

Bossley Park Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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 2019. I am incredibly proud to be principal of this amazing school. We have continued to provide a wide range of opportunities for our students to develop and demonstrate personal excellence across academic, social, sporting and cultural domains. Students and their families can be justifiably proud of the excellence demonstrated throughout 2019. Our highly qualified, dedicated and professional staff work collaboratively to ensure that our students strive for their personal best in a safe, challenging and nurturing environment. Our students benefit from our passionate group of teachers, who throughout the year continue to be involved in quality professional learning, collaborative programming and planning and demonstrate a genuine desire to provide the best learning and social environment for all our students. Our teachers are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and our parent community which is one of the many reasons for our successes this year. We thank our P&C and all of our volunteers for their time and tireless efforts in supporting our school, all of which enhances our teaching and learning programs. At Bossley Park Public School, not only did we provide opportunities in all key learning areas but additionally we offered a variety of extra curricula learning experiences and opportunities throughout the year. These included culture club, breakfast club, dance, choir, debating, public speaking, skipping, visual arts, technology, student publishing, yoga, community languages, camps, excursions, incursions as well as leadership development. We also participated in the Premier's Spelling Bee, the Premier's Sporting Challenge and the Premier's Reading Challenge. I commend and thank the students, dedicated teaching and administrative staff, families and wider school community for their commitment, collaboration and care throughout 2019. 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



School background

School vision statement

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

School context

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

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

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

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

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



Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality teaching and learning

Purpose

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

Improvement Measures

Increased percentage of students demonstrating growth in literacy.

Increased percentage of students demonstrating growth in numeracy.

Established a consistent and sustainable whole school approach to differentiating student learning.

Overall summary of progress

In 2019, professional learning focused on building teacher capacity to establish best practice and increase use of reliable data to inform teaching and learning. Accessing external services supported the impact of quality teaching and learning.

Progress towards achieving improvement measures

- Process 1:**
- Build capacity of staff with targeted literacy professional learning that develops deep pedagogical, evidence based teaching.

Evaluation	Funds Expended (Resources)
A selection of K–6 classroom teachers had the opportunity to attend coaching sessions and teachmeets. Year 4 teachers and selected students successfully implemented a masterclass with Instructional Leaders observing. The focus was on providing feedback – teacher/student, student–student and Learning Intentions Success Criteria. Leadership team attended Masterclasses with Jan Farmer–Hailey to discuss literacy directions based on school needs and current research. Literacy and Numeracy Strategy Advisor (LANSA) worked closely with 2/3 class to devise and implement targeted support programs. LANSA worked closely with grade teams to create and update English scope and sequence incorporating English textual concepts. Participation in Community of Schools (CoS) instructional rounds continued throughout the year evaluating individual school's 'Problem of Practice'. Early Stage 1 commenced second year of Language, Literacy, Learning (L3) training. Year 1 and 2 classroom teachers commenced initial Stage 1 L3 training. Ongoing professional learning and collaboratively planning took place with Refugee Support Leader for the vocabulary project Professor Paul Dufficy. Our network with Marsden Rd PS was established this year for 3–6 teachers focusing on professional learning in regards to setting up and implementing 'Morning Routine' in Term 4. Frequent visits have been established between the two schools for teachers to be mentored and trained.	Funding Sources: <ul style="list-style-type: none">Socio–economic background (\$49466.00)

- Process 2:**
- Build capacity of staff with targeted numeracy professional learning that develops deep pedagogical, evidence based teaching.

Evaluation	Funds Expended (Resources)
The continuation of the Quicksmart numeracy program allowed for 14 students to be included in the program improving their accuracy and speed in numeracy skill acquisition. Attendance at LANSA network meeting introduced the Numeracy	As per above

Progress towards achieving improvement measures

Progression and has led to further professional learning opportunities.

Professional learning for 'Additive Strategies' was attended by an executive staff member and a member of the mathematics committee. This information was later shared with whole school staff.

Continuation of the Schedule for Early Numeracy Assessment tests were administered for reporting and assessment purposes.

Process 3: • Teachers apply student, teacher and school generated data and evidence of impact, to inform the effectiveness of their instructional practices aimed at improving student achievement.

