

# Bossley Park Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Bossley Park Public School** as an account of the school's operations and achievements throughout the year.

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

Tracey Betts

Principal

### School contact details

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## Message from the Principal

It is with great pleasure that I present Bossley Park Public School's Annual Report for 2017. I am incredibly proud to be principal of this wonderful school.

The beginning of the 2017 school year saw our enrolment grow with an influx of newly arrived refugee students to our school. Our school motto of 'Tolerance' was exemplified as everyone welcomed our newly arrived students into our school community. A transition class was established to support our new students, resulting in a successful transition into life in an Australian school and increasing their English proficiency.

Throughout 2017 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 2017. Academic progress has been showing steady improvement over the past year and our students have succeeded in a number of areas.

Our highly qualified, dedicated and professional staff work collaboratively to ensure that our students strive for their personal best in a safe, challenging and nurturing environment. Our students benefit from our passionate group of teachers, who throughout the year continue to be involved in quality professional learning, collaborative programming and planning and demonstrate a genuine desire to provide the best learning and social environment for all our students. Our teachers are well supported by an equally committed team of support and administrative staff.

A strong partnership exists within the school between staff and our parent community which is one of the many reasons for our successes this year. We thank our 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. In 2017, we successfully established a Community Hub at Bossley Park Public School to support all members of the wider community, especially our recently arrived migrant and refugee women and their younger children.

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 dance, choir, public speaking, skipping, technology, student publishing, yoga, community languages, camps, excursions, incursions as well as leadership development. We also participated in the Premier's Spelling Bee, the Premier's Sporting Challenge and the Premier's Reading Challenge. We offered students gifted and talented programs in Italian, Spanish and Mathematics.

I commend and thank the students, dedicated teaching and administrative staff, families and wider school community for their commitment, collaboration and care throughout 2017. 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 self evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Tracey Betts

Principal

## Message from the school community

### **Bossley Park Public School Parents & Citizens Association**

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

We are responsible for the running of the canteen & the uniform shop, therefore being able to provide the families in our school community with the option of recess & 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 & socially by involving our school community in information sessions held in our community room with the assistance of our Community Hub Leader, teaching staff and members of our wider community. These sessions help to contribute to the wellbeing of families by creating a forum where parents could receive information & have discussion around topics such as online homework, road safety, Childhood Nutrition, Fire Safety & the transition from primary to high school.

Throughout the year we have contributed by providing financial support to the school for the purchase of ipads, computer monitors for the Libraries computer Lab and the Dance Fever program. It's very important to the members of the P & C that we contribute to a variety of educational programs that benefit the entire student population. As part of our community involvement we contributed financially to the Dance Fever program that the children took part in over the course of the year in preparation for the whole school production held in Term 3. Making sure that as many children as possible could participate in this wonderful event.

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

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

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

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

Jill Fitzjohn

P & C President



## Message from the students

Bossley Park Public School. When I hear those words, memories fill my mind. From the beginning when I was meeting new friends in Kindergarten, to school captain in Year Six.

My life in primary school was filled with lots of exciting things to do, right until the last day. At the start of primary school, I was blessed with a brand new Kindergarten classroom, and not only that, a great teacher to start off a challenging year, with brand new people and a big brand new environment. With the help of my peer support and buddies to guide me around school I quickly settled in. Before I knew it, I was involved in various events, such as cross country, swimming and the athletics carnival.

I participated in cross country and swimming, for regional every year that I could and going to the athletics carnival twice in Year Two and Six. When I was in Year One and Two, I also had the pleasure of having the same teacher, where he taught me well academically. I participated in PSSA, playing Cricket and Soccer every year, and enjoyed it. I'm glad I did cricket in primary school, because now I will follow my dream to become a world class cricket player. Every year has had its challenges but it also taught me a lesson, to try your hardest in life. In Year Five, I had a great year overall and I was selected as one of the 2018 school captains. I also made the newsletter team, the debating team, and became a library monitor, which gave me some extra activities to do at school that I enjoyed with my peers. Unfortunately in Year Six, most of my friends departed primary school, to move onto high school. Fortunately I still had plenty of school friends, and SRC peers, and the role of school captain. With the extra role of school captain, I had a lot of responsibility to take on and big shoes to fill. With the crazy, yet exciting end of Year six, something struck me. My end of primary school was imminent, and I was moving onto high school. I felt as though I was ready. With the support of my peers, my teachers and parents, I would move onto high school, with confidence. With my time at Bossley Park Public School, I had learnt many things, and it has built my foundation as a person I am today.

Charlie Fitzjohn

School Captain 2017

## 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 434 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.

In the domain of Learning, our focus has mainly been on wellbeing, reporting and developing our learning culture. A school focus on student wellbeing was enhanced through two programs – our Flexible Wellbeing program offered to male students in Stage Three, and KidsXpress offered to students in other stages. The Flexible Wellbeing program also concentrated on teacher wellbeing by providing additional one-on-one support to our beginning teachers. The establishment of a Community Hub at Bossley Park Public School in 2017 has supported and increased the existing range of community events offered. The development and improvement in communication of these events to our community, mainly due to the employment of a community hub leader and two bilingual aides, has assisted with this progress, as well as improving communication skills across the Bossley Park Learning Community. Our reporting to parents' processes were refined with parent/teacher interviews occurring at the end of term one and a new, comprehensive report developed and implemented at the end of each semester.

In the domain of Teaching our major focus has been on collaborative practice and differentiation. This allowed staff to

improve teaching practice by collaboratively designing, teaching, reflecting, refining and adjusting effective teaching strategies to create innovative, differentiated and engaging teaching and learning programs, ensuring consistency of curriculum delivery and teacher judgement.

