



# Boronia Park Public School

## Annual Report



2018



1320

# Introduction

The Annual Report for **2018** is provided to the community of Boronia 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.

Liz Stanford

Principal

## School contact details

Boronia Park Public School

113 Pittwater Rd

HUNTERS HILL, 2110

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

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

9817 2778

## Message from the Principal

The Boronia Park school community is caring, committed and dedicated. Staff and parents work together to provide the best learning environment for the children. Our school community welcomes and cares for every child no matter what their academic, emotional, social or physical needs are.

The school's planning process is effective. As part of the process of writing a new school plan, the staff and a group of parents were asked to consider the future directions for the school. As a result three dynamic strategic directions were created to guide planning for the next three years.

Teachers are constantly striving to improve student learning. This year, the strategies of visible learning, growth mindset and goal setting have been implemented in all classes. The aim is to ensure students have improved understanding of what they are learning and take more responsibility for their learning success.

The *Journey* concert was an outstanding example of community partnership. It was a huge undertaking that resulted in two brilliant concerts where every student, and many of the staff and parents performed. Parents worked with staff to ensure the concerts were memorable and enjoyable. It was one of the highlights of the year.

Students don't just learn in their class group. Leadership skills and resilience are built through involvement in the buddy program, peer support, the SRC, sport and other PD/H/PE programs. Many of our students experience success in PSSA sporting teams and at carnivals.

Student wellbeing is a priority. Our Learning Support Team, led by Mrs Ward the Deputy Principal, ensures that student needs are recognised and programs are implemented where they are needed.

Every student knows the importance of the values of friendship, harmony, cooperation and respect and their connection to the school rules. In addition, students regularly learn about other life values that help them to develop their skills as future citizens of the world.

The school continues to develop its relationships with the wider community. Our annual seniors' concert entertained over 50 senior citizens from the local area. Grandparents' morning continues to be an important event on our school calendar. Kindergarten orientation sessions were enjoyed by the future students and their parents. The teachers facilitated a number of parent information evenings this year on a wide range of topics including NAPLAN and cyber safety.

This year the school hosted two groups of young Chinese students on a week-long cultural exchange. Despite the language barriers the students found common ground and friendships were formed. The school continues to support the Lem Lem school in Ethiopia. We receive regular updates on the progress of this school.

All of these different experiences and connections with other members of the community enrich the understanding of the students and the staff. They expand students' thoughts and beliefs and show us the importance of education, learning, kindness and compassion.

Liz Stanford

### **Message from the school community**

Another great year for the P&C, having raised approximately \$111 000 through various fund raising activities, operations (School Canteen and Uniform shop) and sponsorships. The funds raised continue to support the School Support Learning Officers, the Maths Quickstart program as well as capital contributions for Commboxes (smart boards) in 3 classrooms, books for a number of classrooms and some sporting equipment for the students.

The P&C is more than just a fund raising vehicle – we continue to run the canteen five days a week with a combination of paid staff and parent volunteers; we support the music program with various parents being involved in different roles to support Mrs Jenny Nylund and Mr Rod Mason with the training and concert bands, the choir, strings and recorder groups; we coordinate the supervision of the *School Drop Off Zone* (DOZO) morning and afternoon every day of the year; and various parents organise social and other events to bring together the parents to build the community of the school.

The P&C also works with the School Council members on various initiatives during the course of the year and this included the continued lobbying of the Hunters Hill Council for improved road and traffic measures in Earl Street to reduce the risks to children and caregivers when using Earl Street.

None of the above would have been possible without the hard work and commitment of the various members of the P&C Committee, as well as a number of parents who don't form part of the formal P&C Committee but continue to give generously of their time to ensure that our children have a great school to attend with a number of activities available to them to help them grow.

I would like to take this opportunity to thank all of the P&C Executive and those in the various other roles for your hard work, initiative, enthusiasm, patience, persistence and good humour. None of the above would have been possible without you and I believe you should feel proud of your efforts.

I would also like to thank Mrs Stanford and the other members of staff for their support throughout the year. Their thoughts, guidance and encouragement help to ensure that the P&C delivers what is needed most for the benefit of the School.