Evaluation	Funds Expended (Resources)
<p>School data was collected and analysed from various sources to inform teaching practices and improve student outcomes. NAPLAN online successfully implemented for Year 3 and 5. Data was analysed and future directions/teaching focus areas were communicated to all teaching staff. Stage meetings focusing on consistent teacher judgement were attended by all teaching staff. Analysis of work samples and moderating of writing tasks were the focus of the meeting to ensure consistency amongst grades/stages. Existing school reports were updated to reflect Semester 2. L3 teachers continued to collect, monitor, record and analyse data for L3. L3 results are collected every 5 weeks and used to adapt/inform teaching and learning practices.</p> <p>80% of Parent Feedback received re: Goal Setting. 70% of parents accessing Seesaw. 80% attendance by families at Three way Goal Setting. 100% student responses from TTFM Survey. Interpreters successfully utilised in the Three Way Goal Setting Processes where required.</p> <p>Instructional Rounds were hosted with our Community of Schools focusing on feedback being utilised to inform teaching and learning, in particular Learning Intentions & Success Criteria.</p>	as per above

Process 4: • Feedback from students on their learning derived from assessments informs future collaboration and learning.

Evaluation	Funds Expended (Resources)
Feedback obtained from a variety of sources allowed students to reflect on and have a greater voice in their learning. Student reflections were incorporated in reports. Students incorporated work samples pertaining to learning goals via Seesaw. Reports distributed to teachers and students have the opportunity to reflect on their learning (Year 3–6) and print this onto reports.	as per above



Strategic Direction 2

Wellbeing

Purpose

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

Improvement Measures

- Increased student engagement.
- Increased school-wide capacity to contribute positively to a supportive and inclusive school culture.
- Increased access to flexible learning environments and use of technology.

Overall summary of progress

In 2019, we established and incorporated a range of initiatives. Strategies for individuals, groups and whole school were implemented so that all individuals can connect, succeed and thrive. Accessing external services supported the impact of these initiatives.

Progress towards achieving improvement measures

- Process 1:** • Implement a whole school integrated approach to wellbeing in which individuals can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>Whole school staff meetings took place to refresh understanding and practices of PBL. As a result the PBL matrix and the positive/negative behaviour levels were updated. A minor/minor flowchart and minor behaviour referral slip were created.</p> <p>Culture Club rehearsed with Fairfield AECG schools to create Dance Mob group and performed at each school's NAIDOC week celebration.</p> <p>An additional staff member was trained in Rock and Water. The program was extended to Years 5 and 6 as well as the 2/3 class .</p> <p>The continuation of the wellbeing program allowed opportunities for other students to access strategies to develop their resilience and social-emotional skills.</p> <p>The following whole school programs were operating in 2019:</p> <p>Breakfast club three mornings per week, Clean and Green garden maintenance team, DRUMBEAT with whole school performance, weekly music lessons with visiting musician from Song Room, ALNF visiting artist program focusing on refugee/vulnerable students creating art installations/projects, Walk Safely to School Day, ANZAC & Remembrance Day services, Respectful Relationships Assembly with guest presenters and Channel 7 media personalities and Beginning School Well Playgroup operating weekly.</p> <p>The school production allowed parents to see their children shine in a different setting. All students were taught dances through our Dance Fever mentors and then performed to the wider school community including parents and members of the Bossley Park Nursing Home.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">Socio-economic background (\$118331.00)

- Process 2:** • The physical learning spaces are used flexibly and technology is used effectively to enhance

Progress towards achieving improvement measures

Process 2: engagement.

Evaluation	Funds Expended (Resources)
<p>The installation of the Place of Peace (POP) was completed in early Term 4. The POP space is a passive play space utilised during play and class times.</p> <p>After visiting other schools to observe the usage and set up of their flexible furniture, we purchased and installed new furniture in five classrooms.</p>	<p>As per above plus local government grant \$20,000 from Hugh McDermott – local MP</p>



Strategic Direction 3

Informed and engaged community

Purpose

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

Improvement Measures

- Increased attendance at community workshops, courses, events and school initiatives.
- Increased percentage of parents and caregivers utilising communication tools.
- Increased opportunities for community to participate in school based initiatives and community related activities.

Overall summary of progress

In 2019, our school community were kept informed and engaged in many initiatives ensuring all parents/caregivers felt valued and included as partners in their child's education.

Progress towards achieving improvement measures

- Process 1:** • Stakeholders and the broader community are provided with informal and formal opportunities to connect.

