning needs in consultation with parents, students, class teachers, SLSOs and our L&S Teacher. Teachers were upskilled on utilising the PLASST goal setting tool.	\$1 000



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>100% of Aboriginal students have PLPs</li> </ul>	90% of Aboriginal students have PLPs. Personalised Learning Plans/Pathways were developed in consultation with students, class teachers and our L&S teacher for our five Aboriginal students. Teacher professional learning focussed on quality practices for Aboriginal students – building understanding of Aboriginal culture, embedding Aboriginal and Torres Strait Islander content across key learning areas and connecting with Aboriginal communities.	\$4 000 – RAM Equity Funding

## Next Steps

- Continue with our Flexible Wellbeing program. Include students identified as possible candidates from Stage 2.
- Whole school participation in the Life Skills Mindfulness program.
- Implement new reporting to parents procedures. Evaluate our school reporting to parents processes including reports, portfolio work samples, e-portfolios and parent/teacher interviews.
- Invest in mini ipads for Stage 2 to trial sharing of student work samples using See-saw.
- Stage 3 to trial Weebly, sharing work samples via individual student websites.
- Investigate 'Kids Matter' program.
- Implement QuickSmart Numeracy with targeted Stage 2 and 3 students, identified by achieving results in the lower bands of NAPLAN numeracy.
- Continue to be part of the Teaching and Learning Consortium with ACU implementing a Social Skills program with identified students.
- Establish a Community of Schools group, connecting our Aboriginal students with ATSI students from neighbouring schools.



## Strategic Direction 2

Develop a professional leadership and learning culture through quality teaching, collaboration and innovation

### Purpose

- To develop instructional leadership strategies to promote and model best practice.
- To embed systems to facilitate collaboration, classroom observation, modelling of effective practice and feedback.
- To identify and document individual, stage and school professional learning needs.

### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

The continuing implementation of the Performance and Development Framework, combined with The Australian Professional Standards for Teachers, has guided ongoing professional development for all staff. We established the Best Practice Partnership System (BPPS) initiative, a process embedded in our strategic direction. Our BPPS system is a comprehensive, evidence-based, mentoring and coaching program with focused support to enhance professional practice. All teachers created their Performance and Development Plans (PDPs) in consultation with supervisors. All teachers were surveyed as to the skills/ areas of expertise that they were willing to share with their peers. Teachers then identified 'more expert teachers' to support them in achieving their goals. Teachers were matched with experts for the coaching model to occur. The Quality Teaching, Successful Students (QTSS) initiative provided us with the additional staffing resource to enable teachers to participate in successful collaborative practices by releasing teachers in order to plan, observe demonstrations and debrief. Collective and individual strengths of staff were recognised and utilised effectively to drive school change. Staff were empowered to take ownership of school achievements, and as a result, staff commitment towards the achievement of the shared vision was enhanced. The Best Practice Partnership System is ensuring that we build and sustain a coaching and mentoring culture at all levels in the school by having a system of reflective practices, with lesson debriefing, peer review and structured feedback in place. Flexible timetabling and dedicated staff meetings have also enabled staff to utilise a collegial and collaborative approach to programming and assessing, promoting consistency in teacher judgement and ensuring implementation of best practice. In addition, our Beginning teachers received supplementary support and professional learning in the form of a mentor, additional RFF and ongoing individualised support with their inclusion in our Flexible Wellbeing program.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Teachers actively engaged in planning, implementing and reviewing their own professional development to improve their performance.	100% of teachers created their Performance and Development Plans (PDPs) in consultation with supervisors. A flexible professional learning timetable provided all teachers with opportunities to work towards achieving their set goals, reflect on their progress, engage in professional dialogue with colleagues both within the school and beyond, ensuring tangible and sustainable improvement in teaching practice and long-term improvement in student outcomes.	\$25 496 – Professional Learning and Literacy and Numeracy funding plus Quality Teaching, Successful Students Release allocation
• Teachers collect evidence and demonstrate their progress towards negotiated personal goals and whole school strategic directions.	Teachers collected evidence to demonstrate their progress towards their Performance and Development Plan (PDP) goals. PDP goals were negotiated and developed with staff through ongoing professional dialogue and collaboration, to ensure goals were not only relevant to the individual based on their level of experience, but also reflective of the School Plan and the specific skills within the Australian Professional Standards for Teachers. Half yearly and annual reviews of PDPs ensured progress towards goals were kept on track.	\$0

