

2020 Annual Report

Bossley Park Public School



1321

Introduction

The Annual Report for 2020 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

2020 was a year like no other! Just like everyone else, our school community was impacted by the uncertainty that unfolded as a result of the COVID-19 pandemic. We had to change the way we worked and the way we connected with our students and families. We implemented healthy hygiene practices and adapted new procedures to ensure everyone was kept as safe as can be. We moved to a period of partially attending school and then to a period of remote learning from home. The way we taught and learnt was completely transformed, as we used a variety of online platforms to provide resources for students to continue their learning. Our collaborative planning and learning culture was evident as staff moved quickly to develop remote learning packages for each grade. A highlight for us was the positive connections made between staff and families through emails, apps and telephone calls. Students demonstrated great resilience and when they returned to school they were excited to reconnect with their friends and teachers. I congratulate our dedicated staff for their ongoing commitment to providing a high standard of education to our students. I thank our community for its support, especially as they became the 'supervising' teacher, and for their ongoing cooperation and patience as we adhered to the COVID-19 guidelines and restrictions. Despite it being an unpredictable and challenging year, together we kept safe and achieved wonderful outcomes for our students.

Tracey Betts

Principal, Bossley Park P.S



School vision

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 sits on the land of the Cabrogal clan of the Darug Nation. It is situated on two hectares of which three-quarters 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 403 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.



Remembrance Day

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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 2020, professional learning continued to focus on building teacher capacity to establish best practice and increase use of reliable data to inform teaching and learning. Due to COVID-19, accessing external services remotely via Zoom 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)
The Literacy Facilitator collaborated with Jan Farmer Hailey and focussed on working with Stage 3 to enhance literacy outcomes. Jann Farmer Hailey conducted coaching sessions with Stage 3. The whole school engaged in teacher professional learning in a twilight session in relation to formative assessment.	Funding Sources: <ul style="list-style-type: none">Socio-economic background (\$28649.00)Professional learning (\$15000.00)
Two Stage 1 teachers were awarded their certification for the completion of their L3 training. One teacher completed their first year of L3.	

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

Evaluation	Funds Expended (Resources)
This was put on hold due to COVID-19. Numeracy will be a priority in our 2021-2024 school plan. Continuation of the Schedule for Early Numeracy Assessment tests were administered for reporting and assessment purposes.	Funding Sources: <ul style="list-style-type: none">(\$0.00)

- 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)
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 team meetings to ensure consistency amongst grades/stages. In teams, teachers continued to engage with utilising consistent teacher judgement using writing samples to collect data, moderate samples and set goals for the next teaching/learning cycle. CRT informed future planning and student learning goals, in addition, building teacher capacity to assess	Funding Sources: <ul style="list-style-type: none">(\$0.00)

Progress towards achieving improvement measures

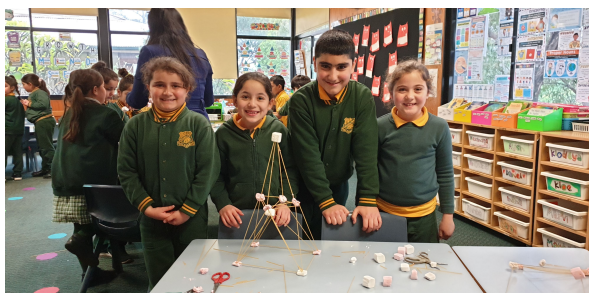
student outcomes.

Due to COVID-19, NAPLAN was not administered for Year 3 and 5. Instead, students participated in a check-in Assessment. The Check-in assessment provided teachers with data following a period of remote learning at home. Data was analysed highlighting future directions/teaching focus areas.

Semester One reporting was adapted to reflect remote learning from home. L3 teachers continued to collect, monitor, record and analyse data for L3 once students returned to school. L3 results were collected every 5 weeks and used to adapt/inform teaching and learning practices.