Evaluation	Funds Expended (Resources)
<p>Through initiatives such as Breakfast Club, DRUMBEAT, Recess with a Cop and Songroom, the broader community have been afforded opportunities to connect and share their expertise. They have become an integral part of our school.</p> <p>Parents/caregivers attended morning tea and received appreciation certificates for the work they completed in the classrooms as volunteers.</p> <p>Grandparents Day was held with students asking gran not google questions and planting pots.</p> <p>Kinder Building Blocks program supports parents and students in their transition to school. Parents/caregivers receive information from experts in their field on road safety, readiness for school, agency support available and school routines. This allows families to be more prepared and aware of what is required for school. This year more parents attended the meetings and were involved in the discussion.</p> <p>Parent Workshops for Online Homework and Cyber safety as well as Community Hub Workshops were well attended in 2019.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$24353.00)

- Process 2:** • Establish consultative and collaborative processes to strengthen community relationships.

Evaluation	Funds Expended (Resources)
<p>In order to strengthen the ownership of all parties within our school, we have consolidated our communication and consultative processes by inviting all stakeholders to take part in collaborative processes such as surveys to evaluate and plan programs, also to make links to agencies that are able to support us.</p> <p>Our Bilingual SLSO translates our notes using voice recordings that are then</p>	<p>As per above</p>

Progress towards achieving improvement measures

put into a QR code and added to our school notes. This then allows parents/caregivers, who have limited to no English, to access important information about school events and activities. We have seen an increase in attendance and return of notes for our families.

80% of Parent Feedback received re: Goal Setting. 70% of parents accessing See Saw.

80% attendance by families at Three way Goal Setting conferences. Interpreters successfully utilised in the Three Way Goal Setting Processes where required.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 753.00) 	<p>Personalised Learning Pathways were developed in consultation with parents, students, class teachers and our L&S teacher for our Aboriginal students. Students continue to make progress across the literacy and numeracy continuums. One student participated in the QuickSmart numeracy program making significant gains. Funds were also utilised to assist families with the purchase of resources, school uniforms and subsidised excursions./incursions. Two students participated in Yarn Up, developing public speaking skills and increased confidence. Our school hosted a successful Fairfield Local AECG schools' Koori Kulture Day where ATSI students and their peers were given the opportunity to come together and make a cultural connection. As part of our NAIDOC celebrations, we continued to add to the school's flagpole area which holds special significance to the school and includes a hand painted sign and didgeridoos recognising the Darug country the school is situated on. A smoking ceremony was also conducted to cleanse the space. Aboriginal and/or Torres Strait Islander students also participated in the Fairfield Local AECG Dance Mob and performed contemporary Aboriginal inspired dances for NAIDOC week celebrations.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$279 409.00) 	<p>2.2 FTE EAL/D teachers and a 1.0 FTE bilingual SLSO were employed to support students from a language background other than English. The SLSO also assisted classroom teachers and parents/caregivers by translating and interpreting via various modes of communication, ensuring enhanced communication and increased opportunities. Teachers in Stage 3 were involved in two EAL/D projects with the assistance of the Refugee Support Leader, enhancing pedagogy and programming in writing and vocabulary acquisition. This resulted in improved learning outcomes and students being supported with transition to high school. The Multicultural Interpreting Service was utilised to support students and their families during Three Way conferences and meetings.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$210 058.00) 	<p>1.3 FTE Learning and Support Teacher (L&ST) were 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</p>

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$210 058.00) 	SLSOs were employed to implement PLASPs with identified students. With support, students were able to access the curriculum and progress along the continuums.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$71 073.00) 	Funds were utilised to employ a part-time teacher to relieve executive teachers from their class programs one day a week. Executive teachers mentored team members by co-teaching, providing demonstration lessons, collaborative planning and evaluating programs.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$431 016.00) 	In 2019, socio-economic flexible funding was utilised in a variety of ways to supplement school programs and resources. Funds were utilised to employ class teachers. One teacher was employed to teach a small Year 2/3 safety net class five days a week. An expert ICT teacher was employed to co-teach and mentor classroom teachers integrating Science and Technology. Student skills were developed via additional weekly ICT class sessions. Another teacher employed provided in-class support by team-teaching and working collaboratively with classroom teachers across the school. Funds were also utilised to employ additional School Learning Support Officers to support teachers and students in the classroom including the with implementation of programs such as Quicksmart and Multilit. A Speech Pathologist developed and implemented intervention programs for identified students. Resources were purchased to support classroom programs, new curriculum, library and ICT. Student assistance was provided when required for school uniforms and classroom resources. In 2019, funding was utilised to heavily subsidise some excursions and in-school programs such as dance and PBL rewards day. Flexible furniture was purchased to update our classrooms and pedagogy. Additional funding was used to supplement fees for general staff training and L3 professional learning.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	No beginning teacher funds were received in 2019.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$27 862.00) 	Newly arrived refugee students received additional support through their inclusion in the Primary Intensive English Program with the NAP teacher. Funds were utilised towards employment of a bilingual SLSO to support both students and their families.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	208	206	193	205
Girls	205	223	205	209