The P&C is in a great financial position for the future. We have the funding for next year's School Learning Support Officers (SLSO) and the QuickSmart numeracy program. Just as importantly we have a number of people who have put their hand up to continue the good work of the P&C in 2019.

I wish the incoming P&C Executive Committee all the best for 2019.

Sean Dent

President 2018

### **Message from the students**

The students in the School Representative Council or SRC met fortnightly with Mrs Lombardo and Mr Bruscino. At SRC meetings the class representatives talked about issues raised by the students in their class. The SRC also runs special events in the school. In term 2, we had the SRC disco! It was a fun and exciting event, everyone who came had a great time. A number of students entered the Coles shopping bag competition in which students had to design a shopping bag.

The *Boronia's Got Talent* competition was held at the end of the year and was a great hit. Everyone had fun and loads of people had talent. There was a lot of laughter.

Class SRC members report problems or concerns of the students in their class at the meetings. We work together to brainstorm solutions to fix them. One example was when the tennis balls were not being put back into the basket at the end of recess and lunch. The SRC decided to confiscate the balls until everyone was more responsible. Thankfully it only took a short time for everyone to be a lot more careful.

Alex, Jess, Rani and Felix

# School background

## School vision statement

Our school values of friendship, harmony, cooperation and respect underpin all that we do. We strive to develop good character, intellectual independence, healthy lifestyle habits, creativity and curiosity to enable students to make positive contributions to their present and future worlds.

Positive, productive collaboration between parents, staff, students and the wider community defines the culture and practices of our school.

## School context

Boronia Park Public School has a strong emphasis on effective and dynamic literacy and numeracy programs which are underpinned by an inclusive and positive approach to student wellbeing. Our school rules are based around the four values of friendship, harmony, cooperation and respect. The culture of the school is to ensure that students grow into responsible and respectful citizens.

The school offers students opportunities across a wide selection of experiences in all Key Learning Areas. We have extensive extra-curricular programs in order to enhance student skills in areas of personal interest.

The school highly values our close relationship with the school community. We enjoy and work closely with an active and supportive P&C and School Council. Boronia Park Public School is situated in the Hunters Hill/Gladesville area within the North Sydney network and has a population of 521 students with 26% NESB.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process in the three domains indicated that in –

### Learning

The school is focused on developing a strong and effective learning culture with high expectations for our students. There is a consistent approach to student wellbeing with an emphasis on promoting positive and respectful relationships with all the stakeholders in the school community. The professional learning has been targeted to develop effective and productive visible learning strategies to improve curriculum implementation in classrooms.

As this is the first year of this implementation we expect the language of visible learning, learning goals and learning intentions to become common place dialogue between students and teachers over the next two years of the current school plan. Our teachers require further professional development on consistent practices for assessment, and methods of deeper data analysis, to more accurately monitor, plan and report on student learning. The External Validation or EV team considered we were delivering for assessment because our investigation identified a lack of consistency of evaluation of student assessment between stages.

### Teaching

Teachers are committed to identifying, understanding and implementing effective and explicit teaching methods to ensure successful student learning. Teachers are very collaborative and are committed to delivering and sharing best teaching practices with each other. The EV team felt that teachers were excelling in lesson planning and were incorporating accommodations and adjustments to match the needs of students in their class.

All teachers demonstrate personal responsibility in their accreditation and a solid understanding of the Australian Professional Standards. They have embraced professional development planning to develop their own professional

practice. Some teachers do not demonstrate an understanding of the useful aspects of data literacy i.e. the purpose behind the collection of the specific data and the value that the analysis can provide to inform and strengthen their teaching practice. This is an area that needs further attention.

## **Leading**

The principal and executive team support a culture of high expectations and community engagement. Staff and parents are actively involved in school planning. The leadership team embeds clear processes with timelines to ensure the effective implementation of the school plan. This is evidenced by the professional learning schedules for each semester.