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

Evaluation	Funds Expended (Resources)
COVID-19 impacted the way feedback occurred especially during remote learning at home however in a positive way in many classrooms. Students received feedback not only from their teachers but also from other students via Seesaw and Google Classroom. A positive learning community was established and collaboration between students occurred through Google Classrooms.	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 2020, we continued to incorporate a range of initiatives. Strategies for individuals, groups and whole school were implemented so that all individuals can connect, succeed and thrive during extremely uncertain times. 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)
COVID-19 impacted our programs immensely. Smiling Minds was introduced and sessions were being delivered remotely for students to complete at home through Seesaw and Google Classrooms. When learning at school resumed, teachers welcomed students at the gate to create a warm and safe environment for students. PBL data collection was continued. The results were impacted by COVID-19. Both silver and gold levels were rewarded with an end-of-year inflatables reward day. Peer support sessions were conducted reasonably effectively via Zoom.	Funding Sources: <ul style="list-style-type: none">Socio-economic background (\$2890.00)

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

Evaluation	Funds Expended (Resources)
There was an increased use of technology to effectively enhance engagement with learning through Google Classroom and Seesaw. Parents/caregivers also utilised Skoolbag app as the main means for communication. An additional four classrooms were fitted out with flexible furniture.	Funding Sources: <ul style="list-style-type: none">Socio-economic background (\$44475.82)



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 2020, 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 to the best of our ability during very difficult and challenging times.

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>This year our programs didn't take place as usual due to the pandemic. Playgroup only occurred for a few weeks at the beginning of the year due to COVID-19 restrictions. We did, however, use our Community Hub leader and Bilingual SLSO to keep in touch with not only our playgroup participants but our families as a whole. Book packs and toys were distributed through the Community Hub leader for our Playgroup.</p> <p>Our Community Hub leader and Bilingual SLSO supported teachers and families to keep the lines of communication open during the remote learning from home period. They helped explain activities and checked in daily with families to make sure they were coping.</p> <p>We continued translating notes and sent these home in new remote learning packages, on Seesaw, Skoolbag app, on Google Classroom and via email. We also supplemented these by videoing our school newsletters and sending voice recordings where appropriate.</p> <p>Our school website was also used for important information not only from the school but from the Department of Education and NSW Health.</p> <p>Stakeholders in the broader community were provided formal and informal opportunities to connect.</p> <p>The TTFM survey was conducted although the response was smaller than usual.</p>	<p>Funding for Community Hub</p> <p>School funding for SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Targeted support for refugees and new arrivals (\$0.00)• Socio-economic background (\$28344.00)

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

Evaluation	Funds Expended (Resources)
Due to COVID-19 restrictions and guidelines, teacher professional learning	

Progress towards achieving improvement measures

occurred in small groups or via Zoom or on-demand through the department website instead of whole school meetings We engaged in a community of school professional learning hub with Jann Farmer Hailey participating in Literacy Masterclasses via Zoom and face-to-face coaching sessions.

The Strategic Improvement Planning team was established. Consultation occurred with our P&C to confirm our school vision and strategic directions for the 2021-2024 strategic improvement plan.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 817.00) 	<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. Funds were also utilised to assist families with the purchase of resources, school uniforms and subsidised excursions./incursions. 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. Other school-based programs and projects saw us:</p> <ul style="list-style-type: none"> offering weekly Culture Club lessons for Aboriginal and/or Torres Strait Islander students and a buddy peer of their choice recording a musical accompaniment for our school Acknowledgement of Country in collaboration with The Song Room and their Deadly Arts program participating in designing and painting a school mural with Dharawal Aboriginal artist, Michael Fardon
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$253 012.00) 	<p>2.0 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.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$215 127.00) 	<p>1.3 FTE Learning and Support Teachers (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 program. Other SLSOs were employed to implement PLASPs with identified students. With support, students were able to access the curriculum and progress along the</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$72 193.00) 	<p>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.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic 	<p>In 2020, socio-economic flexible funding was utilised in a variety of ways to supplement</p>

Socio-economic background	background (\$528 548.00)	school programs and resources. Funds were utilised to employ class teachers. An expert ICT teacher was employed part-time to co-teach and mentor classroom teachers integrating Science and Technology. Student skills were developed via additional weekly ICT class sessions. An expert Literacy Facilitator teacher was employed part-time to co-teach and mentor classroom teachers increasing student outcomes in Literacy. 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 2020, funding was utilised to heavily subsidise in-school programs such as gymnastics 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	\$0	There were no beginning teachers in 2020.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$44 101.00) 	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.