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	91.6	95.5	92.7
1	93.3	95.5	91	95
2	95.4	94	95	91.7
3	93.6	94.9	94.9	94.4
4	93.6	93.7	92.9	95.1
5	94.5	94.6	94.2	94.9
6	94.6	91.9	92.7	93.6
All Years	94.3	93.7	93.8	94
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.9
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	2.2
School Administration and Support Staff	2.97
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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



Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	877,092
Revenue	4,559,592
Appropriation	4,399,393
Sale of Goods and Services	27,544
Grants and contributions	128,596
Investment income	4,060
Expenses	-4,106,383
Employee related	-3,609,237
Operating expenses	-497,146
Surplus / deficit for the year	453,210

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	71,017
Equity Total	923,236
Equity - Aboriginal	2,753
Equity - Socio-economic	431,016
Equity - Language	279,409
Equity - Disability	210,058
Base Total	2,619,361
Base - Per Capita	93,386
Base - Location	0
Base - Other	2,525,975
Other Total	475,503
Grand Total	4,089,117

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



School performance - NAPLAN

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

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

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.



Parent/caregiver, student, teacher satisfaction

In 2019, the students, parents and teachers participated in the Tell Them From Me surveys. The survey results below focus on the following:

- Parents – two-way communication: parents feel welcome and perception of school facilities
- Students – school pride, advocacy at school and positive teacher–student relations
- Teachers – drivers of student learning : inclusive school and parent involvement

In the majority of Tell Them From Me surveys presented, the school results are matching or slightly above the NSW Government norm.



'Partners in Learning' Parent Survey Report

NSW CESE Project

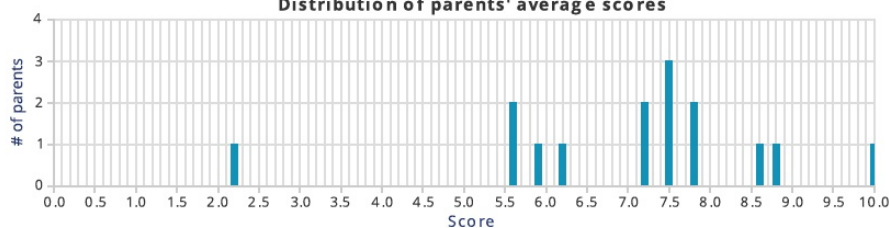
Bossley Park Public School

Two-way Communication with Parents

Parents feel welcome

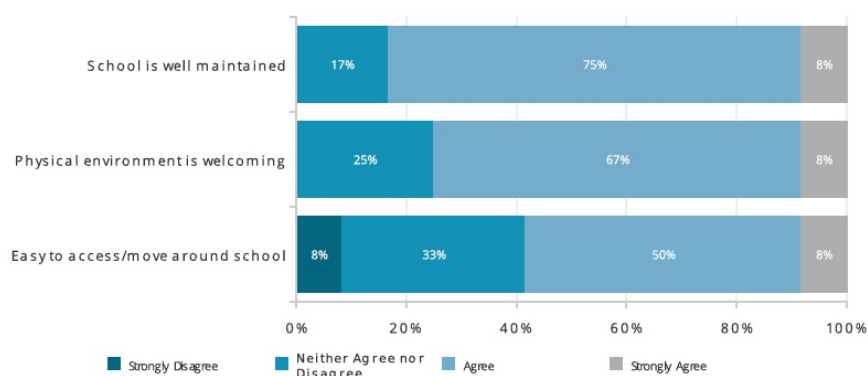
School Mean (NSW Govt Norm)	7.0 (7.4)
I feel welcome when I visit the school.	8.3
I can easily speak with my child's teachers.	7.1
I am well informed about school activities.	7.2
Teachers listen to concerns I have.	6.8
I can easily speak with the school principal.	7.2
Written information from the school is in clear, plain language.	8.2
Parent activities are scheduled at times when I can attend.	3.8
The school's administrative staff are helpful when I have a question or problem.	7.3