In the domain of Leading, our priority has been ensuring that the school leadership team supports a culture of high expectations, developing and building the capacity of its leaders. All teachers were provided with the opportunity to participate in a mentoring/team-teaching program with an expert teacher in ICT. Successful collaboration ensured all stakeholders were involved in the evaluation of the school's strategic directions and the development of the school vision.

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/sef-evidence-guide>

## 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

2017 again saw the school's Learning and Support team 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. A speech pathologist was employed to support students with specific learning needs. We utilised our Flexible Wellbeing funding allocation to improve student engagement and social skills of Stage Three male students who were identified through the school's learning support team.

PBL has continued to enable 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. They proudly represented our school at the combined school's Koori Day. Our school's processes for reporting student achievement were further refined with parent/teacher interviews occurring at the end of term one and a new, comprehensive report developed and implemented at the end of each semester. Three students collated work samples electronically by developing Weebly and Stage Two students shared their work via See-saw.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 100% of staff implementing identification procedures	\$2,500	80% of teachers are implementing the school's identification procedures and referring students to the Learning Support Team. There was an increase in teacher referrals and parent referrals. 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 and in-class intervention programs. Identified students participated in the QuickSmart Numeracy program with positive results.
• 100% of students identified in extension groups	\$1,500	Stage Three students were targeted to participate in extension maths, Spanish and Italian programs. The remaining Stage Three students participated in interest groups such as coding, drama and cooking. Resources were purchased to support programs.
• 100% of staff using PLASST goal setting tool	\$1,000	Personalised Learning and Support Plans were developed for 100% of students identified as having additional learning needs in consultation with parents, students, class teachers, SLSOs and our L&S Teacher. Teachers increased confidence in utilising the PLASST goal setting tool.
• 100% of Aboriginal students have PLPs	\$3,679	100% of Aboriginal students have PLPs. Personalised Learning Plans/Pathways were developed in consultation with students, class



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 100% of Aboriginal students have PLPs</li></ul>		teachers and our L&S teacher for our four 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. Students invited a buddy to weekly Culture Club. ASTI students and their buddies participated in two excursions – Mt Annan Botanical Gardens and Koori Day.

## 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 for a consecutive year.
- Evaluate and refine our school reporting to parents processes including reports and sharing of work samples.
- Introduce three-way goal setting conferences in place of parent/teacher interview.
- Invest in mini ipads for all classes for sharing of student work samples using See-saw.
- Investigate 'Kids Matter' program. Investigate the 'Rock and Water' program.
- Train two teachers in the program.
- Continue to implement QuickSmart Numeracy with targeted Stage 2 and 3 students, identified by achieving results in the lower bands of NAPLAN numeracy.
- Continue to extend Community of School's programs, connecting our Aboriginal students with other 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

2017 saw the implementation of the Performance and Development Framework for non-teaching staff. This, together with the continuing implementation of the Performance and Development Framework for all teaching staff, combined with The Australian Professional Standards for Teachers, has guided ongoing professional development for all staff. All teachers created their Performance and Development Plans (PDPs) in consultation with supervisors. Staff identified 'more expert mentors' to support them in achieving their goals. 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. 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. An expert ICT teacher was employed to team-teach with teachers to develop capacity in IT skills and knowledge.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Teachers actively engaged in planning, implementing and reviewing their own professional development to improve their performance.	\$ 75,367  (Professional Learning, Literacy and Numeracy funding, Beginning Teacher funding, Flexible Wellbeing funding plus Quality Teaching, Successful Students Release allocation)	100% of teachers and 90% of non-teaching staff 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.
• Teachers collect evidence and demonstrate their progress towards negotiated personal goals and whole school strategic directions.	\$0	Staff continued to collect 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.
• All staff accredited at the standard of proficiency.	\$0	Two teachers achieved accreditation at proficient.

## Next Steps

- Continue participation in the 'Tell Them From Me' surveys for students, parents and teachers.
- Continue to build upon teacher professional learning for beginning teachers by pairing and collaboration with experienced mentors including the Flexible Wellbeing teacher.
- Establish a 'Hive' specifically for ICT lessons.
- Further build teacher capacity in ICT by increasing scheduled class/teacher time with an ICT expert teacher, 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.
- Further develop consistent teacher judgement through data moderation and the establishment of a whole school data wall.
- Moderate work samples via See-saw.
- Professionally develop teachers in the new Literacy and Numeracy progressions.
- Participate in Community of Schools instructional rounds.
- Encourage visible learning with explicit learning intentions and success criteria.
- Train ES1 teachers in L3.
- Build leadership capacity in Literacy by participating in professional learning with our Community of Schools.

## 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

In 2017, we successfully established a Community Hub at Bossley Park Public School to support all members of the wider community, especially our recently arrived migrant and refugee women and their younger children. Parent workshops continued to ensure the community are 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, nutrition and fire safety.

We were successful in gaining a Beginning School Well grant in 2017. The funds were utilised to extend and support our existing playgroup.

Another major focus was on the continuation of Live Life Well. 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 dance program. Positive relationships continue to be 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, Whole School Production and Book Week Celebrations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 100% of teachers use reflective / feedback tools e.g. Survey Monkey, Google Forms, Socrative, MyPL and Edmodo both pre and post events.	\$0	75% of teachers utilised Survey Monkey to complete questionnaires and surveys.
• Learning community accessing the school's coffee club.	\$5000	A community hub was established to support our wider school community. Parent workshops took place on a regular basis. TAFE pathway courses including English, Computers and Hair & make-up were offered and well supported by parents.