Songroom

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	206	193	205	212
Girls	223	205	209	198

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.6	95.5	92.7	90.2
1	95.5	91	95	88
2	94	95	91.7	90.5
3	94.9	94.9	94.4	87.1
4	93.7	92.9	95.1	88.6
5	94.6	94.2	94.9	90.5
6	91.9	92.7	93.6	86.5
All Years	93.7	93.8	94	88.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	15.03
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	2
School Administration and Support Staff	3.17
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,330,302
Revenue	4,685,041
Appropriation	4,619,261
Sale of Goods and Services	9,440
Grants and contributions	43,199
Investment income	1,417
Other revenue	11,725
Expenses	-4,346,893
Employee related	-3,801,054
Operating expenses	-545,839
Surplus / deficit for the year	338,148
Closing Balance	1,668,450

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.

	2020 Approved SBA (\$)
Targeted Total	44,101
Equity Total	999,503
Equity - Aboriginal	2,817
Equity - Socio-economic	528,548
Equity - Language	253,012
Equity - Disability	215,127
Base Total	2,831,209
Base - Per Capita	99,569
Base - Location	0
Base - Other	2,731,640
Other Total	465,306
Grand Total	4,340,119

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.



Book Week Author Visit

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

In 2020, the students, parents and teachers participated in the Tell Them From Me surveys. The survey results below focus on the following due to COVID-19 and its impact on school:

- Parents - parents supporting learning at home and school supports learning
- Students - positive learning climate and expectations for success
- Teachers - teaching strategies and technology

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

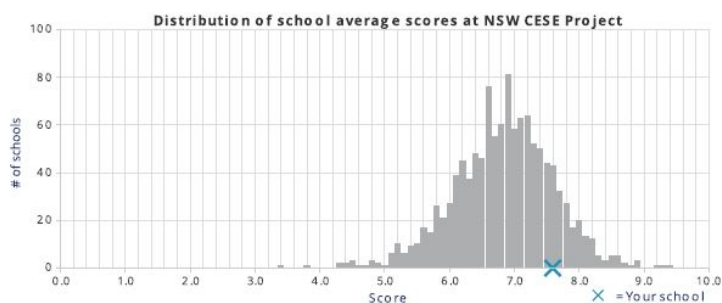
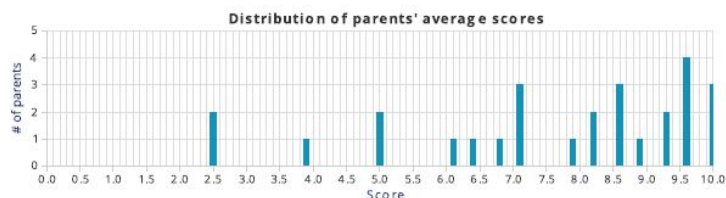
NSW CESE Project

Bossley Park Public School

Parents Support Learning at Home

Parents support learning at home

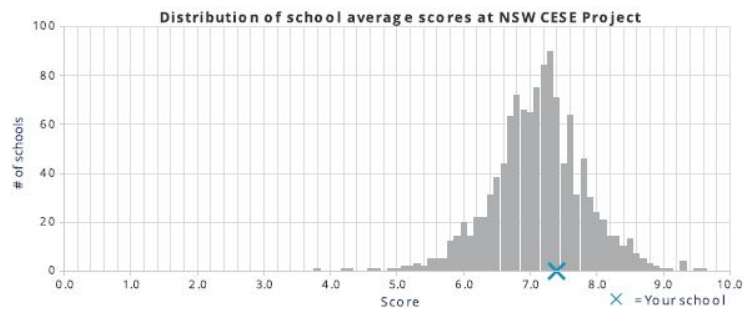
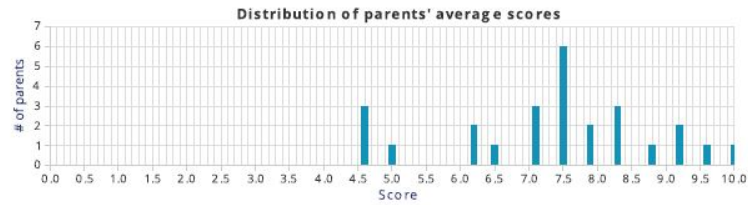
School Mean (NSW Govt Norm)	7.6 (6.3)
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her classes.	7.3
Talk about how important schoolwork is.	7.2
Ask about any challenges your child might have at school.	5.9
Encourage your child to do well at school.	8.8
Praise your child for doing well at school.	8.7
Talk with your child about feelings towards other children at school.	7.9
Take an interest in your child's school assignments.	7.5