Capacity building of staff and students, in leadership, learning and wellbeing, is a priority of the school. This is well communicated to the school community through the P&C, School Council and website. The school is managed successfully with excellent service delivery practices. School resources are consistently utilised to achieve improved student outcomes. Even though our data from the school community indicates a high degree of satisfaction we can not be complacent. We need to continue to strive for ongoing school improvement, the continuous professional effectiveness of all staff and continued successful and open communication between all members of the school community.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

Quality teaching and learning

### Purpose

To create challenging and engaging learning environments underpinned by high expectations and effective teaching practices. Every student's learning will progress through a differentiated curriculum that is flexible, reflective and dynamic.

Teaching programs will be strongly grounded in improving literacy and numeracy to improve and sustain every student's learning journey. The school will ensure that it meets the diverse needs of students as well as the expectations of staff.

### Overall summary of progress

The action/ learning project on writing was implemented and provided teachers with valuable and effective professional learning (PL). Teachers continued to improve classroom differentiation practices with student assessment results reflecting strong growth in literacy and numeracy. The Learning Support Team (LST) continues to support students and teachers. The *Tell Them From Me* (TTFM) survey results indicate strong student engagement across years 4–6. Teachers are using strategies like WALT (We Are Learning To), WILF (What I Look For) and success criteria to assist student understanding and improvement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 75% of all students achieve expected growth in literacy and numeracy in external and internal assessments.	A combination of DoE funds for additional teacher two days each week, professional learning funds and a budget allocation for resources. • (\$50 000.00)	External assessments e.g. NAPLAN as well as class and semester assessments indicate that between 63% and 72% of students are achieving the expected growth. The implementation of effective reading, spelling, writing and numeracy programs continue to be a school focus.
An increased proportion of students understand the different assessment practices used by their teacher and utilise that knowledge to progress their own learning.		Teacher Professional Learning supported improvement in classroom differentiation practices. Support of teachers through targeted PL will be ongoing. The focus will continue to be improving student outcomes across all KLA's and addressing individual student needs.

### Next Steps

Effective literacy and numeracy programs will continue to be a major focus in the school. Teachers will continue to improve their class differentiation practices and will continue to implement successful strategies to improve reading, writing and numeracy. These include *Reciprocal Reading*, *Super Six* as well as the *Seven Steps* program for writing. Teachers will also participate in an action/learning project with a focus on teaching number strategies.

The DoE's *Learning Progressions*, which are related to the syllabus, will be introduced and implemented K–6. Teachers will use PLAN 2 online software to record student progress. Professional development sessions are planned to upskill teachers on how to use this new assessment tool.

The format for the semester reports to parents on student achievement and effort in literacy and numeracy will be reviewed.

## Strategic Direction 2

Engaged, informed and creative learners

### Purpose

To provide learning environments that nurture, guide, challenge and inspire every student to become creative, effective, motivated self-learners. Students are empowered to be successful academically, emotionally, physically and socially. They will understand their own learning journey and use this knowledge as they progress through their stages of education.

### Overall summary of progress

There was a targeted focus on embedding visible learning strategies in classroom practice. Teachers attended professional learning on visible learning and SMART goals. Students were regularly reminded about school values and rules to ensure positive wellbeing. The TTFM results indicated that there was a high level of student engagement due to students feeling safe and supported at school. The school offered various Creative and Performing Arts (CAPA) activities, sporting activities and extra-curricular opportunities which interested students. The biennial K–6 concert *Journey* was very successful. Engaging STEM activities were implemented in classrooms.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrating consistent engagement, motivation and creativity in their learning.	The SISA program is funded by parents.  Teacher release for program preparation • (\$2500.00)	All student wellbeing programs i.e. SISA social skills, Harmony Day, buddy program, peer support, values activities and lunchtime social club have had a positive impact.  The LST successfully supported a number of students across the school. New procedures for access to students by outside providers was implemented.
Increased proportion of students reflecting on their learning successes and their academic, physical, emotional and social wellbeing.	Teacher release • (\$5000.00)	Visible learning practices have become part of classroom learning culture. Teachers are using a variety of strategies including success criteria, Delta feedback, WALT, WILF and Bump It Up walls to improve student learning outcomes. Both staff and students are comfortable with writing SMART goals. Staff write SMART goals for their professional learning plans.
Evidence that all teachers have been provided with effective professional learning opportunities so they can empower their students and improve the learning culture of the school.	Professional learning funds from DoE • (\$29000) Teacher relief • (\$40000.00)	Monday afternoon and staff development day professional learning is planned by the executive team. The Deputy Principal coordinates all professional learning and maintains records. Evidence gathered from surveys, meetings, programming and reflection support the effectiveness of the planned learning sessions.