#### Next Steps

- Continue participation in the 'Tell Them From Me' surveys for students and parents.
- Extend alliances with other neighbouring schools including feeder high schools.
- Refine our School Plan for 2018–2020 and increase community decision-making processes.
- Establish processes for annotated evidence collection in preparation for External Validation.
- Continue implementation of the Community Hub to ensure the school and wider community have access to services and information needed to be active members of the community.
- Establish a multipurpose community room.
- Continue to extend on inclusive programs such as Live Life Well, Sporting Schools and Environmental Sustainability.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,679	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.
<b>English language proficiency</b>	\$138,337	An EAL/D teacher and a bilingual SLSO were employed to teach a transition class. The aide also assisted classroom teachers, LBOTE students and parents by translating and interpreting, ensuring enhanced communication and increased opportunities.
<b>Low level adjustment for disability</b>	\$195,824	A Learning and Support Teacher (L&ST) was employed to assist classroom teachers to cater for students with additional learning needs. The L&ST upskilled teachers and SLSOs with professional learning, developing personalised learning plans and providing adjustments. The L&ST coordinated the Learning Support Team. PLASPs were developed for students with additional learning needs in consultation with parents, students, SLSOs, class teachers & our L&ST. An additional School Learning Support Officer was employed to assist students in the classroom and with the implementation of QuickSmart Numeracy program. With support, students were able to access the curriculum and progress along the continuums.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$31,691	Funds were used to employ additional support teachers in classrooms and for teacher professional learning in ICT and associated PDP mentoring.
<b>Socio-economic background</b>	\$229,437	Funds were used to employ an additional SLSO to support teachers in the classroom. 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.
<b>Support for beginning teachers</b>	\$39,089	Three teachers received an additional hour of RFF a week to access professional development. Five teachers received two additional hours of RFF a week to access professional development and received mentor support for one hour per week.
<b>Targeted student support for refugees and new arrivals</b>	\$16,372	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

<b>Targeted student support for refugees and new arrivals</b>	\$16,372	the bilingual SLSO.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	226	224	208	206
Girls	209	202	205	223

Bossley Park Public school enrolment continues to grow. 2017 saw an increase with an influx of newly arrived refugee students to our school taking our enrolment to 434 students by the end of the school year.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	94.7	95.3	91.6
1	95.5	92.2	93.3	95.5
2	95	94.3	95.4	94
3	94.5	94.6	93.6	94.9
4	94.1	93.3	93.6	93.7
5	95.2	94	94.5	94.6
6	94.4	94.7	94.6	91.9
All Years	94.8	93.9	94.3	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance continued to be extremely good in 2017. Student attendance is continually monitored by class teachers and periodically monitored by the Home School Liaison Officer (HSLO).

School procedures are consistently in place to support the improvement of non attendance:

- attendance procedure information is provided to all staff at the beginning of the year

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

- letters are sent home if absences are unexplained as per departmental policy

- stage supervisors support the review of attendance data and investigation of inconsistent attendance

- all contact had with parents and caregivers relating to attendance is documented

- Department of Education resources are explained and provided to parents or caregivers on enrolment and periodically, providing information about compulsory school attendance

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

### Class sizes

Class	Total
RM 16	22
RM 15	23
RM 14	22
RM 20	23
RM 21	22
RM 11	29
RM 10	29
RM 13	25
RM 12	26
RM 6	26
RM 8	28
RM 7	27
RM 5	27
RM 4	25
RM 3	24
RM 1	26
RM 2	26

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	13.68
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	3.17
Other Positions	2

\*Full Time Equivalent

Three staff members identify as being of an Aboriginal background.

## Teacher qualifications

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

All staff participated in weekly professional learning linked to the school's strategic directions with a focus on Literacy, Numeracy and Teaching Students From a Refugee Background. Staff regularly participated in team professional learning, collaboratively improving teaching practice and implementing a consistent approach towards student learning. There were many opportunities for all staff to participate in other Professional Learning throughout the year, including mandatory training and ICT sessions. Classes were scheduled to ICT sessions, enabling class teachers to learn with an expert teacher in a team-teaching situation.

As part of the Great Teaching, Inspired Learning reform, permanently employed beginning teachers and those with temporary contracts for a year were funded for two hours per week release time over and above the

normal release allocation, as well as, one hour a week release time for an experienced teacher/colleague to provide mentoring support. The purpose of this resource is to assist in the new teacher's induction, professional development and achievement of accreditation at the level of Proficient teacher.

Teaching staff are working towards achieving their proficiency accreditation or are at maintenance levels with NESA.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	300,994
<b>Revenue</b>	4,031,314
Appropriation	3,838,950
Sale of Goods and Services	26,772
Grants and Contributions	162,064
Gain and Loss	0
Other Revenue	0
Investment Income	3,528
<b>Expenses</b>	-3,929,415
Recurrent Expenses	-3,929,415
Employee Related	-3,477,345
Operating Expenses	-452,070
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	101,898
<b>Balance Carried Forward</b>	402,893

Financial management at Bossley Park Public School is governed by the principal in collaboration with the school's finance committee (comprising of the Senior Administration Manager, an executive teacher and the P&C President). All decisions are in line with the Department of Education's policy and procedures and are based on the school priorities as determined by the school's strategic directions and the learning community needs of the school.