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• All staff accredited at the standard of proficiency.	Two teachers received accreditation at Proficient.	\$0

## Next Steps

- Participate in the teacher 'Tell Them From Me' surveys.
- Continue to build upon teacher professional learning for beginning teachers by pairing and collaboration with experienced mentors.
  - Further build teacher capacity in ICT by increasing scheduled class/teacher time with an ICT expert teacher to fortnightly sessions, working collaboratively in team— teaching situation to ensure ICT is embedded in all key learning areas with a focus on planning, teaching and evaluating learning experiences.
- Utilise the school's observation tool / proforma for negotiated class observations and mentor feedback.
- Develop and implement History and Geography scope and sequences.
- Further develop consistent teacher judgement through data moderation and the development of checklists, explicitly focusing on literacy and numeracy continuum markers and learning intentions.
- Visit other schools to view successful data walls in operation.
  - Focus on Reading 'bump it up' walls to include 'I can...' statements to ensure student ownership.
  - All staff to obtain a WWCC clearance.
  - Introduce Performance and Development Plans for non-teaching staff.
  - All teaching staff to complete 'Teaching refugees in my classroom' professional learning modules.
  - Investigate and participate in Community of Schools instructional rounds.
  - Introduce moderating work samples via avenues such as portfolios, See-saw and Weebly.



### Strategic Direction 3

#### Commitment to inclusive learning community partnerships

#### Purpose

- To develop responsive school practices and processes to facilitate learning community feedback.
- To use data and evidence to build the capacity of the learning community for school improvement.
- To access learning community resources to enrich the school's standing and improve outcomes.
- To enhance connections with the PARK's community of schools.

#### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Fortnightly parent workshops were a major focus in 2016 to ensure the community were well informed about current issues surrounding their child's health, safety and wellbeing. Our school community has supported these endeavours with steady attendance at these workshops. Parent workshops included topics such as cyber safety, fire safety, National Disability Insurance Scheme, pottery, portraiture and NAPLAN were among the various workshops conducted over the year.

Another major focus was on the continuation of Live Life Well with the launch of our 'Crunch and Sip' program in Term 2. All students participated in a daily 'Crunch and Sip' break. Our local supermarket donated fresh product weekly. Two parent workshops, regarding nutrition and physical activity, were also held in support of this initiative.

Sport in Schools funding was applied for and used to implement whole school fitness programs throughout the year, including a social skills and gymnastics program.

Positive relationships have been developed across the school community to support an inclusive and productive learning environment. These community partnerships have been strengthened through initiatives such as Anzac Day, Grandparents Day and Book Week Celebrations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of teachers use reflective / feedback tools e.g. Survey Monkey, Google Forms, Socrative, MyPL and Edmodo both pre and post events.</li></ul>	80% of teachers utilised Survey Monkey to complete questionnaires.	\$0
<ul style="list-style-type: none"><li>• Learning community accessing the school's coffee club.</li></ul>	A Community room was established within the school. Executive staff and the Learning Support Teacher facilitated fortnightly parent information workshops to upskill and encourage parent participation.	\$500 – facilitating and catering for workshops and events.