### Next Steps

The focus on STEM will be expanded to include future focused learning. A new committee will be formed to investigate future focused learning and how it can improve student engagement and learning. Effective data will be gathered and analysed to monitor student engagement, learning and wellbeing. A staff development day on *Growth Mindset* with a guest presenter, James Anderson will be held at the beginning of term 2 in 2019.

The CAPA programs – both teacher led and extra-curricular – will continue to satisfy the needs and interests of the students. The school will participate in TTFM surveys again in 2019.

### Strategic Direction 3

Effective relationships and leadership

#### Purpose

To enhance student, staff and parent involvement in current and new initiatives that develop leadership skills, build capacity and positive wellbeing. Our vision is to support every student so they can connect, succeed, thrive and learn. They will become responsible citizens who contribute to their wider community.

#### Overall summary of progress

The updated Student Wellbeing procedures were ratified by staff and School Council. The SISA social skills program was offered to students in term 1 and proved very successful. The buddy system and peer support program continue to be very important in building friendships across stages and improving student wellbeing. The school continues to enjoy a strong partnership with the parent community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students and staff involved in building their personal leadership skills and their learning capacity.	Teacher relief and resources • (\$5000.00)	All existing leadership programs were successful and effective. The programs built strong relationships and networks between students K–6. Due to an increase in student numbers, the school leadership procedures will be reviewed in 2019. Ongoing capacity building will remain a focus for all staff.
Evidence of successful and effective school community relationships that promote and sustain cohesive and productive school teams.	Teacher relief and resources • (\$6000.00)	The school prides itself on having such a positive and productive relationship with all stakeholders in the school and wider community. Everyone continually works towards benefitting students wellbeing and engagement.
Over 50% of students will receive their Gold Award in the next three years and an increasing number of students will reach Diamond level in the award system.	Resources • (\$2500.00)	The school needs to refine the presentation for Gold Awards and define the Diamond award. Students and parents value the award systems, including Presentation Day.

#### Next Steps

The school leadership selection process will be reviewed for the 2019 elections. This will not only include the ten student leadership positions but the eight sport house captains and eight vice house captain positions as well. Leadership mentoring will continue for students particularly those in year 6. Leadership opportunities will include Harmony day presentations and peer support.

The school executive and teachers will continue to work closely with parents and the wider community to develop strong relationships that will support the students and their learning.

There are a number of students who have achieved their first Gold Award and are working through the bronze and silver awards for a second time towards Diamond level. There will be a trophy to represent this achievement level.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Funds were used to support students</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 447.00)</li> </ul>	Funds were allocated to learning support and to the purchase of resources.
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• English language proficiency (\$74 540.00)</li> </ul>	Noticeable improvement was made for all identified EAL/D students in speaking, reading and writing. Students either worked in small groups withdrawn from the classrooms with the EAL/D teacher or within the classroom.
<b>Low level adjustment for disability</b>	<p>Funding ensured identified students received LaST support. A portion of the funds was also used to engage School Learning Support Officers (SLSOs).</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$97 350.00)</li> </ul>	The LaST teacher worked with identified students in small groups or in the classrooms to improve reading, writing and number skills and understanding. She worked closely with the LST to ensure programs were effective. SLSOs also assisted individual students both in the classroom and the playground.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>The four Assistant Principals were released a day off class each week.</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$91 099.00)</li> </ul>	The funding was used effectively and ensured that Assistant Principals could mentor and support the teachers and students in their stage. Additional funds were used to release teachers to lead specific programs linked to the school plan.
<b>Socio-economic background</b>	<p>Funding used to provide learning support and resources.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$5 127.00)</li> </ul>	Student success on improving their literacy standards were assessed by the LaST and classroom teachers. Student improvement was pleasing.



# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	222	244	247	246
Girls	231	244	268	275

Student enrolments are still increasing but at a more gradual rate than in previous years. In 2017 there were 515 students enrolled and by 2018 the number of enrolments in the school had increased to 521. During 2018, there were 255 students enrolled in Kindergarten–year 2 and 266 students enrolled in years 3–6. This small, but steady, increase in student numbers will continue for a few more years.

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	96.7	96.8	96.7
1	94.3	96.1	96.9	95.4
2	95.5	95.4	97.2	95.3
3	95.4	95.1	95.3	95.1
4	94.6	94.5	95.7	94.5
5	95.6	94.6	95.4	95
6	94.1	95	94.4	95.1
All Years	94.7	95.5	96.1	95.3

  

State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

## Management of non-attendance

The school uses the DoE's EBS4 student attendance system to record student absences or non-attendance. The classroom teachers check student attendance every morning using this online system. This is usually done in the first ten minutes of the day. Mrs Ward, our

Deputy Principal, checks all rolls are completed daily.

Parents are expected to provide the school with a written explanation, either via a letter or an email, for an absence within three days of the non-attendance at school. If parents do not supply a reason the school will contact the parents for an explanation.

Students who arrive after the 9:20am bell need to sign in at the office. The school has a new electronic system that makes the process more efficient. Parents must sign their child out from the administration office if they are leaving the school before 3:20pm.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.66
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.4
School Administration and Support Staff	3.96

\*Full Time Equivalent

There are no staff members who are Aboriginal or Torres Strait Islanders employed at Boronia Park Public School

In the Workforce Composition table the FTE staffing component is used by DoE to determine staff entitlement. An FTE of 0.2 is equivalent to one day a week. The Principal and Deputy Principal, for example, have an FTE allocation of 1.0 which means they each work five days a week. Our Learning and Support teacher, however, only works 0.600 or 3 days each week.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	21

## Professional learning and teacher accreditation

Staff are aware of the importance of ongoing professional learning to develop their knowledge and skills. There are a number of online courses available to staff. Teachers attend professional learning sessions on most Monday afternoons during the term. These sessions are closely aligned to the strategic directions in the *2018–2020 School Plan*. There are also opportunities to attend various meetings and conferences.

At the commencement of 2018 all teachers who were teaching before October 2004 were granted proficiency status from the National Standards Authority or NESA. All teachers, including the Principal, must maintain their proficiency accreditation to teach in NSW.

Professional learning undertaken by teaching staff included –

- Practical course on CPR and management of Anaphylaxis as well as *Child Protection 2018*.
- Teachers attended a Saturday staff development day on Visual Learning and SMART goals.
- An action learning project on writing which involved teacher collaboration, demonstration, observation and reflection.
- Individual teachers attended sessions on curriculum development, the new PD/H/PE syllabus, student wellbeing, learning support, English as an Additional Language or Dialect (EAL/D), music and building staff learning and leadership capacity.
- The school undertook its external validation (EV). In preparation the teachers on the EV committee attended a number of hours of professional learning.
- Leadership courses including the Assistant Principal and Deputy Principal induction conferences.
- The Principal attended a number of network meetings and conferences related to improving her skills in leading and managing the school.
- Maintenance of Teacher Accreditation through the NSW Education Standards Authority or NESA.

A number of non-teaching staff also attended professional learning both face-to-face training sessions and online or adobe courses –

- Administration staff and the Principal attended courses on the implementation of the SAP Finance and Human Resources system as well as supporting student health and safety.
- The General Assistant (GA) completed all compliance courses required by the DoE.
- The School Learning Support Officers (SLSO) attended a conference *Empowering Partnership* and have completed their CPR training, Anaphylaxis and Child Protection 2018 course.

Three beginning teachers achieved the level of Proficient Teacher with NESA. They were mentored and supported by Mrs Ward, the Deputy Principal, and they all competently addressed the seven teaching standards in their prepared reports.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	349,344
<b>Revenue</b>	4,789,112
Appropriation	4,099,431
Sale of Goods and Services	23,869
Grants and Contributions	660,774
Gain and Loss	0
Other Revenue	0
Investment Income	5,038
<b>Expenses</b>	-4,496,819
Recurrent Expenses	-4,496,819
Employee Related	-3,849,507
Operating Expenses	-647,312
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	292,294
<b>Balance Carried Forward</b>	641,637

The finance committee, which is convened by the Principal and the SAM, manage the school's finances according to the policy and procedures of the DoE.