### Financial summary equity funding



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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,688,831
Base Per Capita	63,117
Base Location	0
Other Base	2,625,714
<b>Equity Total</b>	567,277
Equity Aboriginal	3,679
Equity Socio economic	229,437
Equity Language	138,337
Equity Disability	195,824
<b>Targeted Total</b>	86,262
<b>Other Total</b>	321,322
<b>Grand Total</b>	3,663,691

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

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

## School performance

### School-based assessment

#### K–2 Literacy and Best Start (PLAN)

Our school-based literacy assessment in K–2 utilised Reading Recovery and Best Start / PLAN teaching and assessment strategies. Results indicated that by late semester two:

- 30% of Kindergarten students were reading below level 3, 21% of students were reading between levels 3–8, 31% of students were reading between levels 9–15 and 18% of students were reading beyond level 16.
- 9% of Year One students were reading below level 8, 8% of students were reading between levels 8–12, 16% of students were reading between levels 13–16 and 67% of students were reading beyond level 17.
- 13% of Year Two students were reading at or below level 16, 51% of students were reading between levels 17–29 and 36% of students were reading level 30 and beyond.

At the end of semester two, student development levels as per the aspects and clusters of the K–6 Literacy Continuum were as follows:

**Aspect: Reading Texts** (%of students achieving at or above cluster specified)

Kindergarten : 69% –Cluster 3

Year One : 88% –Cluster 5

Year Two : 89% –Cluster 6

**Aspect: Comprehension** (%of students achieving at or above cluster specified)

Kindergarten : 65% –Cluster 3

Year One : 69% –Cluster 5

Year Two : 75% –Cluster 6

**Aspect: Vocabulary Knowledge** (%of students achieving at or above cluster specified)

Kindergarten : 63% –Cluster 3

Year One : 91% –Cluster 4

Year Two : 82% –Cluster 6

**Aspect: Aspects of Writing** (%of students achieving at or above cluster specified)

Kindergarten : 65% –Cluster 3

Year One : 80% –Cluster 5

Year Two : 65% –Cluster 6

**Aspect: Aspects of Speaking** (%of students achieving at or above cluster specified)

Kindergarten : 69% –Cluster 3

Year One : 71% –Cluster 5

Year Two : 73% –Cluster 6

**Aspect: Phonics** (%of students achieving at or above cluster specified)

Kindergarten : 73% –Cluster 3

Year One : 83% –Cluster 5

Year Two : 85% –Cluster 6

**Aspect: Phonemic Awareness** (%of students achieving at or above cluster specified)

Kindergarten : 65% –Cluster 3

Year One : 88% –Cluster 4

Year Two : 75% –Cluster 6

**Aspect: Concepts about Print** (%of students achieving at or above cluster specified)

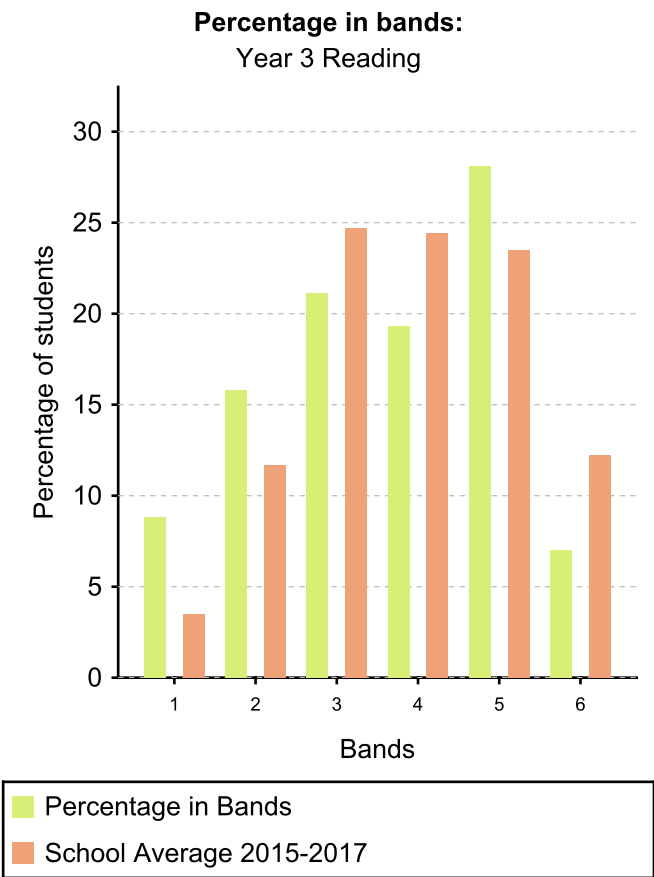
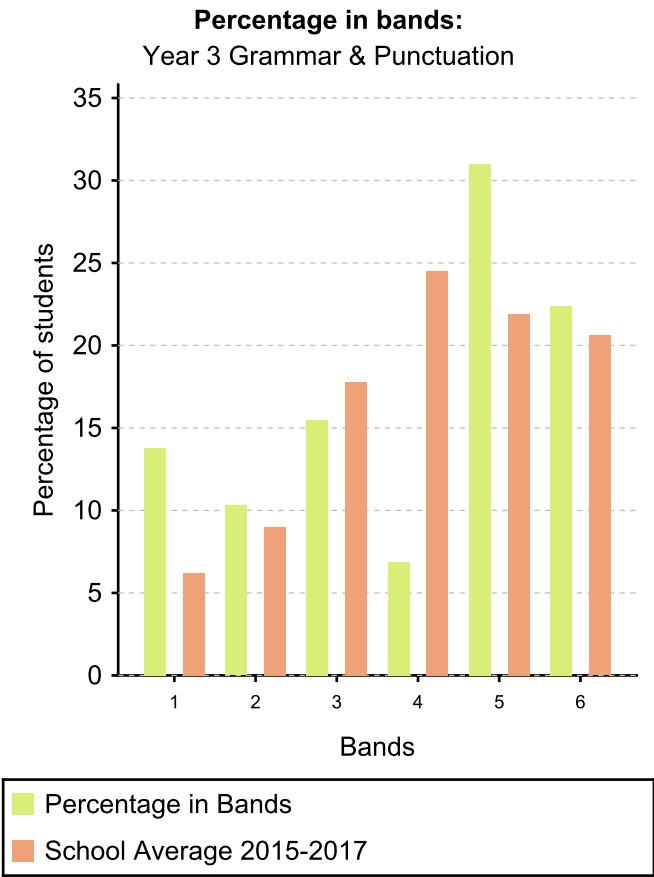
Kindergarten : 50% –Cluster 4