Distribution of parents' average scores



Perception of school facilities

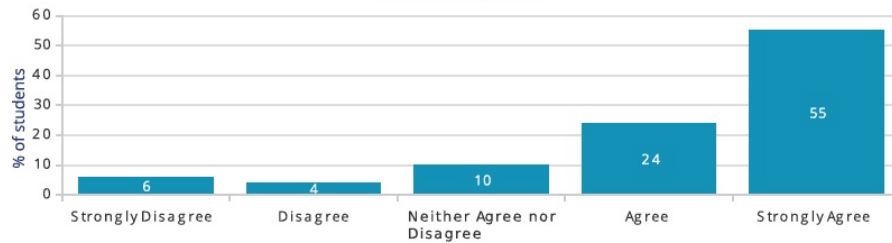
How strongly do you agree with each of the statements:



NSW DoE Custom Measure(s)

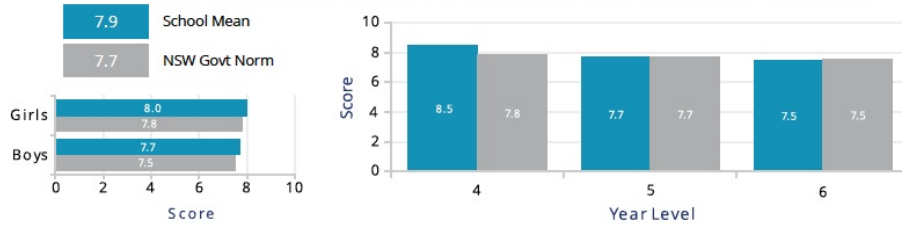
School pride

I feel proud of my school.



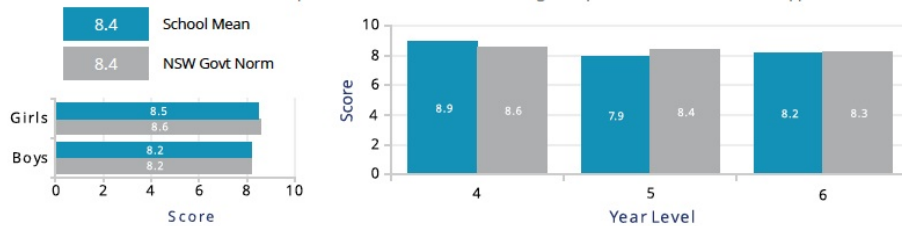
Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

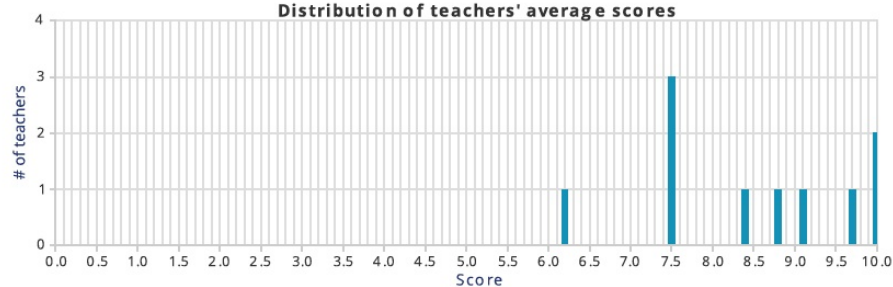


Eight Drivers of Student Learning

Inclusive School

School Mean (NSW Govt Norm)	8.5 (8.2)
I am regularly available to help students with special learning needs.	9.0
I strive to understand the learning needs of students with special learning needs.	9.0
I establish clear expectations for classroom behaviour.	8.8
I help low-performing students plan their assignments.	7.8
I make sure that students with special learning needs receive meaningful feedback on their work.	8.2
I make an effort to include students with special learning needs in class activities.	8.3
I use individual education plans to set goals for students with special learning needs.	7.8
I create opportunities for success for students who are learning at a slower pace.	8.3