The 2018 financial balance included funds for renovations to the staffroom, Assistant Principals' office and administration area, new furniture for the staffroom, two new photocopiers, two new commboxes, six staffroom computers, two admin computers with double screens and a number of HP notebooks for student usage. In addition, one staff member had extended sick leave in term 3 and 4. Funds were also used for the CAPA programs e.g. new musical instruments were purchased.

Funds rolled over from 2018 have been set aside for wireless cabling in the demountable classrooms, more commboxes in the classrooms, more HP notebooks for stage 2 and 3 use, additional staff for special projects, refurbishment of a learning space in F block, additional blinds for classrooms including acoustic blinds for the school hall.

The school also held and managed the funds for the Ryde Schools' Spectacular concert which was held in

October at the Sydney Opera House. Remaining funds from the concert were carried over in the school's account for the 2019 concert.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	3,611,283
Base Per Capita	99,585
Base Location	0
Other Base	3,511,698
<b>Equity Total</b>	178,464
Equity Aboriginal	1,447
Equity Socio economic	5,127
Equity Language	74,540
Equity Disability	97,350
<b>Targeted Total</b>	96,363
<b>Other Total</b>	92,513
<b>Grand Total</b>	3,978,623

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

### NAPLAN

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

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

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

are discouraged during these transition years.

Students in years 3 and 5 completed their NAPLAN assessments online. The only exception was year 3 writing which was completed on paper. The assessment information from the online testing was very detailed and gave the school a very good indication of student progress.

Year 3 and 5 results in literacy were strong. Averaged student achievement data indicates that students are achieving close to the same standard as students in similar schools. The only exception was year 3 students. They performed above students at similar schools in writing.

In all areas of literacy, the students in years 3 and 5 achieved well above the Australian average. This success is a reflection of the implementation of effective, consistent and rich learning programs in classrooms.

In numeracy, years 3 and 5 student assessment scores were averaged and then compared to the results of students in similar schools. In both years the performance of our students was close to the averaged results of the selected similar schools.

In all aspects of numeracy students in years 3 and 5 achieved well above the Australian average. Improvement in numeracy has been a focus in the recent school plans and the results reflect the successful differentiation practices implemented by teachers in all numeracy lessons.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The data which demonstrates student achievement gain or growth in year 5 is calculated using assessments scores from years 3 and 5 NAPLAN. In 2018, 85% of the year 5 student cohort had completed NAPLAN in year 3. According to data collated by the DoE over 63% of these year 5 students achieved at or above the expected growth in all aspects of literacy except for writing. The reading results were particularly outstanding with 71.7% of students achieving the expected growth or above and 56% of these students achieving results in the top two plus bands.

This growth aligns with the school's improvement measures in the 2018–2020 School Plan as well as one

of the Premier's Priorities: *Improving education results*. One of the goals in the DoE's *Strategic Plan 2018–2022* is that every student and teacher improves each year and that all young people have a strong foundation in literacy and numeracy. In addition, one of the performance measures identified in this plan is an increased proportion of students in the top two band for reading and numeracy in NSW. Boronia Park PS results support these goals and the identified improvement measure.



## Parent/caregiver, student, teacher satisfaction

### Tell Them From Me survey

Teachers, students and parents participated in the *Tell Them From Me* survey, an effective measure of evaluating current school practices at Boronia Park PS. The survey measured aspects of student wellbeing, engagement in school activities and effective teaching practices that are known to affect student academic achievement.

The school's results measured favourably and were consistently higher than NSW Government averages. A total of 179 students in years 4 to 6 were surveyed in the domains of social, intellectual and institutional engagement. In the social engagement domain, 98% of students experienced positive school behaviour, valued schooling outcomes and 69% of students had positive practices towards homework.

