

2021 Annual Report

Bossley Park Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

2021 was a challenging year! Just like everyone else, our school community was impacted by the uncertainty that unfolded as a result of the continuing COVID-19 pandemic. We had to change the way we worked and the way we connected with our students and families. We commenced the year implementing healthy hygiene practices and adapting to new procedures to ensure everyone was kept as safe as can be. Then, we went on our Winter vacation and into lockdown. Term 3 saw us 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 in Term 4, 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 guidelines and restrictions. Despite it being another unpredictable and challenging year, together we kept safe and achieved wonderful outcomes for our students.

Tracey Betts

Principal, Bossley Park P.S

Message from the students

Being at Bossley Park Public school during my formative years was one of the greatest memories of my young life so far. I was the last of four kids in my family to attend. In our family the tradition of going to BPPS dates to the 1950's when my great uncle attended and later my dad in the 1970's.

Bossley Park Public school gave me the opportunity to learn, investigate new subjects, think critically about learning, make life-long friendships and allowed me to lead. Extra-curricular activities like PSSA sport, Skippervators, library monitor, photography group, Premier's Reading Challenge, sports carnivals, zone carnivals, spelling Bees, 'Leadership by the Cowpasture Network' conference and School Captain duties fostered a love of working collaboratively, supporting my fellow students and challenging myself to embark on new adventures of learning.

Although COVID-19 impacted learning over two years, I discovered that I have resilience and adaptability to learn in new ways - ways of the future. It presented itself so fiercely that it changed the way I perceive the world, the way I think and ultimately who I am because of it.

It is often said that I am a positive person, I guess in that sense it is good to be COVID -positive. I'm looking at the global COVID crisis for what it is. A lamentable way to live through two years of my Primary School years, not being able to participate in all the 'Captain' duties or be 'on site at school', whilst remaining very aware of the many lives that were lost. We are the fortunate ones who recovered from COVID-19, learnt new ways to 'be at school', discovered we have hidden talents and became part of history - for we are the ones who will tell future generations what it was like to live during a pandemic.

Upon reflecting about my time at Bossley Park I can confidently say that the school song remains embedded in my mind, the sound of my teachers' voices echo in my ears, the song "Can't stop the Feeling" by Justin Timberlake which used to play at recess and lunch makes me instantly jump to my feet and start walking somewhere! Where to exactly now? I'm not sure. The green and gold uniform reminds that we are connected to nature and each other. I'll never forget strolling past the gardens, admiring the big rubber tree outside the office and observing the sun shine through illuminating the little school on the hill which many don't even know is there. I know it is there and it always will be.

Thanks Bossley Park Public School for all the memories.

Emma DiMarzio

School Captain 2021



School vision

At Bossley Park Public School we strive to foster an inclusive, collaborative, future-focused environment underpinned by high expectations to facilitate a culture of continuous improvement, leading to the holistic development and wellbeing of our global citizens.

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/caregivers are always welcome and valued as partners in their child's education. Our school is part of the Cowpasture Principals Network in the Metropolitan South and West School Performance Directorate. Bossley Park Public School is situated on Darug Country, on the lands of the Cabrogal. Our school is located in the Fairfield Local Government Area in the state seat of Prospect, close to the Western Sydney Regional Park, Stockland's Shopping Complex at Wetherill Park and the M7 Motorway. Our school is situated on 2 hectares of which $\frac{3}{4}$ are playing fields, gardens and passive recreation areas.

We currently have an enrolment of 350 students and a staff of 38 including classroom and support teachers, English as second language teachers, community language teachers, learning and support teacher, teacher/librarian, school learning support officers, administration staff and our school psychologist. Our students are from a diverse range of cultural and linguistic backgrounds with 88% identified as non-English speaking. Our students come from over thirty cultural and language backgrounds, with Chaldean, Assyrian, Arabic, Spanish and Vietnamese being the dominant language backgrounds other than English. Bossley Park Public School has Aboriginal students representing 0.5% of our enrolment. Our school motto of "Tolerance" reflects our diversity and the wonderful way our students interact and support each other. The school implements Positive Behaviour for Learning and school-wide processes to promote inclusiveness and wellbeing. The school has an active Parents and Citizens Association and encourages strong partnerships through our school-based Community Hub.

This school plan has been developed as a result of rigorous consultation with students, staff, parents/caregivers and community members. The consultation consisted of interviews, online surveys and questionnaires distributed to staff, students and parents/caregivers. School staff and the school improvement planning committee have collated, analysed and categorised the responses to develop three strategic directions and statements of purpose which are aligned with the NSW School Excellence Framework. The plan will provide a clear statement of purpose and a shared vision to lead the direction and strategies for Bossley Park Public School over the next four years. Through our situational analysis, we have identified the need to ensure the implementation of a consistent, contextually appropriate curriculum provision to meet the needs of every student. This will be underpinned by evidence-based and data-informed teaching practices with embedded evaluative processes to improve student learning outcomes in reading and numeracy. Professional learning will be directed towards building teacher capacity with collaborative pedagogical practices and establishing a sustainable, school-wide approach to collecting and analysing data.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, by developing and sustaining whole school evidence-based and data-informed teaching practices with embedded evaluative processes to ensure the implementation of appropriate curriculum provisions responsive to individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Consistency of evidence-based pedagogy across the school
- Embedded data-informed, evaluative processes

Resources allocated to this strategic direction

QTSS release: \$74,671.00
Refugee Student Support: \$32,396.80
Integration funding support: \$40,480.00
English language proficiency: \$193,999.00
Literacy and numeracy: \$10,239.00
Professional learning: \$22,571.00
Literacy and numeracy intervention: \$47,090.00
Low level adjustment for disability: \$72,928.00
Socio-economic background: \$1,500.00
: \$0.00

Summary of progress

In 2021, fortnightly time was allocated for stage supervisors to ensure the delivery of evidence-based pedagogical approaches in reading and numeracy. Regarding reading, a variation to the L3 reading program was implemented in K-2 classrooms which involved teacher upskilling and collegial mentoring in explicit reading instruction. Two teachers also participated in the Growing Literacy Learners professional learning.