#### Next Steps

- Apply for a Community Hub Leader to be attached to our school via Community Hubs Australia and Settlement Services International.
- Continue with homework online parent workshops.
- Extend on inclusive programs such as Live Life Well, Sporting Schools and Environmental Sustainability.
- Register and participate in the 'Tell Them From Me' surveys for students and parents.
- Extend alliances with other neighbouring schools including feeder high schools.
- Form a school production committee and invest in 'Dance Fever' to choreograph and teach dances in preparation for our major school production.
- Evaluate, survey and develop our School Plan for 2018–2020.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Personalised Learning Plans/Pathways were developed in consultation with parents, students, class teachers and our L&S teacher for our Aboriginal students. Students continue to make sound progress across the literacy and numeracy continuums. Funds were also utilised to assist families with the purchase of text books, school uniforms and subsidised excursions.	\$3 790
<b>English language proficiency</b>	An EAL/D teacher and a bilingual ethnic aide were employed to teach and assist Language Background Other Than English students within the classroom environment. The aide also assisted classroom teachers, LBOTE students and parents by translating and interpreting, ensuring enhanced communication and increased opportunities.	\$138 287
<b>Low level adjustment for disability</b>	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. With support, students were able to access the curriculum and progress along the continuums.	\$179 771
<b>Quality Teaching, Successful Students (QTSS)</b>	Funds were used to employ additional support teachers in classrooms and for teacher professional learning in ICT, Music and Visual Arts.	\$16 323
<b>Socio-economic background</b>	Funds were used to employ an additional SLSO to support teachers in the classroom. An Occupational Therapist and a Speech Pathologist developed and implemented intervention programs for identified students. Resources were purchased to support classroom programs and the new curriculum. Student assistance was provided when required for school uniforms, classroom resources and to subsidise excursions.	\$103 188
<b>Support for beginning teachers</b>	Three teachers received an additional 2 hours of RFF a week to access professional development and received mentor support for one hour per week.	\$13 378
<b>Targeted student support for refugees and new arrivals</b>	Newly arrived refugee students received additional support through their inclusion in the Primary Intensive English Program. 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 ethnic aide.	\$14 922



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	231	226	224	208
Girls	210	209	202	205

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	95.3	94.7	95.3
1	93.9	95.5	92.2	93.3
2	94.9	95	94.3	95.4
3	95.5	94.5	94.6	93.6
4	94.9	94.1	93.3	93.6
5	94.9	95.2	94	94.5
6	95.4	94.4	94.7	94.6
All Years	94.9	94.8	93.9	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

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

### Class sizes

Class	Total
KA	18
KV	18
KN	18
1L	26
1M	26
2N	31
2M	30
3G	32
3S	31
4R	29
4A	29
5C	26
5/6B	26
5T	26
6M	25
6C	26

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	1.2
School Administration & Support Staff	3.17
Other Positions	0.16

\*Full Time Equivalent

There are two Aboriginal members in our workforce.

### 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 linked to the school's strategic directions with a focus on Literacy, Numeracy and History. There were many opportunities for staff to participate in other Professional Learning, including mandatory training and creative art sessions. Classes were scheduled to attend Visual Arts and ICT sessions, enabling class teachers to learn with an expert teacher in a team-teaching situation. Teaching staff are working towards achieving their proficiency accreditation or are at maintenance levels with BOSTES.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	590 837.47
(2a) Appropriation	548 384.87
(2b) Sale of Goods and Services	903.00
(2c) Grants and Contributions	40 893.50
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	656.10
<b>Expenses</b>	-289 842.99
Recurrent Expenses	-289 842.99
(3a) Employee Related	-150 994.80
(3b) Operating Expenses	-138 848.19
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	300 994.48
<b>Balance Carried Forward</b>	300 994.48