In addition, 88% of students were engaged in class, 94% of students experienced positive relationships with their peers, 87% of students were interested and motivated in class, 94% viewed effort as a prime indicator for success and 96% of year 4–6 students felt that the quality of instruction they received was stimulating.

Providing continuous support to students who may be showing early signs of disengagement is essential. Staff will continue to maintain and support students through social programs including peer support and the

Buddy system. Furthermore, catering to the intellectual and higher order thinking needs of our students is an ongoing target for refinement and development in the quality learning programs.

*Teacher Focus on the Learning* domain identified eight drivers of student learning: leadership, parent involvement, inclusive school, technology, teaching strategies, use of data to inform practice, learning culture and collaboration. Analysis of the data from these drivers indicated that our school's approach towards providing an inclusive environment and effective teaching strategies were highly effective.

Teachers and school leaders worked together to create a safe and orderly school environment, which is a testament to staff's collegiality and teamwork. The teachers were given opportunities to observe their colleagues' classroom practices and felt supported during stressful times. School practices and classroom experience domains reflect teachers' careful planning, setting of clear and high expectations for their students and monitoring their progress. They set challenging and visible goals for their students, helped them overcome obstacles to learning, provided quality feedback and planned learning opportunities.

The *Partners in Learning* survey covered several aspects of parent perception of their children's experiences at home and at school. Parents feel welcome at Boronia Park PS and they felt that teachers support positive behaviour in their classrooms. The school identified the need to provide parents with assistance on strategies to support student learning at home and encourage parents to become actively involved in their child's schoolwork.

The staff are committed to fostering and streamlining the communication between home and school and keeping parents informed of their child's progress. The school has continued to seek parent input across a variety of domains and a strong collaborative partnership will continue as the foundation for future school planning.

Alex Lau (Assistant Principal – Stage 2)



# Policy requirements

## Aboriginal education

In 2018 students at Boronia Park PS have continued to strengthen their appreciation and understanding of Aboriginal and Torres Strait Islander cultures and traditions. Indigenous literature, cultural perspectives and histories have continued to be integrated into the teaching and learning programs across all stages at the school.

This year's theme for NAIDOC week was *Because of her we can*. The school had a whole school assembly to celebrate and recognise the contribution Indigenous women have had, and continue to have, in Australian society. School leaders and Indigenous students within the school spoke about influential Indigenous women such as Nova Peris, Cathy Freeman and Jessica Mauboy. Special guest speaker, Mrs Tracey Lynch, attended the assembly and shared her personal story about discovering her culture and tracing her family heritage. At the end of the assembly, many students were excited to have the opportunity to taste kangaroo sausages as part of our NAIDOC BBQ experience.

As the Aboriginal Education teacher representative, I attend local Aboriginal Education Consultative Group (AECG) meetings to meet with Aboriginal community members, Aboriginal education officers as well as teachers and principals from local schools. At these meetings the attendees exchange important information related to the local Indigenous community and discuss how schools are addressing Aboriginal education.

Tara Smith (Teacher)



Kindergarten to year 2.

The school continuously celebrates cultural diversity but has focus events like Harmony Day and years 3–6 student involvement in the *Multicultural Speaking Competition*. Our school hosted the area finals this year for the speaking competition and will volunteer to do the same in 2019.

The Anti-Racism Contact Officer (ARCO) is a teacher who manages any reports of racial discrimination between students or between a student and a teacher. These reports are extremely rare at Boronia Park PS. Any student/s, however, who feels that they have been the victim of racial abuse from a student at school, either verbally or through social media, is able to report their concerns and feelings to the ARCO. The ARCO will investigate the report. The people involved will be counselled and supported. Mediation sessions/s will be held to find an acceptable resolution for the student who has been racially abused.

The Principal, Deputy Principal, Assistant Principals and teachers frequently speak to students about the importance of respect, kindness and tolerance of others in formal situations like assemblies, in classes and informally when there is a need.

## Multicultural and anti-racism education

The school has an *English as an Additional Language and/or Dialect* (EAL/D) teacher who supported students from a non-English speaking background either in the class or through smaller withdrawal groups. The focus on the program is in improving speaking, reading and writing skills particularly with students from