Masterclass feedback was provided on a regular basis to the literacy leadership team by our Literacy Impact Coach. Masterclass sessions enabled the literacy leadership team to increase their knowledge and understanding of high impact teaching aligned with the Australian Curriculum English syllabus outcomes and learning progressions. The Literacy Impact Coach also programmed and planned with teachers in Years 3, 5 and 6, which built teacher capacity in the focus areas.

Two coaching sessions occurred with Jann Farmer Hailey, the Literacy Impact Coach and Year 6 and Year 3 teachers. The Literacy Impact Coach supported the focus teachers with the implementation of strategies to address the co-constructed focus area for development in response to feedback from the coaching session. As a result, the capacity of teachers was increased as they address their identified teaching and learning goal.

Our Literacy Impact Coach continued collaborating and programming remotely via Zoom sessions during Term 3 to support teachers for planning the next home learning cycle. Teachers created and delivered online lessons and videos to ensure high-quality continuation of learning in a virtual environment. Moreover, online learning was adjusted to incorporate High Impact Teaching Strategies by implementing daily short, sharp lessons to ensure student engagement.

For numeracy, teachers engaged in introductory professional learning session with Carol Spencer in Term 1. A number of teachers undertook professional learning of the new resource and then implemented lessons using the investigative approach to teaching mathematics. School Learning & Support Officers were upskilled to implement the Quicksmart Catch-up intervention program with target students to improve student accuracy and response time in relation to the four mathematical operations. School Learning & Support Officers also supported students each day to access the curriculum during the learning from home period.

Structures were established to allow teachers to collaborate fortnightly to analyse numeracy and reading data to inform the teaching and learning cycle. Student assessment data was reviewed to support consistent practices in reporting student achievement for Semester 1 and 2.

In 2022, the leadership team will continue to work with teachers to develop consistency regarding the practice of data use, analysis and application. Norms, protocols and processes for collaboration days will be established to maximise

time use and clarity in a structured day for Reading and Numeracy. Assistant Principals will develop systems to ensure consistent use, school wide use of learning intentions and success criteria. Establishing collaborative practices with students and among colleagues, as well as providing effective feedback to students will also be a goal next year. This will support further improvement and consistency in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increased proportion of students in the Top 2 Bands in reading from 2019 (baseline data) • Increased proportion of students in Top 2 Bands in numeracy from 2019 (baseline data) • Increase percentage of Aboriginal students achieving Top 3 NAPLAN Bands in reading and numeracy 	<ul style="list-style-type: none"> • In Year 3, there was an 8.6% decrease in the proportion of students in the Top 2 Bands for reading. • In Year 5, there was a 7.18% increase in the proportion of students in Top 2 Bands for reading. • In Year 3 there was an 8.84% decrease in the proportion of students in Top 2 Bands for numeracy. • In Year 5 there was a 4.91% increase in the proportion of students in Top 2 Bands for numeracy. • There was an Increased percentage of Aboriginal students achieving Top 3 NAPLAN Bands in Year 3 reading from Band 2 in 2019 to Band 5 in 2021. • There was an Increased percentage of Aboriginal students achieving higher results in Year 3 numeracy from Band 1 in 2019 to Band 3 in 2021. • There was a decrease in the band achieved by Aboriginal students for Year 5 in both reading and numeracy.
<ul style="list-style-type: none"> • Increase percentage of students achieving expected growth in reading by 3% • Increase percentage of students achieving expected growth in numeracy by 7% 	<ul style="list-style-type: none"> • There was an increase of 3%, in line with set target of 3% of students achieving expected growth in reading . • There was an increase of 7%, in line with set target of 7% of students achieving expected growth in numeracy.
<ul style="list-style-type: none"> • Establish base line data for students completing Kindergarten to achieve grade appropriate learning indicators within the Understanding texts (UnT4) element of the National Literacy Learning Progression • Establish base line data for students completing Year 3 to achieve grade appropriate learning indicators within the Understanding texts (UnT6) element of the National Literacy Learning Progression • Establish base line data for students completing Year 5 to achieve grade appropriate learning indicators within the Understanding texts (UnT8) element of the National Literacy Learning Progression • Establish base line data for students completing Year 3 to achieve grade appropriate learning indicators within the Additive Strategies (AdS6) and Quantifying Numbers (QuN8) elements of the National Numeracy Learning Progression • Establish base line data for students completing Year 5 to achieve grade appropriate learning indicators within the Additive Strategies (AdS7) and Quantifying Numbers (QuN10) elements of the National Numeracy Learning Progression 	<ul style="list-style-type: none"> • Base line data for Kindergarten within UnT4 has been established. • Base line data for Year 3 within UnT6 has been established. • Base line data for Year 5 within UnT8 has been established. • Base line data for Year 3 within AdS6 and QuN8 has been established. • Base line data for Year 5 within AdS7 and QuN10 has been established. • 53% teaching staff rate themselves as excelling in Improvement of Practice and Explicit Teaching (SEF). • Self assessment of SEF elements are rated at Student Performance Measures - delivering; assessment - sustaining and growing; data skills and use - sustaining and growing; professional standards - sustaining and growing. • Self assessment of SEF elements are rated at effective classroom practice - delivering; educational leadership - delivering.