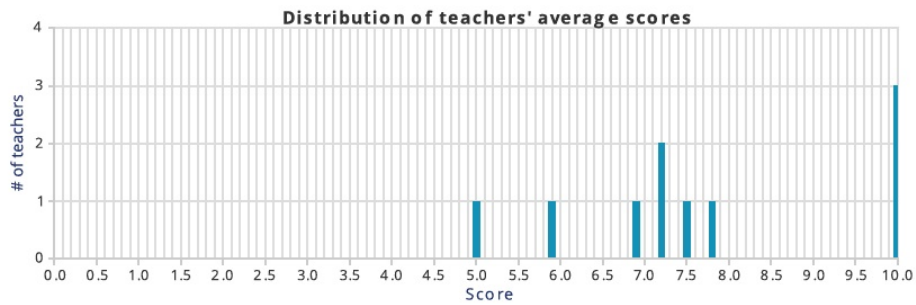
Distribution of teachers' average scores



Eight Drivers of Student Learning

Parent Involvement

School Mean (NSW Govt Norm)	7.8 (6.8)
I work with parents to help solve problems interfering with their child's progress.	8.0
I share students' learning goals with their parents.	8.0
I use strategies to engage parents in their child's learning.	7.8
I ask parents to review and comment on students' work.	7.2
I am in regular contact with the parents of students with special learning needs.	7.5
Parents understand the expectations for students in my class.	7.5
I make an effort to involve parents and other community members in creating learning opportunities.	7.8
Parents are regularly informed about their child's progress.	7.5



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019 Bossley Park Public School:

- offered weekly Culture Club lessons for Aboriginal and/or Torres Strait Islander students and a buddy peer of their choice
- attended the LEAP Conference and shared best practice about Aboriginal Education with colleagues across NSW
- began recording a musical accompaniment for our school Acknowledgement of Country in collaboration with The Song Room and their Deadly Arts program
- Aboriginal and/or Torres Strait Islander students participated in the Fairfield Local AECG Dance Mob and performed contemporary Aboriginal inspired dances for NAIDOC week celebrations across various schools
- hosted and co-organised the 2019 Fairfield Local AECG Koori Kulture Day attended by students from 29 local primary and high schools
- two students participated in the Yarn Up Public Speaking Program
- conducted whole staff professional learning about how to authentically embed Aboriginal perspectives in the curriculum
- continued to add to the school's flagpole area which holds special significance to the school and includes a hand painted sign and didgeridoos recognising the Darug country the school is situated on. A smoking ceremony was also conducted to cleanse the space
- elected not one, but the first two Aboriginal students into the SRC
- participated in the initial planning and designing of a school mural with an Aboriginal artist

Anti-Racism Policy

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

Bossley Park Public School strives to embody the motto of 'Tolerance' and strongly adheres to its anti-discrimination policy. Teachers promote cultural, linguistic and religious acceptance by embedding cross-cultural content in teaching programs and social programs. The trained ARCO representative provides current information to staff, parents and students and is always available to respond to racist or discriminative behaviours.

Multicultural Education Policy

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

Bossley Park Public School is proud to be part of a culturally diverse community. Families with a Language Background Other than English (LBOTE) constitute 88% of the school's population and represent 31 diverse cultural and language groups. Assyrian, Chaldean and Arabic are the largest represented groups of students that have English as an Additional or Second Language (EAL/D). A variety of programs supported and provided quality teaching and learning opportunities

for our staff, students and their families in 2019.