School Supports Learning

School supports learning

School Mean (NSW Govt Norm)	7.4 (7.3)
Teachers have high expectations for my child to succeed.	7.6
Teachers show an interest in my child's learning.	7.6
My child is encouraged to do his or her best work.	7.6
Teachers take account of my child's needs, abilities, and interests.	6.7
Teachers expect homework to be done on time.	7.3
Teachers expect my child to work hard.	7.4



Eight Drivers of Student Learning

Teaching Strategies

School Mean (NSW Govt Norm)	7.2 (7.9)
I help students set challenging learning goals.	7.7
When I present a new concept I try to link it to previously mastered skills and knowledge.	7.8
Students receive written feedback on their work at least once every week.	6.3
I can easily identify unproductive learning strategies.	7.0
My students are very clear about what they are expected to learn.	7.8
I use two or more teaching strategies in most class periods.	7.0
Students receive feedback on their work that brings them closer to achieving their goals.	7.1
I discuss with students ways of seeking help that will increase learning.	6.8

Eight Drivers of Student Learning

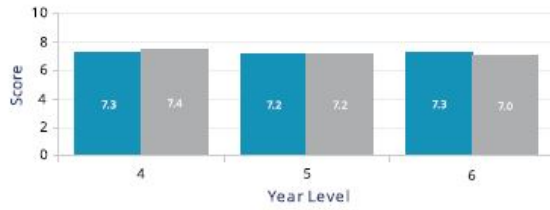
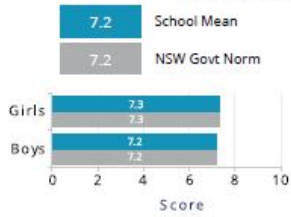
Technology

School Mean (NSW Govt Norm)	6.1 (6.7)
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.5
I use computers or other interactive technology to give students immediate feedback on their learning.	6.5
Students use computers or other interactive technology to track progress towards their goals.	5.3
I help students set goals for learning new technological skills.	5.7
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	5.7
I help students use computers or other interactive technology to undertake research.	6.6
I help students to overcome personal barriers to using interactive technology.	6.4
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	6.1

DRIVERS of Student Outcomes

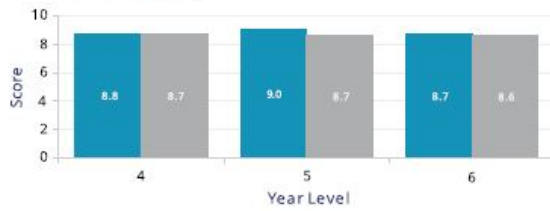
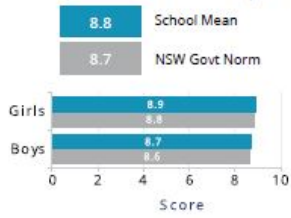
Positive learning climate

Students understand there are clear rules and expectations for classroom behaviour.



Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed.



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 2020 Bossley Park Public School we:

- Offered weekly Culture Club lessons for Aboriginal and/or Torres Strait Islander students and a buddy peer of their choice
- Recorded a musical accompaniment for our school Acknowledgement of Country in collaboration with The Song Room and their Deadly Arts program
- Conducted whole staff professional learning about Aboriginal and Torres Strait Islander history and culture and a workshop about Acknowledgement of Country and Welcome to Country protocols
- Commenced whole school staff meetings with a staff member presenting a personalised Acknowledgement of Country
- Congratulated our Aboriginal student as winner of the Mil-Pra Regional Award for a certificate of achievement
- Participated in designing and painting a school mural with Dharawal Aboriginal artist, Michael Fardon

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 upholds the values and beliefs of our multicultural community and strives to promote the school motto of 'Tolerance' as it adheres to its anti-discrimination policy. The school promotes cultural, linguistic and religious acceptance by embedding cross-cultural content in learning and teaching programs, as well as, through social programs. The Principal and staff examine school practices to ensure that they are consistent with the policy. The school has a trained Anti-Racism Contact Officer who consults the policy on a regular basis and is accessible at all times to respond to instances of racism or discriminative behaviours. Current information is provided to staff, parents and students to maintain the relevance of the Anti-racism policy at the school.

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.