- More than 20% of teaching staff rate themselves as excelling in Improvement of Practice and Explicit Teaching as measured by the School Excellence Framework (SEF)
- School self-assessment of the School Excellence Framework (SEF) elements assessment, student performance measures, data skills and use and professional standards indicate consolidating at delivering
- School self-assessment of the School Excellence Framework (SEF) elements effective classroom practice and educational leadership indicate consolidating at sustaining and growing



Strategic Direction 2: Evidenced-based practices for continuous improvement

Purpose

To foster high expectations and achieve continuous improvement, by building strong foundations for success, with a shared understanding underpinned by evidence-based professional learning and a consistent collaborative approach to embedding evaluative practices and data-informed decision-making.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-based Practices and Collective Teacher Efficacy
- Data Skills and Use

Resources allocated to this strategic direction

Socio-economic background: \$442,047.60

: \$0.00

Professional learning: \$5,000.00

Summary of progress

Our focus for 2021 was on developing the use of data to inform practice in both English and mathematics. In Term 1, our professional learning was on High Impact Professional Learning through consultants and our school-based Literacy Impact Coach. This professional learning led all teachers through the teaching and learning cycle and the importance of data to differentiate and drive improvement for all students in the school. Structures in the form of collaboration days were established. Collaboration days enabled regular fortnightly opportunities for grade classroom teachers to collaborate and engage in professional dialogue, resulting in rigorous analysis of literacy and numeracy assessments and data, informed differentiated programming with flexible grouping and appropriate strategies, to ensure all student learning needs are identified, addressed and catered for. The Literacy Impact Coach consistently attended collaboration days for Years 3-6 to ensure best practice and that programs were informed by data and student learning needs. The leadership team and the Literacy Impact Coach attended network meetings with Jan Farmer Hailey and a community of schools to contribute to professional dialogue and learning to target strategies and programs to support literacy learning in our school. All staff participated in A Learning Place A Teaching Place professional learning with numeracy consultant Carol Spencer who has been recognised in delivering researched and curriculum based mathematics teaching resources K-6, to deepen teacher and student relational understanding and metalanguage in mathematics.

Another focus for 2021 was ensuring that students develop a clear understanding of what their learning was about and how they could achieve their learning goals. This was through a more effective and consistent school-wide use of visible learning techniques such as Learning Intentions and Success Criteria in literacy and numeracy. This will continue to be a focus in 2022 to improve consistency across all years and for students to take ownership and understanding of why their learning matters.

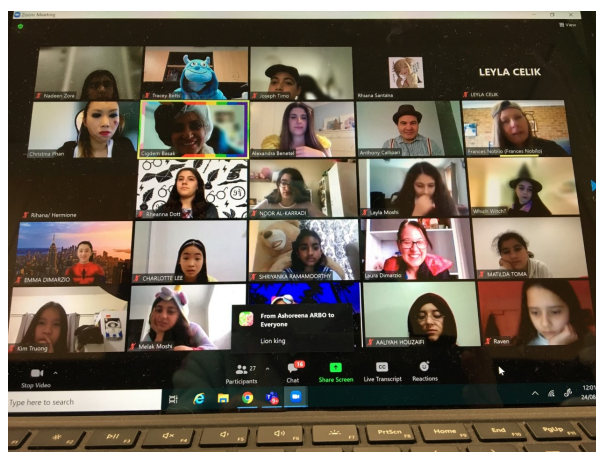
In 2022, we will continue to work with staff to develop a whole-school, evidence based approach towards assessment. Teachers will triangulate internal and external data in order to facilitate consistent teacher judgement, deepen their understanding of individual, class and cohort student learning needs and to plan for effective teaching and learning cycles to support improved learning outcomes for all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• 100% of staff participated in evidence-based professional learning and evaluate, share and discuss learning from targeted PL with other staff in stage or grade cohorts	<ul style="list-style-type: none">• 100% of staff engaged in professional learning in A Teaching Place A Learning Place to deepen teacher and student knowledge in relational understanding and metalanguage in mathematics on a school wide level. Classroom teachers are beginning to implement resources from A Learning Place A Teaching Place. Carol Spencer will work closely with teachers in 2022 to mentor and guide staff to effectively understand research on