Year One : 91% –Cluster 4

Year Two : 86% –Cluster 6

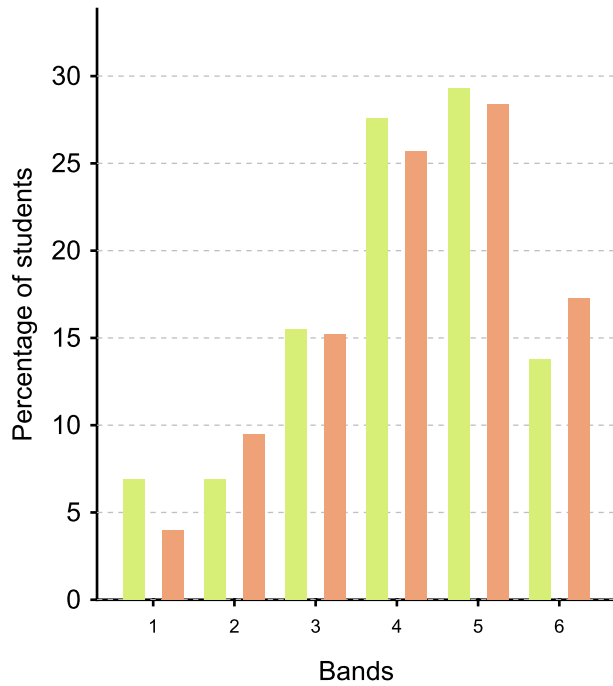
NAPLAN

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.



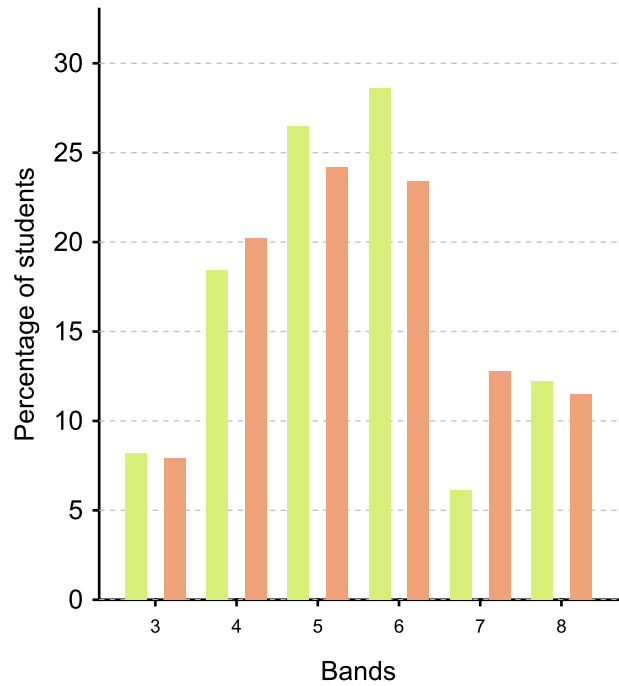


**Percentage in bands:**  
Year 3 Spelling



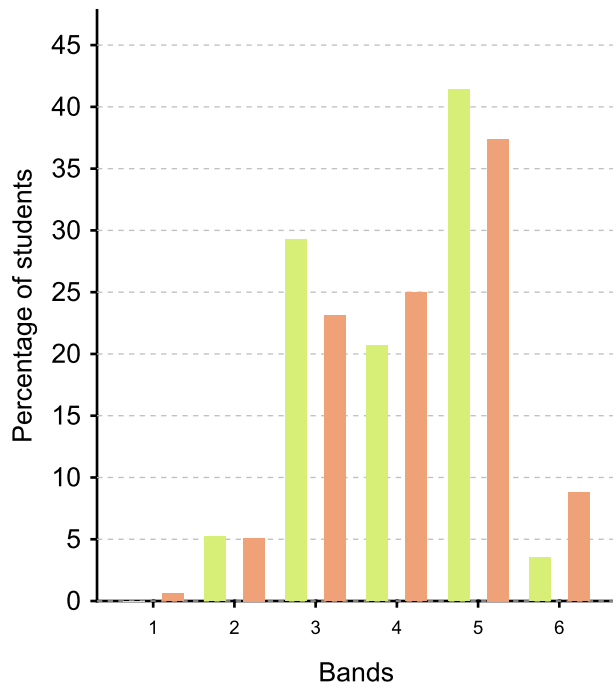
Percentage in Bands  
School Average 2015-2017