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

## Financial summary equity funding

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

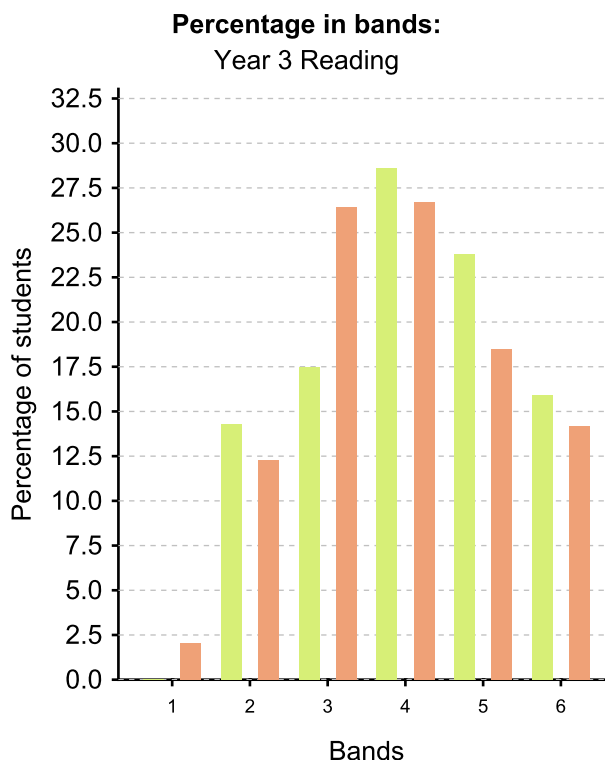
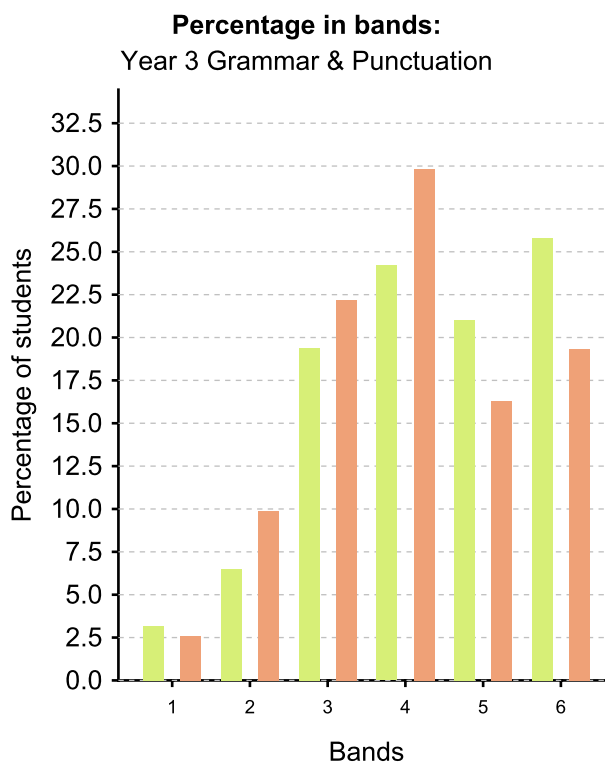
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 611 660.18
Base Per Capita	22 801.42
Base Location	0.00
Other Base	2 588 858.77
<b>Equity Total</b>	425 036.82
Equity Aboriginal	3 790.08
Equity Socio economic	103 188.36
Equity Language	138 287.24
Equity Disability	179 771.14
<b>Targeted Total</b>	68 472.49
<b>Other Total</b>	270 503.87
<b>Grand Total</b>	3 375 673.36

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.

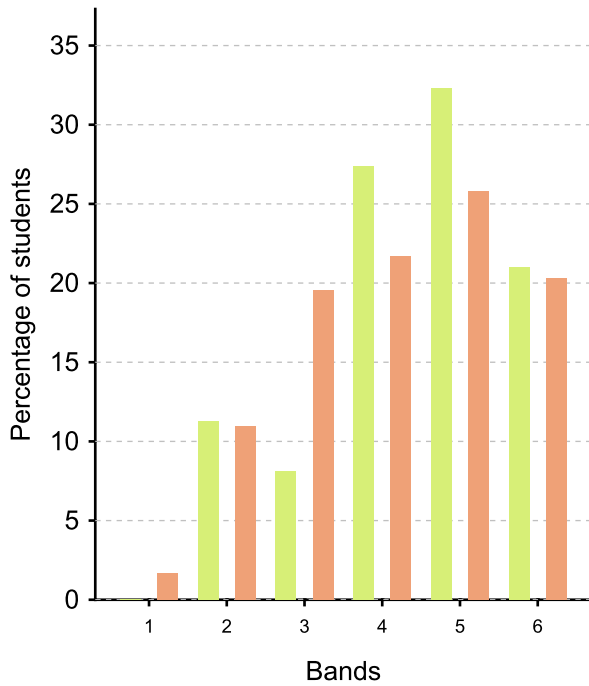
## School performance

### NAPLAN

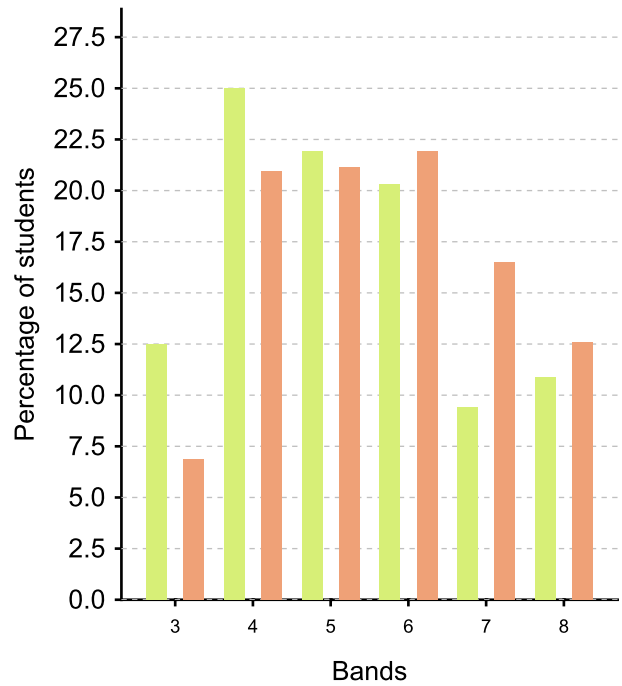
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