<ul style="list-style-type: none"> • Assessment: 100% of teachers explored a whole school strategy to ensure all student learning is systematically monitored through the writing impact wall, school based assessment and external assessments • Student performance measures: 100% of teachers have accessed and participated in basic training on navigating Scout • Data skills and use: 100% of teachers to continue gathering data at a class and stage level. Moderation of writing samples in stage teams to develop a whole school Writing Impact Wall • Effective classroom practice: Tell Them From Me data for Years 4-6 reflect how students feel about evidence-based practice and feedback • Educational Leadership: Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders 	<p>evidence-based mathematical concepts. Majority of 3-6 staff have worked collaboratively with the literacy impact coach, the literacy consultant and the community of schools to develop a problem of practice and receive feedback throughout the process. Through the Tell Them From Me survey, there has been an uplift of 0.1% in expectations for success. This area covers learning intentions and success criteria and visible learning in classrooms. In 2021, the introduction of collaboration days allowed teachers to produce assessments to draw accurate conclusions about student learning. These are reliant on rigorously constructed assessment tasks, teacher collaboration and the use of marking rubrics. In 2022, guidelines will be developed to further support teacher collaboration which incorporates assessment at various stages including clear aims, planning activities, interaction in dialogue, review of learning/data and formal summative assessment development. This will also be supported through the use of Essential Assessment to create consistent data collection across the school.</p> <ul style="list-style-type: none"> • 100% of classroom teachers collect and input literacy and numeracy data into the school database. Of this, 75% of staff effectively analyse and use this data to inform the teaching and learning cycle. Stage cohorts analyse and moderate writing samples. Teachers have found moderation discussions to be of value in understanding student achievement and where defects can be found. In 2022, 100% of classroom teachers will be professionally developed in PLAN2 to monitor writing data to support class writing impact walls. The school has decided to direct their focus to creating data walls on reading and mathematics in 2022. • 100% of Years 3-6 teachers have participated in Scout training. In 2022, we will be encouraging all K-6 teachers to be trained in navigating and analysing Scout data. • A Tell Them From Me survey was conducted during Semester 1 for Years 4 to 6 regarding how students felt about the feedback they were receiving and the evidence-based teaching strategies implemented by their teachers. The data suggests there has been a positive uplift of 0.5% in students receiving effective feedback from explicit teaching practices. In 2022, we would like to continue to see an uplift in this area. • The leadership team encouraged and identified staff within the school to take on leadership roles in collecting data and working on committees to facilitate and sustain whole school improvement.
<ul style="list-style-type: none"> • Teachers identify areas of needs and professional learning required to cater for student need • 100% of classroom teachers collaborate and apply professional learning to strengthen teaching practice for ongoing student progress and achievement 	<ul style="list-style-type: none"> • Through professional dialogue and the completion of Professional Development Plans, teachers identified individualised professional learning and the leadership team identify whole school learning to ensure student needs and outcomes are met. • 100% of class teachers collaborate and engage in professional dialogue on a fortnightly basis to discuss student achievements, assessments, data and triangulate data to plan for effective evidence-based literacy and numeracy programs.



Strategic Direction 3: Inclusive wellbeing and engagement

Purpose

To achieve inclusive wellbeing and engagement, by implementing a coordinated approach with evidence-based programs to support the holistic development of students and a sense of belonging for the whole school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$87,270.80

Low level adjustment for disability: \$145,753.00

Aboriginal background: \$2,889.00

: \$0.00

Refugee Student Support: \$13,620.20

Summary of progress

Our 2021 Wellbeing programs of Rock and Water and Smiling Mind built cognitive, emotional, physical, social and spiritual wellbeing in students and were delivered face-to-face to Year 6 students during Semester 1. In Semester, 2 Smiling Mind was delivered remotely via the Google Classroom platform to support all students in Years 3-6.

The Wellbeing teacher worked closely with targeted students to facilitate small group sessions of activities including yoga. A Wellbeing team was established including teachers, Student Learning Support Officers, Learning Support Team and support staff. The team met with our Be You consultant, to plan for teacher professional learning and decide on the future direction of the Be You initiative in our school.

In Semester 1, teachers were introduced to the new NSW Department of Education High Potential Gifted Education policy. Students with strengths in the areas of Spanish, Italian, Newsletter Group and Information Communication Technology were given opportunities to extend their learning. Purposeful activities were designed to extend these groups. During Semester 2 these groups continued remotely, in particular, the newsletter group produced and presented virtual newsletter editions via YouTube.

Next year, the Wellbeing teacher will continue to deliver Rock and Water and Smiling Mind to all students in Years 3-6, as well as continuing to work with smaller groups of identified students. K-2 students will have the opportunity to participate in a variety of social skills programs that will be facilitated by Learning Links provisional psychologists. The Wellbeing team will commence professional development of the Be You modules as well as the Wellbeing Framework. In 2022, High Potential and Gifted Education groups will also continue. Stage 3 students will have an opportunity to participate in Western Sydney University's First Foot program to encourage enrolment in tertiary education.

This year attendance targets were negotiated and set with the Director, Educational Leadership to increase student attendance. The Home School Liaison Officer was contacted to provide support to staff with the tracking of absences which were then analysed and followed up by the classroom teachers and then the leadership team via phone calls and check-ins. This was then referred to the school principal and the Home School Liaison Officer. In 2022, attendance incentives will be established to encourage regular school attendance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the number of targeted students who participated in wellbeing programs	The number of students accessing the wellbeing programs increased. The wellbeing programs of Rock and Water and Smiling Mind were delivered to all of Year 6 and a small group of targeted students in Years 4-6. In semester 2 Smiling Mind was delivered remotely via the Google Classroom