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



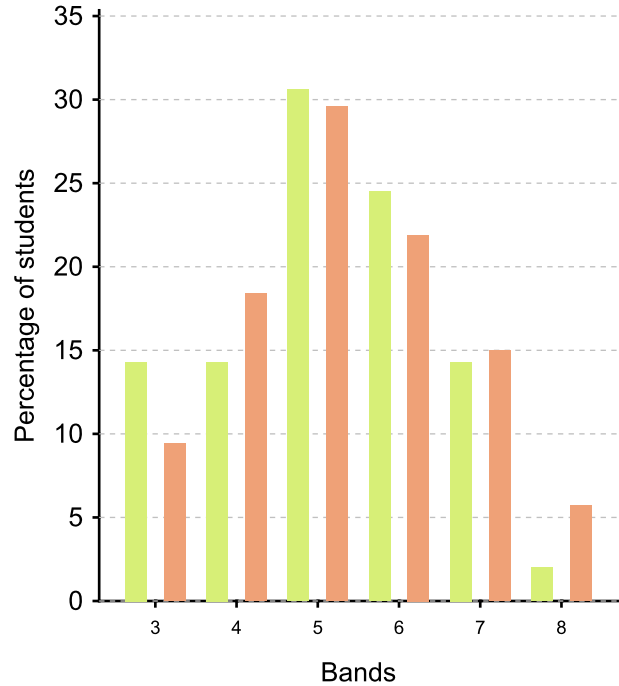
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing



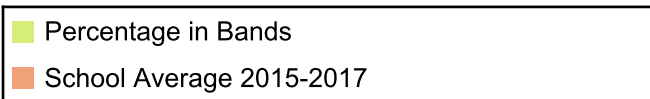
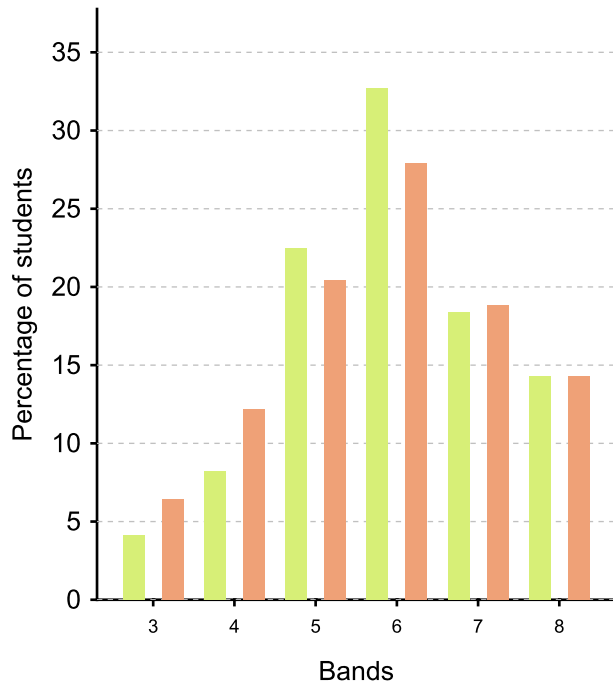
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading

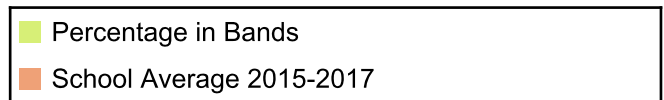
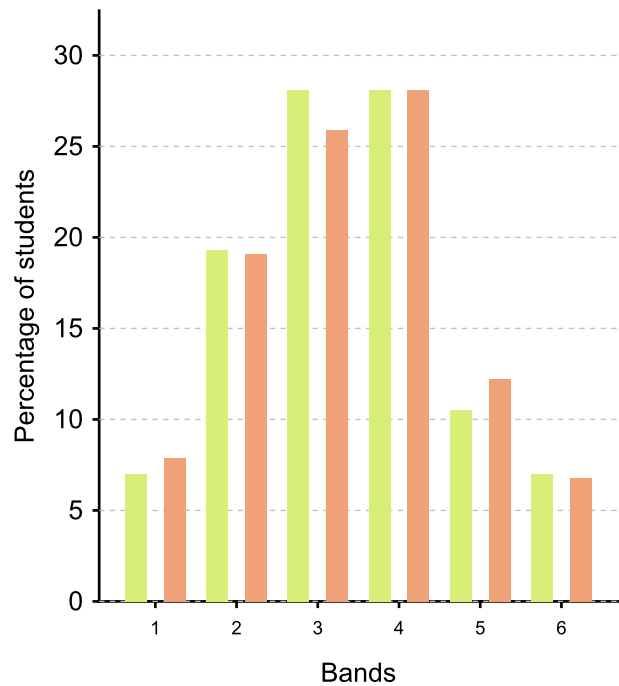


Percentage in Bands  
School Average 2015-2017

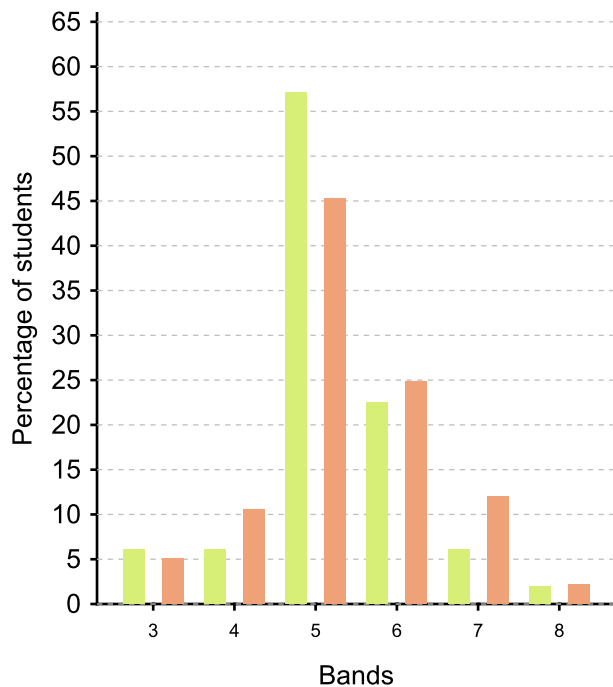
**Percentage in bands:**  
Year 5 Spelling