**Percentage in bands:**  
Year 3 Spelling



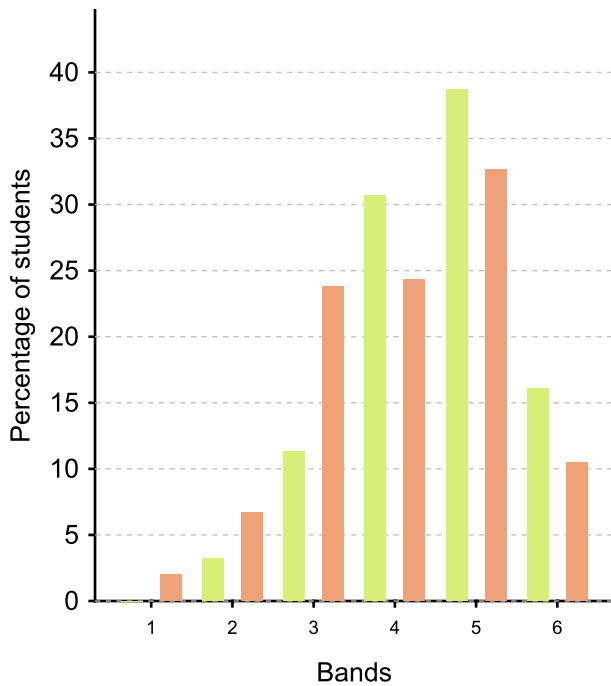
**Percentage in bands:**  
Year 5 Grammar & Punctuation



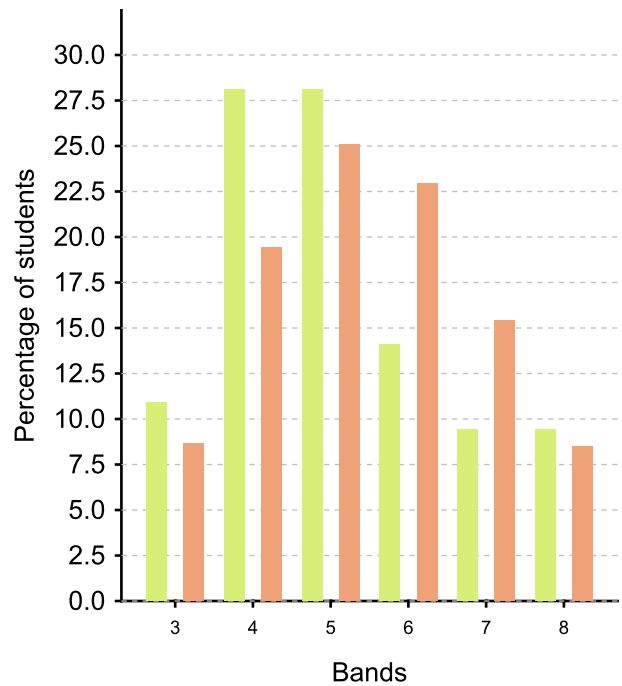
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