Increase in the number of targeted students who participated in wellbeing programs	platform to support all 3-6 students.
Improvement in student attendance <ul style="list-style-type: none">• Proportion of students attending >90% of the time	There was a decrease in attendance of 8.44% of students attending school 90% or more, of the time. Attendance targets were negotiated and set with the Director Education Leader to support increased student attendance. The HSLO was contacted to provide support to staff with tracking of absences which were analysed.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$46,017.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistency of evidence-based pedagogy across the school • Attendance <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in: refugee students receiving additional support through their inclusion in the Primary Intensive English Program with the bilingual ethnic aide. English language acquisition was enhanced and the students quickly transitioned into their new school environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continually support both students and their families. Offer additional programs for our refugee students and parents, for example Multilit program and parental inclusion and participation in the community hub program, with the support of the bilingual ethnic aide.</p>
<p>Integration funding support</p> <p>\$40,480.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bossley Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistency of evidence-based pedagogy across the school <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Personalised Learning and Support Plans being developed for students with additional learning needs in consultation with parents, students, School Learning Support Officers, class teachers and our Learning and Support Teacher. The SLSOs were employed to implement PLSPs with identified students. With support, students were able to access the curriculum and progress along the learning continuum.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue supporting the students in the classroom and to provide additional professional learning for the following year's teachers to ensure a smooth transition.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bossley Park Public School who may be</p>

<p>\$530,818.40</p>	<p>experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedded data-informed, evaluative processes • Evidence-based Practices and Collective Teacher Efficacy • Wellbeing • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Multilit and Quicksmart programs to support identified students with additional needs • professional development of staff facilitated by Jann Farmer-Hailey and Carol Spencer, A Learning Place A Teaching Place, to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs • staff release to increase community engagement • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: improved outcomes for students, including having access to quality programs and resources. Funds were utilised to employ class teachers. An expert digital technology teacher was employed part-time to co-teach and mentor classroom teachers integrating Science and Technology. Student skills were developed via additional weekly digital technology class sessions. An expert Literacy Impact Coach teacher was employed part-time to co-teach and mentor classroom teachers increasing student outcomes in Literacy and assisting us to achieve our goal of consistency in pedagogy across the school 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 2021, funding was utilised to heavily subsidise in-school programs such as dance, gymnastics and PBL rewards day. Flexible furniture was purchased to update our classrooms and pedagogy. Our school administration block was upgraded.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue working towards initiatives as per our strategic improvement plan, improving outcomes for all students.</p>
<p>Aboriginal background</p> <p>\$2,889.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bossley Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$2,889.00</p>	<p>students</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: improved learning outcomes and engagement. During Term 3, our Aboriginal SLSO had daily contact and lessons over Zoom with our students. Personalised Learning Pathways were implemented to support student aspirations.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue providing opportunities for our students to learn more about their Aboriginal background, histories and culture. To achieve this we need to provide ongoing professional learning for all staff to support teachers writing Personalised Learning Pathways and embedding Aboriginal and Torres Strait Islander perspectives authentically across all key learning areas.</p>
<p>English language proficiency</p> <p>\$193,999.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bossley Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistency of evidence-based pedagogy across the school <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in: improved outcomes and English language acquisition for our English as an Additional Language or Dialect (EAL/D) students in the beginning, emerging and developing phases of the EAL/D progression. 1.2 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. During Term 3, the support of the bilingual aide in translating was crucial for pour non-English speaking families while they learnt remotely from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide differentiated programs to support EAL/D students. Also we will work closely with our Refugee Support Leader to professionally develop staff knowledge in regards to the EAL/D progression.</p>
<p>Low level adjustment for disability</p> <p>\$218,681.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bossley Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Embedded data-informed, evaluative processes • Consistency of evidence-based pedagogy across the school

<p>Low level adjustment for disability</p> <p>\$218,681.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention such as Multilit and Quicksmart to increase learning outcomes • employment of SLSO to improve the development of students by implementing programs developed by specialists <p>The allocation of this funding has resulted in: improved outcomes and access for our students with additional learning needs. 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: to focus on providing specific support to our students with additional learning needs and to upskill additional SLSOs with professional learning to implement the Quicksmart and Multilit programs.</p>
<p>Literacy and numeracy</p> <p>\$10,239.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bossley Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistency of evidence-based pedagogy across the school <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • employment of an additional intervention teacher <p>The allocation of this funding has resulted in: a Literacy Impact coach working across year 3-6 targetted classes. As a result, a major part of the improvement process was on the development of teacher capacity through instructional coaching, working shoulder to shoulder in their classrooms and during collaboration sessions to design and deliver purposeful teaching and learning experiences. It also involved practical professional learning that supported teachers to embed high impact practices in their teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue developing this position to work with teachers in the area of consistency in reading across Years 3-6.</p>
<p>QTSS release</p> <p>\$74,671.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bossley Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistency of evidence-based pedagogy across the school <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$74,671.00</p>	<p>high-quality curriculum</p> <p>The allocation of this funding has resulted in: the employment of 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> <p>After evaluation, the next steps to support our students with this funding will be: to continue with the provision of executive mentoring time to ensure consistent use of pedagogy in literacy and numeracy, resulting in improved learning outcomes for students. We also need to develop a set of procedures to ensure consistency in approach to mentoring across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bossley Park Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistency of evidence-based pedagogy across the school <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Masterclass sessions enabling the leadership team and Literacy Impact Coach to increase their knowledge and understanding of high impact teaching aligned with the English syllabus outcomes and learning progressions . The Literacy Impact Coach programs and planned with teachers in years 3, 5 and 6, planning, modelling, co-teaching and debriefing to foster ongoing collaboration and build teacher capacity in the focus areas. During executive and stage meetings, session notes were shared and discussed.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure that application of the knowledge and understandings shared by leaders needs to be observed more consistently across all classrooms and evident in teaching programs.</p>
<p>COVID ILSP</p> <p>\$248,291.18</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The Covid Intensive Learning Support Program (CILSP) was delivered by a temporary teacher and a permanent teacher. One teacher was timetabled to work with small groups from Years 1, 2 and 3 for four days whilst the