Families with a Language Background Other than English (LBOTE) constitute 89% of the school's population with Assyrian, Chaldean and Arabic being the largest represented groups. A variety of programs supported and provided quality teaching and learning opportunities for our staff, students and their families in 2020.

* EAL/D teachers provided intensive English language instruction for refugee and newly arrived students through the New Arrivals Program. Teachers offered withdrawal groups for newly arrived students which maintained and supported STARS (Safety, Trust, Attachment, Responsibility and Skills) framework. Students gained social and language skills, as well as, vital coping strategies necessary for them to function in their mainstream classroom.

* LBOTE students participated in painting a mural collaboratively with an artist mentor from the Australian Literacy and Numeracy Foundation's 'Subtext' and 'Refugee Action Support' program. 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.

* Families felt valued and included in their child's education through translated notes prepared with QR codes, remote learning booklets, Google Classroom, Seesaw and the digital newsletter 'Bossley Buzz.'

* All students from Kindergarten to Year 6 engaged in Spanish or Italian language lessons through our Community Languages Program and remote learning packs, 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-site and remotely including Harmony Day, NAIDOC week, ANZAC Day, Education Week and Easter messages from teachers to students and surprise egg-drops to maintain a cohesive school community during the COVID-19 school closures.

Other School Programs (optional)

Technology Program

In 2020, QTSS funding was utilised to employ an expert teacher to team-teach technology-based lessons across Kindergarten to Year 6. During these lessons students developed their ICT skills such as screen navigation, reading and comprehending digital texts, word processing, online communication, research and data representation. They also extended these skills through a series of guided investigations using the technology available in their classroom, school and home environments. Students worked individually and in collaboration with others to develop solutions in a variety of inquiry and project-based learning tasks. Where COVID-19 restrictions impacted face-to-face learning, students were provided with pre-recorded learning videos, unplugged tasks and online activities aimed at developing their digital understanding from home.

Kindergarten to Year 2 developed their understanding of digital systems around them and how algorithms are used for communication and solving problems. Stage 1 students also developed their ability to communicate, collaborate and share information safely using word processing software and email.

Stage 2 and 3 students 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 Google Slides, Green Screen, iMovie and more.

In Term 2, a handful of students in Years 3-6 were given an exciting opportunity to meet Ryan McNaught ("The Brickman" from Lego Masters) through Zoom. He delivered a collaborative STEM challenge requiring the students to build a complex structure with Lego blocks. In several cases, students utilised Lego WeDo technology to add movement to their constructions.

The school continued to borrow devices from StemShare, including the tablet and PC robotics kits. 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. They developed and tested algorithms to program Dash robots to complete an obstacle course. Stage 2 also engaged in programming challenges with Ozobots, Dash robots and Micro:bits. Through a series of flipped learning experiences, Stage 3 students integrated their scientific understanding with ICT skills to research, construct and present prototypes for a digital solution. Year 5 created an eco-warrior prototype, built with Lego WeDo 2.0 kits and programming software, and Year 6 designed their own game controller with Makey Makey.

Flexible Wellbeing Program

The Flexible Wellbeing Services Funding Allocation is a 0.3 EFT position 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:

- improve engagement and social skills through learning agreements, yarning circles, creative arts, team building, problem solving and yoga in identified students;
- improve resilience, self-control, self-reflection and self-confidence in Stage 3 students through the Rock and Water program;

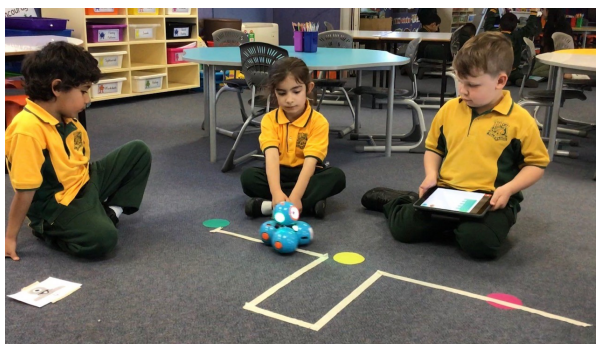
- improve Year 2 and Stage 2 student and teacher emotional wellbeing through the Smiling Mind program;
- provide support for students and teachers during COVID 19 when working and engaging from home; and
- support Early Career Teachers in their professional learning to achieve accreditation as proficient teachers.



Technology



Technology with 'Brick Man'



Technology