- EAL/D teachers provided intensive English language instruction for refugee and newly arrived students through the New Arrivals Program. Teachers offered diverse language learning experiences through withdrawal groups whilst ensuring that the STARS (Safety, Trust, Attachment, Responsibility and Skills) framework was maintained to promote and support effective teaching and learning by refugee students. Students gained social and language skills, as well as, vital coping strategies necessary for them to function in their mainstream classroom.
- Newly Arrived and Refugee students participated in the *Australian Literacy and Numeracy Foundation's 'Subtext' and 'Refugee Action Support'* program which assisted students in gaining vital literacy and language skills through poetry, song, story writing and mandala art. The partnership between the ALNF and Bossley Park Public school continues to grow and support students from all backgrounds at the school. It supports student well-being and assists them with oral and written language.
- EAL/D teachers supported staff and students by collaboratively planning and teaching in classes across all stages to strengthen EAL/D pedagogy and support New arrival and EAL/D students.
- Students across two stage 3 classes took part in a Vocabulary Project aimed at building Tier 2 and Tier 3 vocabulary. Teachers learnt how to embed EAL/D pedagogy into reading and writing programs.
- Families felt valued and included in their child's education through translated notes prepared with QR codes, the availability of interpreters at information evenings, Three Way Conferences and parent meetings.
- All students from Kindergarten to Year 6 engaged in Spanish or Italian language lessons through our Community Languages Program ensuring that students develop an appreciation for foreign languages, stronger cultural awareness and global identity.
- Bossley Park students and students extended the understanding of diversity through special activities on Harmony Day, NAIDOC week, ANZAC Day, White Ribbon Day and Education Week.
- The Assyrian dance Group and 'Skippervators' showcased their multicultural talents and skipping skills at the *Parks Festival of Schools Concert*.
- The *Beginning School Well Program* supported refugee families and pre-schoolers to transition into kindergarten. The bilingual SLSO who speaks Assyrian, Arabic and Chaldean is a vital source of information and support to families.
- Staff continued to receive support, advice and Professional Learning recommendations from the Refugee Support Leader to assist with the embedding of EAL/D pedagogy in programs.
- EAL/D teachers and the Principal collaboratively devised a Refugee Support Plan for Bossley Park Public School to support Refugee students and their families.
- Families in the school community were offered various information sessions, cooking classes, makeup classes, computer classes and English classes organised through the Community Hub Engagement Officer.

Other School Programs (optional)

Flexible Wellbeing Program

The Flexible Wellbeing Services Funding Allocation (\$39083 p.a.) is a 0.3 EFT allocation from the Learning and Wellbeing unit. The school has also contributed 0.1 EFT. The funding has been used to employ a wellbeing teacher (0.4 EFT), casual teachers and professional providers to:

- develop an engagement matrix to identify, monitor and evaluate the Wellbeing program;
- improve engagement and social skills through learning engagement agreements, yarning circles, creative arts and yoga in students identified through the school's learning support team;
- improve resilience, self control, self reflection and self confidence in Stage 3 students through the Rock and Water program; and
- support Early Career Teachers (ECT) in their professional learning and achieving accreditation through individual and group mentoring.

Surveys and evaluations were distributed to students, ECTs, classroom teachers and parents/caregivers at the end of 2019 to determine the impacts achieved.

ICT Program

In 2019, QTSS funding continued to finance the role of an expert teacher who led the planning and implementation of technology-based teaching and learning across Kindergarten to Year 6. Teacher professional development was supported through modelled lessons and team-teaching experiences.

Students were introduced to digital technologies through a series of guided investigations using the technology available in their classroom, school and home environments. They worked individually and in collaboration with others to develop solutions in a variety of inquiry- and project-based learning tasks. Meanwhile, students developed their ICT skills, such as screen navigation, typing, reading and comprehending digital texts, word processing, emailing and data

representation.

Kindergarten to Year 2 developed their understanding of digital systems around them and how they are used for communication. They participated in storytelling with Blu-Bots and explored multimodal representations using apps such as Seesaw and iMovie. Stage 1 students also developed their ability to communicate, collaborate and share information safely using word processing software and email.

Students in Years 3–6 engaged in more complex problem-solving, research and design opportunities. They developed online interaction and collaboration skills on Google Classroom. Students explored a range of digital systems and devices that catered to a variety of personal, school or community needs. They applied their ICT skills to gather and represent information with word processing software, spreadsheets and digital graphic organisers. Students created multimodal presentations using software such as Microsoft Powerpoint, Google Slides, Green Screen, iMovie and more. Stage 3 students integrated their scientific understanding of matter with their ICT skills to collect data and formulate a new gelato recipe according to the needs of a chosen target market.

All students developed their computational thinking and concept of coding. Early stage 1 and stage 1 students were introduced to loops and bugs. They learned to develop and test algorithms to solve simple problems with Blu-Bots and Scratch. Stage 2 and 3 students explored abstraction in visual programming through courses on Code.org, in which they were required to progressively design digital solutions to a given problem.

In Terms 1 and 4, StemShare virtual reality and PC robotics kits were loaned to the school. The items in the kits were utilised to provide authentic learning experiences with advanced digital technologies that students would not usually have access to. Early Stage 1 and Stage 1 experienced opportunities to create music with Makey Makey software and conductors. Years 3–6 embarked on virtual tours in environments linked to their science and geography units. Stage 2 also engaged in mini programming challenges with Ozobots and Micro:bit. Stage 3 students used the Lego EV3 software and equipment to design a smart car that could physically endure various terrain across a purpose-built track.