<p>COVID ILSP</p> <p>\$248,291.18</p>	<p>other teacher worked with small groups from years 4, 5 and 6 on 5 days. The focus of the CILSP program was to achieve an uplift of students in the middle to lower bounds in the area of Comprehension for Literacy. Teachers were supported by the principal and invited to attend two professional learning sessions: "Fairfield Schools Jann Farmer Hailey Executive Team PL". The first session gave Leadership teams the opportunity to analyse recent data from Year 3 and 5 Check in assessment and Year 1 phonics assessment and make links to best practice in tracking and monitoring in their schools. In the second session, leadership teams extended their investigation and continued to hold dialogue around 2021 COVID Intensive Learning Support - ILSP funding including intervention and best practice in tracking and monitoring.</p> <p>This Professional Learning proved to be beneficial for CILSP teachers as it provided guidance to ensure that best practice was observed with regards to programming, delivering, tracking and monitoring with directed focus to achieving an improvement in comprehension skills in each 12-week cycle. The first few weeks of 2021 were dedicated to developing an action plan to select students that would be included to take part in the program. Rigorous analysis of Check in data, NAPLAN results, Year 1 phonics, past reports for English and periodical DET designed Short Assessment multiple choice comprehension quizzes were administered to identify students who were deemed to show that they were disadvantaged by remote learning in 2020. Students who fell in the middle bands were selected as they would be able to cope with the extra tuition of the CILSP program and attainment of skills and growth would be measurable over 12-week cycles.</p> <p>In order to demonstrate best practice and be able to successfully track and monitor student growth it was decided that the Literacy progressions Reading and Writing element - Understanding texts Sub-element would be addressed. A level was selected that correlated to the year group of students.</p> <p>Each stage program carefully selected 4 or 5 indicators from Understanding Texts sub element.</p> <p>Texts were selected from a variety of sources with emphasis being placed on comprehension, author's purpose, posing and answering inferential and literal questions, clarifying vocabulary, synonym substitution, correctly citing evidence and summarising texts succinctly by locating the main idea and key points.</p> <p>Student progress was monitored against their class counterparts who were not selected to participate in the CILSP program. All students in the year cohort were tested with a DET designed Short Assessment multiple choice comprehension quiz. Marks were recorded for all students and growth monitored in CILSP participants using ALAN focus areas.</p> <p>The allocation of this funding has resulted in:</p> <p>improved outcomes for students. Students who participated in the CILSP cycles overwhelmingly improved in the area of comprehension compared to their counterparts and there was an uplift of approximately 57% in reading comprehension across the cohorts.</p> <p>Inclusively, class teachers reported an increase confidence with reading and responding to texts. Individual confidence was also notable and students genuinely displayed interest in learning experiences and were motivated to explore texts to the fullest.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to use the same model to reach additional students in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	193	205	212	185
Girls	205	209	198	194

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.5	92.7	90.2	88.1
1	91	95	88	89
2	95	91.7	90.5	91.7
3	94.9	94.4	87.1	92.8
4	92.9	95.1	88.6	92.6
5	94.2	94.9	90.5	93.8
6	92.7	93.6	86.5	94
All Years	93.8	94	88.6	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	1.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,668,450
Revenue	4,625,188
Appropriation	4,567,159
Sale of Goods and Services	10,950
Grants and contributions	44,149
Investment income	516
Other revenue	2,415
Expenses	-4,693,076
Employee related	-4,041,047
Operating expenses	-652,029
Surplus / deficit for the year	-67,888
Closing Balance	1,600,562

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.

	2021 SBAR Adjustments (\$)
Targeted Total	86,497
Equity Total	1,035,393
Equity - Aboriginal	2,889
Equity - Socio-economic	619,824
Equity - Language	193,999
Equity - Disability	218,681
Base Total	2,740,365
Base - Per Capita	101,072
Base - Location	0
Base - Other	2,639,293
Other Total	454,388
Grand Total	4,316,642

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.

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.



Parent/caregiver, student, teacher satisfaction

In 2021, 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
- * 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

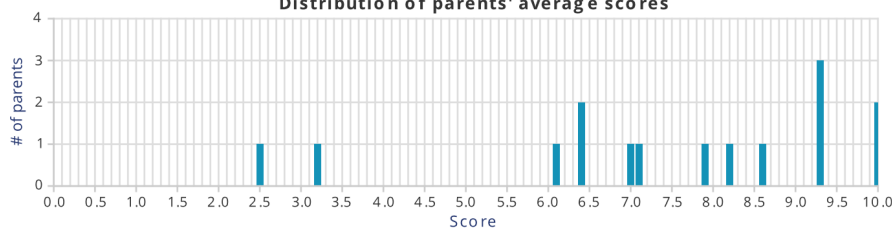
Parents support learning at home

School Mean (NSW Govt Norm) **7.4 (6.3)**

Does someone in your family do each of the following?