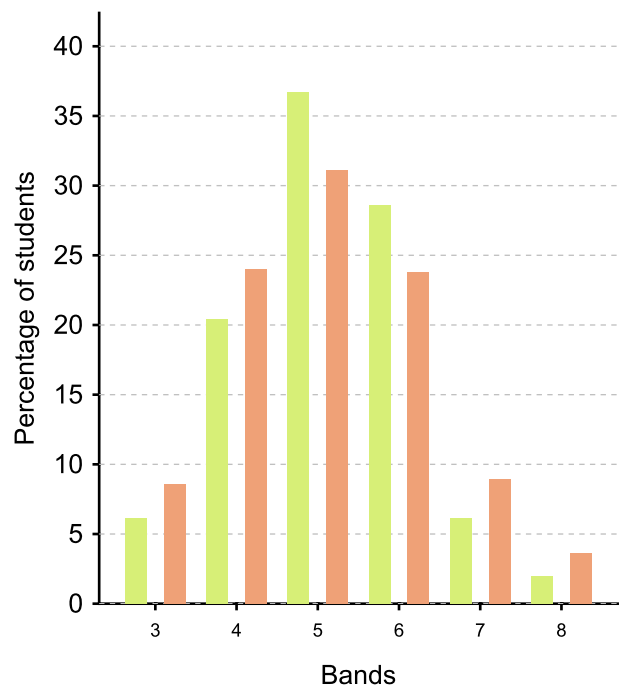
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



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

86% of our students in Year 3 are performing at or above National Minimal Standard in Grammar &

Punctuation.

91% of our students in Year 3 are performing at or above National Minimal Standard in Reading.

93% of our students in Year 3 are performing at or above National Minimal Standard in Spelling.

100% of our students in Year 3 are performing at or above National Minimal Standard in Writing.

93% of our students in Year 3 are performing at or above National Minimal Standard in Numeracy.

92% of our students in Year 5 are performing at or above National Minimal Standard in Grammar & Punctuation.

86% of our students in Year 5 are performing at or above National Minimal Standard in Reading.

96% of our students in Year 5 are performing at or above National Minimal Standard in Spelling.

94% of our students in Year 5 are performing at or above National Minimal Standard in Writing.

94% of our students in Year 5 are performing at or above National Minimal Standard in Numeracy.

## Parent/caregiver, student, teacher satisfaction

In 2017, the students, parents and teachers participated in the Tell Them From Me surveys in relation to student learning and engagement, behaviour, communication and safety.

The Tell Them From Me survey indicated that:

Student surveys showed (out of 10) 8.9 felt their teacher encourages them to do better and 8.9 felt their teachers treat them fairly.

84% of students had a positive sense of belonging and 89% had positive relationships with friends that they could trust.

Parent surveys showed (out of 10) 8.0 felt their child is encouraged to do his or her best work, 8.3 felt they can easily speak with their child's teacher, 8.9 felt their child is clear about the rules for school behaviour and 7.7 felt the school creates opportunities for students who are learning at a slower pace.

Teacher surveys about the drivers for student learning showed (out of 10) 8.3 set high expectations for student learning, 8.6 establish clear expectations for classroom behaviour and 8.5 present a new concept by linking it to previously mastered skills and knowledge.

## 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. Two staff members were trained in the Stronger Smarter Leadership Program. The program equips teachers to actively engage the school community so that the whole school community has high expectations relationships and promotes positive identities and excellence in schools.

2017 saw us celebrate NAIDOC Week by wearing red, black or yellow clothing and participating in activities. The highlight was the whole school standing together to replicate the Aboriginal flag. It created a memorable photo to mark the occasion.

Our Culture Club continues to meet weekly to engage our three Aboriginal students in cultural connection activities and experiences. Our ATSI students are encouraged to bring a friend along to Culture Club. On August 21, 2017, our Aboriginal students and Wellbeing group students joined Horsley Park Public School's Aboriginal students for an excursion to Mount Annan Botanic Gardens. During the excursion, students walked through the gardens and learnt about native plants and how Aboriginal people traditionally used the plants for food, medicine, basket making, perfume and art. Then, students went to the education centre and learnt about Aboriginal tools and weapons.

In 2017 the school maintained Acknowledgement of Country in all formal assemblies with the Culture Club collaboratively writing a personalised Acknowledgement of Country. 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. On December 4, 2017, our Aboriginal students and a buddy attended the first annual Fairfield AECG Koori Day at Guildford Public School with 14 other primary and high schools in the Fairfield area of schools. During the Koori Day, students participated in Aboriginal story-telling, games, art, dance, song and ate traditional foods such as kangaroo and crocodile.