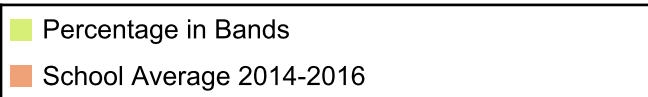
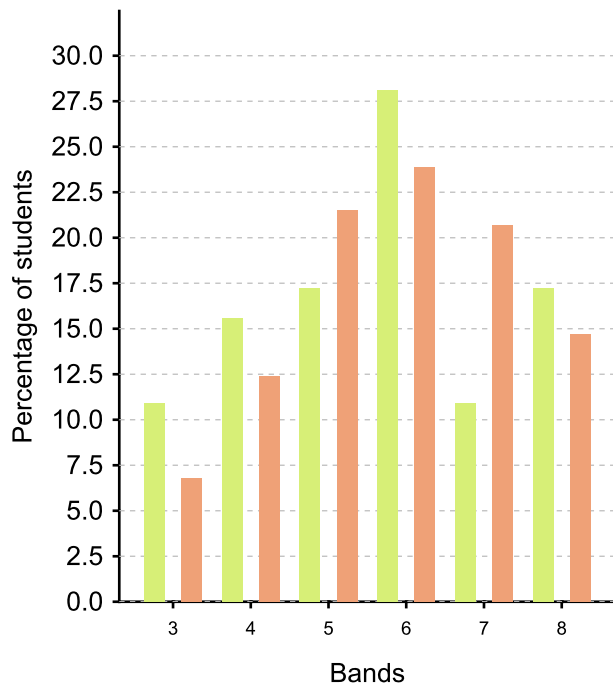
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling



Grammar & Punctuation 57%

Numeracy 47%

Percentage of Year 5 students achieving at or above National Minimum Standards:

Reading 58%

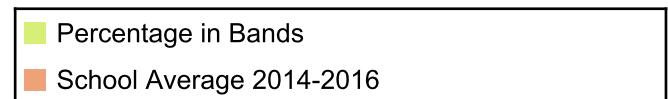
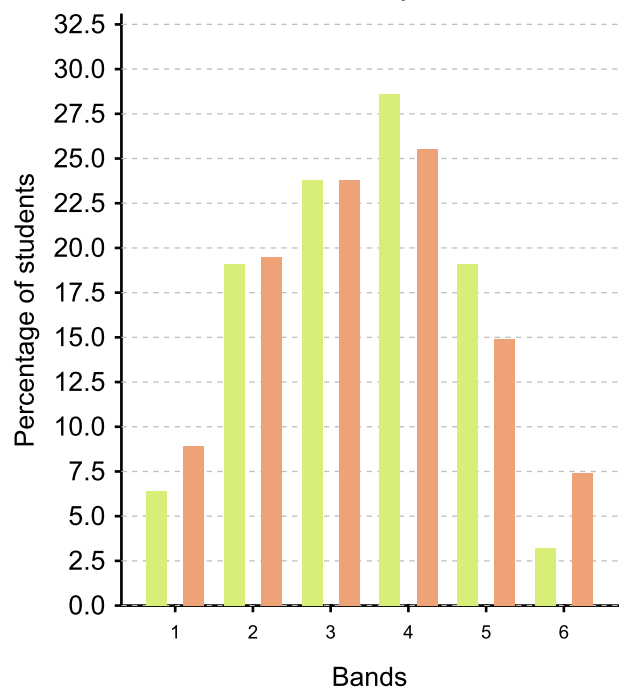
Writing 40%

Spelling 55%

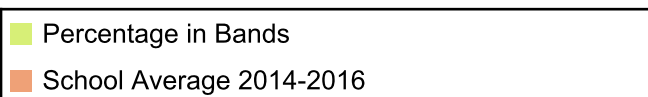
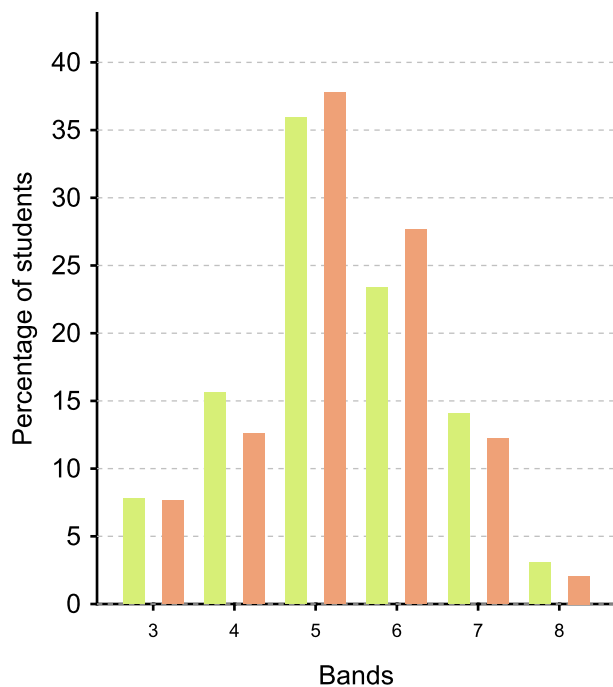
Grammar & Punctuation 58%