Discuss how well your child is doing in his or her classes.	6.3
Talk about how important schoolwork is.	6.7
Ask about any challenges your child might have at school.	7.1
Encourage your child to do well at school.	8.3
Praise your child for doing well at school.	8.8
Talk with your child about feelings towards other children at school.	7.2
Take an interest in your child's school assignments.	7.5

Distribution of parents' average scores



Student Outcomes and School Climate

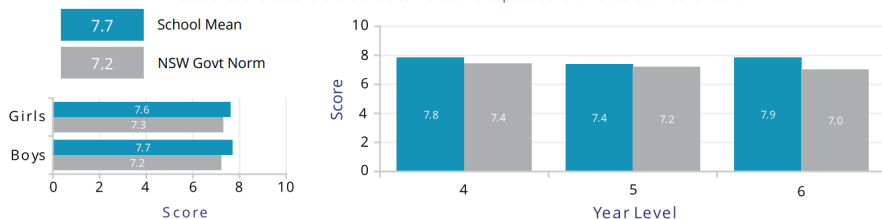
TTFM Primary 2021 II

Bossley Park Public School

DRIVERS of Student Outcomes

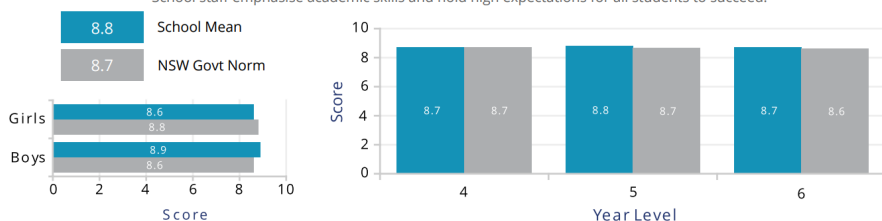
Positive learning climate

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



Expectations for success

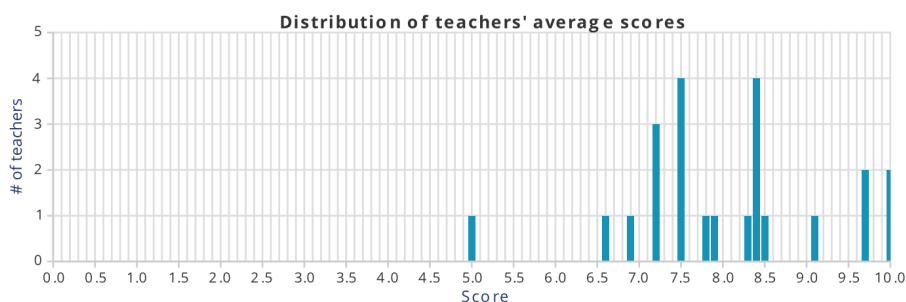
School staff emphasise academic skills and hold high expectations for all students to succeed.



Eight Drivers of Student Learning

Teaching Strategies

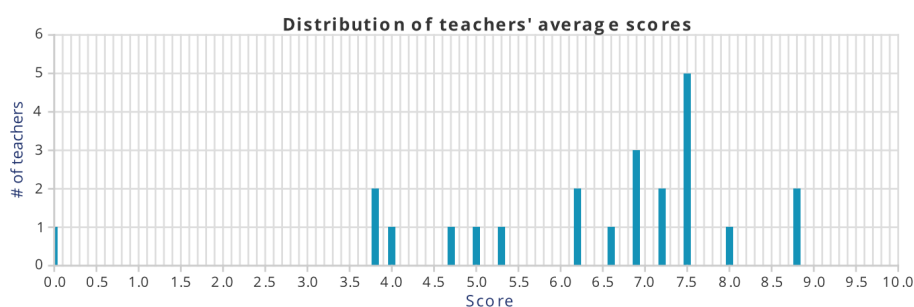
School Mean (NSW Govt Norm)	8.0 (7.9)
I help students set challenging learning goals.	7.6
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.5
Students receive written feedback on their work at least once every week.	7.6
I can easily identify unproductive learning strategies.	8.0
My students are very clear about what they are expected to learn.	8.0
I use two or more teaching strategies in most class periods.	8.1
Students receive feedback on their work that brings them closer to achieving their goals.	8.0
I discuss with students ways of seeking help that will increase learning.	8.0



Eight Drivers of Student Learning

Technology

School Mean (NSW Govt Norm)	6.2 (6.7)
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.1
I use computers or other interactive technology to give students immediate feedback on their learning.	6.9
Students use computers or other interactive technology to track progress towards their goals.	4.8
I help students set goals for learning new technological skills.	6.8
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	6.3
I help students use computers or other interactive technology to undertake research.	6.2
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.	6.3





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.