In Term 4, staff at Bossley Park Public School got custom made Aboriginal style school polo tops. The purpose of these polo tops was to celebrate our school's commitment to our school Reconciliation Action Plan. Our RAP committee established the following vision for Reconciliation: "At Bossley Park Public School our vision for Reconciliation is a nation where Aboriginal and Torres Strait Islander people are truly valued as the first peoples of Australia through deep respect and understanding of their histories, cultures and languages by the broader Australian



### Multicultural and anti-racism education

Bossley Park Public School is a multicultural community enriched with diverse cultures, languages and traditions. Our families with language backgrounds other than English (LBOTE) constitute approximately 84% of the school's population. In our multiculturally diverse school our students come from over 31 different language and cultural groups. Arabic and Assyrian combine to reflect that 50% of our students have one or both of these as their first language. Our staff members also come from multicultural backgrounds. To accompany our multilingual community, our students participate in rich Spanish and Italian community language programs.

Over the past year our school has experienced an influx of new arrival and refugee student enrolments.

Our support for EAL/D students has also increased with the appointment of additional full time EAL/D teachers and bilingual School Learning Support Officers (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.

EAL/D teachers and bilingual SLSOs work in class to assist LBOTE and Developing and Consolidating phase EAL/D students in our school to meet the challenges of various 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 6.

Due to an influx of Refugee families enrolling at our school, we were allocated a Refugee Support Leader (RSL) to recommend and assist with the implementation of programs to better support refugee students. All staff completed professional learning in "Teaching Students from a Refugee Background". Inclusively, Year 1 teachers, students and the EAL/D teacher conducted Action Research into the introduction and usage of Tier 2 and Tier 3 vocabulary in writing.

Furthermore, to promote a sense of security and deliver an intensive English Program to refugee students, a Transition Class was created in 2017. The Transition Class supported our new arrival and refugee students to ensure their successful transition into life in an Australian school and increase their English proficiency. The Transition Class included stage 2 and 3 students that had been in Australia for less than a year. A full time bilingual SLSO was employed to support the students along with an experienced bilingual teacher. All students had a home class that they returned to for fitness, Library and science lessons. This process was developed so that when students are ready to transition back they had made connections and friendships with their fellows peers. As a result of this class, students experienced success in transitioning into mainstream classes with an increased confidence in their literacy and numeracy skills. Most importantly the class provided students with confidence to interact socially with their peers and teachers, providing them with a stronger sense of belonging and acceptance.

To further support the multicultural needs of our community at Bossley Park Public School, our Bilingual 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.

At Bossley Park Public 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

### Reading Recovery

For the fourteenth consecutive year our reading recovery program accelerated Year One students through reading levels to achieve the average reading level across the grade. Seven students achieved the minimum program target of instructional level 16.

Students from Year Two and Three who had previously completed the program were assessed in June and December. This assessment showed a maintenance and improvement of reading levels that allowed the students to participate confidently in the classroom setting.

### ICT Program

QTSS funding and RAM funding were utilised to employ an expert teacher in ICT. The ICT teacher's focus was to upskill teachers by team-teaching with them three days a week. Teachers collaboratively planned sessions. Classes were timetabled to work in the computer lab with the ICT teacher.

Classes had the opportunity to explore a variety of devices to support the development of digital technology skills. Students experienced how to locate, access, manipulate, create and store information along with managing and operating digital technologies. Classes participated in activities that integrated topics learned in class to express ideas in various digital forms using computers in the lab and iPads.

Coding was implemented in semester two, where classes were introduced to solving problems logically and creatively using visual programming language. Robotic devices (Blue-Bots and Lego WeDo 2.0 kits) were purchased to support student understanding of coding and its application to the real world. Students from K-2 practised their coding skills to program Blue-Bots to solve open-ended problems in a range of subject areas.

Additional professional learning opportunities were presented to teachers on a range of IT topics after school hours by the ICT teacher as well.

### Flexible Wellbeing Program

The Flexible Wellbeing Services Funding Allocation (\$37200 p.a.) 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 engagement and social skills in students identified through the school's learning support team; and
- support Early Career Teachers (ECT) in their professional learning through individual mentoring.

Surveys were distributed to students, ECTs, classroom

teachers and parents/carers at the end of 2017 to determine the impacts achieved. Results included :

- all students enjoying the program, developing new skills, enthusiastic engagement in activities, developing new friendship groups and discovering positive attributes about each other;
- parents/caregivers enthusiastic about the program and grateful for the additional support. Comments included : a great program and happy that their child had the opportunity to attend, child is much happier and improvement in behaviour and attitude;
- classroom teachers most supportive especially those who engaged with their students after each session. Comments included : improved confidence, engagement and positive relationships in and out of class, students making better choices and improved personal growth of students; and
- early career teachers most positive about the program and eager for it to continue in 2018. Comments included : having a dedicated time to share experiences and concerns in a safe and supportive environment, always know that support is available, helped me with accreditation, provided opportunities to discuss all aspects of teaching, to ask questions and to receive advice.

### Community Hub Program

The Community Hub was established at Bossley Park PS in Term 3 2017. The purpose of the hub was to provide a safe, welcoming, family friendly environment where people can meet, learn and make friends. It also served its purpose as a means to educate our families at their convenience.

A survey was conducted on the "Community Hub Open Day" and it was established that most parents were interested in various outreach course and information sessions. These courses were offered in Term 4 in partnership with Mount Druitt TAFE. We had English for Beginners, Computer – Beginner and Intermediate and also Hair and Make up. Each class had at least 6-10 parents attending weekly and the make course up had approximately 15-18 parents. The outcome of these courses was very positive. Most parents did advise that they made new friends and some even pursued to study further. Other courses, information sessions, workshops and parenting programs will continue to be offered at Bossley Park PS as the community hub grows in numbers and parent participation.