Numeracy 56%

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



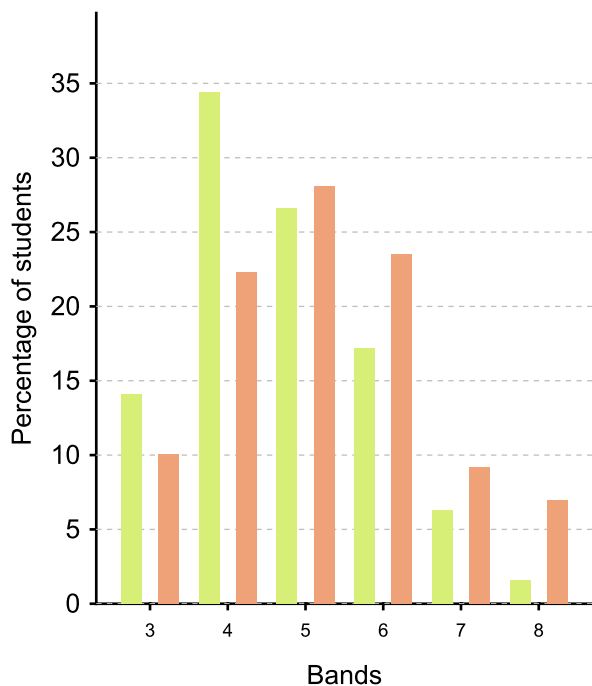
Percentage of Year 3 students achieving at or above National Minimum Standards:

Reading 54%

Writing 58%

Spelling 64%

## Percentage in bands: Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year schools are asked to seek the opinions of parents, students and teachers about their school. Our satisfaction ratings remain high. The responses are displayed in the following table.

2016	Student	Teacher	Parent
I enjoy being part of the Bossley Park Public School Community.	93.89%	95.83%	84.13%
Bossley Park Public School is an attractive and well-resourced school (e.g. classrooms, library, grounds)	90.81%	92.26%	95.12%
The students enjoy coming to school.	84.56%	100%	97.54%
Our school is welcoming.	93.08%	100%	95.13%
Parents are encouraged to contact the school to discuss concerns relating to their child.	90.04%	100%	93.90%
The school is a friendly school that is tolerant and accepting of all students.	89.66%	95.83%	100%
The students are the schools main concern.	87.89%	91.67%	98.78%
The school has supportive student well-being programs e.g. PBL, Yrs 3-6 Well-being Program with Mr Brims, Life Skills	90.76%	91.67%	97.56%
The school offers challenging programs for its students.	88.12%	86.96%	100%
The school maintains a focus of literacy and numeracy.	88.28%	82.60%	95.12%
The school teaches and promotes core values.	93.02%	91.03%	96.34%
Bossley Park Public School has competent teachers who set high standards of achievement.	93%	95.65%	96.34%
A wide range of extracurricular programs (e.g. sport, debating, public speaking) are offered.	92.63%	95.65%	98.78%
Technology integration occurs across the school.	87.21%	82.61%	95.12%
Fair discipline exists within the school.	82.88%	69.57%	93.90%
There are good lines of communication between the school and parents.	88.72%	95.65%	91.46%

## 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. During Term 3, we were extremely fortunate to be the host school for Professional Learning delivered by Vicki Bowen, Aboriginal Education and Wellbeing Officer and Aunty Carol Brown and Lesley Marks, Aboriginal Community Liaison Officers. Professional learning focused on building understanding of Aboriginal culture, embedding Aboriginal and Torres Strait Islander content across key learning areas and connecting with Aboriginal communities. Teachers from schools in the Sydney South-West area joined us on the day.

Our Culture Club meets weekly to engage our five Aboriginal students in cultural connection activities and experiences. This year we used MGoals to assist in the development of personalised learning pathways.

In 2016 the school maintained Acknowledgement to Country in all formal assemblies. We 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.





## Multicultural and anti-racism education

Bossley Park Public School is a multicultural community enriched with diverse cultures, languages and traditions. Currently 82% of our students have a language background other than English (LBOTE). In our multiculturally diverse school our students come from over 31 different language and cultural groups. Arabic and Assyrian constitute 48% of languages spoken by our students. Our staff members also come from multicultural backgrounds. To accompany our multilingual community, our students participate in rich Spanish and Italian community language programs.