Aboriginal Education - School statement

In 2021, Bossley Park Public School:

- Taught 2 full day Culture Club lessons, once a term for all Aboriginal students and a buddy peer of their choice
- Participated in online AECG STEM Camps with all Aboriginal students
- Offered online learning support with an Aboriginal SLSO during remote learning to all Aboriginal students
- Continued Deadly Arts music lessons with an Aboriginal and Torres Strait Islander teacher, who taught Early Stage 1 and Stage 3 students both face-to-face and during remote learning
- Attended the 2021 Koori Youth Forum with all Aboriginal students
- Created artworks to submit to the Mil-Pra Art Exhibition

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Other School Programs (optional)

Literacy Impact Coach

A Literacy Impact Coach was employed in 2021. As the Literacy Impact Coach, it was essential to develop a unified vision and a shared understanding of high expectations to yield the desired growth in student learning outcomes. The

focus was on the development of Strategic Direction 1: Student Growth and Attainment which required revitalising the school-wide core beliefs about students and their ability to learn. Promoting a cultural shift among teachers and challenging their notions of students' potential provided us with the rationale for moving forward with implementing authentic learning experiences and effective teaching practices that simultaneously foster students' passion for learning and have an impact on their academic achievement. Teachers across Years 3 to 6 began the journey towards building a common language for teaching and learning that was largely underpinned by the latest research on quality teaching and what works best. A contemporary educational planning model was developed to ensure that curriculum, content, and assessment were aligned with the specific outcomes and transferable skills students require in the 21st century. Teachers deepened their understanding of syllabus outcomes and learning progressions in English resulting in becoming more intentional with the selection of content to meet the needs of their students. A major part of the improvement process was on the development of teacher capacity through instructional coaching, working shoulder to shoulder in their classrooms and during collaboration sessions to design and deliver purposeful teaching and learning experiences. It also involved practical professional learning that supported teachers to embed high impact practices in their teaching which was evident by the following,

Teachers:

- Developed learning intentions and success criteria which clarified for students what aspects of their learning were being assessed.
- Elicited and gathered information in relation to student outcomes through a wider range of sources i.e., student work samples, collaboratively designed common assessment tasks, writing rubrics, writing conferences with students, peer and self-assessment processes, culminating performance tasks.
- Collaborated with grade teams triangulating data and making consistent teacher judgements about their students and future learning experiences.
- Implemented flexible teaching and learning that is adaptable to the needs of students through the use of formative assessment practices.
- Developed integrated inquiry-based units utilising Wiggins and McTighe's Understanding by Design planning model that targets the cross-curriculum priorities and general capabilities.
- Effectively structured their two-hour English block to include the English modes in a contextualised and integrated manner.
- Deepened their understanding of the importance of quality literature selection that aligned with the inquiry focus for the unit.
- Explicitly taught students utilising exemplar models and worked examples that set the standards for high expectations and clarified the success criteria.
- Increased collaborative learning opportunities for their students.
- Supported students to reach targets through the development of individualised learning goals.
- Utilised effective questioning techniques to elicit inferential and evaluative thinking through close reading practices.
- Implemented greater rigour to their guided reading sessions and shifted towards a comprehension focus which was informed by the data and evidenced by the implementation of reciprocal teaching and literature circle routines that foster rich and meaningful dialogue about text.
- Engaged with visible learning practices that cultivated a culture of high-quality learning and interdependence.

Flexible Wellbeing Program

The Flexible Wellbeing Program is a school funded initiative. The funding has been used to employ a wellbeing teacher (0.6 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 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.

Due to the COVID 19 pandemic the majority of students worked from home during Terms 2 and 3. Face to face delivery of the Wellbeing program was adjusted from Term 1 to utilise remote learning. This included zoom meetings with students and teachers, designing individualised Google classroom activities based on the Rock and Water and Smiling Minds programs and mobile phone communication with parents and students. These strategies enabled the students and teachers to continue to take part in the wellbeing programs.

Digital Technologies

School funding continued to finance the role of an expert teacher who led the development and implementation of technology-enhanced activities across Kindergarten to Year 6. Teacher professional development was supported through modelled lessons and team-teaching experiences with a variety of digital tools and platforms.

In Semester One, students developed information and communications technology (ICT) skills to develop their capabilities in using technology. This included screen navigation, reading and comprehending digital texts, word

processing, online communication, research and data representation, using resources available in classroom, school and home environments. They used these skills in independent and collaborative situations to engage in a variety of inquiry- and project-based learning tasks aimed at creating digital solutions for real world problems. These tasks incorporated concepts of digital systems, coding and programming, user interface design and more. In addition, film equipment loaned from StemShare allowed Stage 3 students to participate in a challenge that required them to create and edit a movie for a school film festival.

The impact of COVID-19 restrictions on face-to-face learning in Semester Two meant that the school community was more dependent than ever on using technology. The technology teacher facilitated shared learning through a Google Classroom in which staff could share and access resources to aid the transition to remote learning. This platform also encouraged teachers to practise using Google Classroom as a tool for communication and resource delivery with their class. In addition to providing technological assistance over the phone, the technology teacher created online tutorials that were distributed through Google Classroom and the *Bossley Buzz* to support the needs of the school's staff and community. Pre-recorded lessons and materials were shared to continue technology programs for Years 3 to 6. Stage 3 students engaged in an online digital citizenship program as part of the Optus Digital Thumbprint program to educate them about safe and respectful online activity. This workshop reinforced the content that was delivered to Years 5 and 6 through the *Cyber Marvel* (cyber-safety) program by Grok Academy. A digital learning website was constructed for students in Kindergarten to Year 2 to support the development of their ICT skills. Meanwhile, the technology teacher was also assigned to Year 6 as a classroom support teacher, to assist in the planning, delivery and marking of online activities. This placement continued until the end of the year, along with the online delivery of technology programs, due to the need for cohorts to remain separated due to COVID-19 restrictions. In Term Four, the technology teacher facilitated the completion of the Young ICT Explorers Accelerator Program. Selected High Potential and Gifted Education students in Year 6 students designed and presented a Micro:bit prototype that offered a solution for a student-identified need.