As our school has experienced a large number of new arrival and refugee student enrolments, our support for EAL/D students has also increased. This resulted in additional full time teachers and SLSOs. This increase allowed for more intensive programs to be delivered to the NAP (New Arrival Program) and PIEP (Primary Intensive English Program) students who are in the beginning and emerging phases of their language acquisition.

To support other LBOTE and EAL/D students in our school, EAL/D teachers and SLSOs work in class to assist these students across curriculum areas. This collaborative approach is successful in assisting students to progress through the phases of English language learning. This support targets students from Kindergarten to Year six.

To further support the multicultural needs of our community at Bossley Park Public School, our Learning Support officer (SLSO) who can speak Assyrian, Arabic and Chaldean is a point of contact for many of our families. One of her roles includes assisting teachers with EAL/D students in the classroom. Every Thursday she is also involved in running a Beginning School Well Playgroup which invites many families whose children are starting school in the following years. Over the years this has proven to be a wonderful way to unite the school and greater community to begin a smooth transition for our future students.

To celebrate the diversity and multiculturalism of our school community we participated in Harmony Day and Multicultural Day. We celebrated Harmony day by wearing orange clothing and participating in activities. Our multicultural day celebrations involved students coming to school wearing their traditional clothing and participating in a whole school parade. The day comprised of rotational craft activities involving students, parents and teachers. We ended the day with a feast of multicultural foods.

At our school we have two trained ARCO representatives that provide updated and current information to staff members in both formal and informal modes.

## Other school programs

### Flexible Wellbeing Program

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

- \* improve student engagement and social skills in students identified through the school's learning support team

- \* to support Early Career Teachers (ECT) in their professional learning through individual learning plans.

Surveys were distributed to students, ECT, classroom teachers and parents/carers at the end of 2016 to determine the impacts achieved. Results included :

- \* All students enjoying the program, engaging in the activities, developing friendship groups and discovering positive attributes about each other.

- \* Parents enthusiastic about the program and grateful for the additional support.

- \* Most classroom teachers supportive especially those who engaged with their students after each session.

Comments included :

- \* positive improvements in students' social and emotional wellbeing, students making better choices and personal growth of students.

- \* Early Career Teachers most positive about the program and eager for it to continue in 2017. ECT comments included being able to share experiences and concerns in an atmosphere of trust and support, receiving enormous guidance and improving emotional wellbeing.

## Visual Arts

Bossley Park Public School's visual arts program focuses on developing the artistic skills and creativity of students through all key learning areas.

In our studio, students are provided with the opportunity to experience a wide range of materials and techniques including print making, ceramics, mixed media, drawing, collage and technology when creating artworks.

This year each class also completed a unit of work focusing on different artists and created self-portraits reflecting the wide range of media and techniques that the artists used. This culminated in a major art exhibition at the school.

Bossley Park Public School's visual arts program also provides ongoing professional learning opportunities for all teaching staff and members of the wider community. Teachers collaboratively programmed art lessons with Mrs Norman. The lessons were conducted in a purpose space 'Studio' room. These integrated lessons developed the artistic skills and techniques of students as well as developing students' language and problem-solving skills. The lessons built capacity,

and skills set required to effectively program and teach visual arts in the classroom.

Music became a focus area for staff development in 2016. Mrs Norman programmed and team taught music, developing musical concepts and skills. Parents attended workshops in the studio based on portraiture and ceramics.

Many students were encouraged to enter their artworks into various competitions in 2016 including Operation Art, Design an ad (Athrah Sheebo won 3rd prize for her artwork), Harmony Day Poster competition and Local Member of Parliament's Christmas card competition. Natalie Yousif won this competition and her artwork featured on the MP's Xmas cards.

In 2016, we held our biennial whole school Art Exhibition. Every student completed a portraiture themed artwork based on the techniques used by a specific artist. Our students were also asked to display artworks titled 'Diverse Creativity' at the Western Sydney University initiative. Parent workshops based on portraiture and ceramics saw our parents entering their art work into the completion.

Schools in our local community, participated in the Parks Festival. Our school saw our students enter as part of a dance group, Stomp and Skippervators. The students performed for an audience in two night performances and a matinee.