

2021 Annual Report

Bossley Park High School



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Introduction

The Annual Report for 2021 is provided to the community of Bossley Park High 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 saw the school continue to meet the challenges presented by COVID-19. A 15-week lockdown in which learning from home took place was a significant disruption for the school community. However, despite the adversities the school was presented with, the growth of the school in many areas was a true highlight. The professional learning expanded with staff's ability to utilise online teaching and learning platforms enhanced. Modified learning from home timetables and regular reviewing of remote practices through gathering school community feedback, was essential to ensure the best possible student outcomes could be achieved. This was important for all students, but especially for our HSC students, where there was so much uncertainty about how the HSC examinations would proceed, if at all. It was also a very challenging time for our Year 7 students who only completed two terms of high school before home learning online in Terms 3 to 4. However, students came through this time safe, resilient, and happy to come back to see their friends and teachers again. Many thanks to our school wellbeing teams consisting of the Deputy Principals, Year Advisers, Counsellors and Student Support Officers who continued to provide support and connection for students while at home and to our front office and technical support staff that provided advice, information and support for families and provision of laptops and internet access for those who required them.

During the first half of 2021 we were able to participate in several school events. After not being held in 2020 it was fantastic to see the return of the Athletics Carnival. Moving the carnival to a Friday in early term 2 made it an outstanding success. Most school representative sport, debating and robotics competitions were able to be held until the end of term 2. NAPLAN testing for years 7 and 9 took place with pleasing growth in several areas in Literary and Numeracy against state and comparable school groups. Unfortunately, our participation in several Performing Arts events (including School Spectacular) were cancelled due to lockdown in semester 2. Two highlights during the lockdown period were the increased opportunity for teachers to engage in High Impact Professional Learning including HSC PL and VET training. The other highlight was the development and the successful implementation of a Teacher/student mentor program. Through using a combination of sport teachers and learning support staff, we were able to connect with students needing additional support during remote learning. This strategy was widely welcomed by the full school community and acknowledged as a tremendous benefit to the learning and wellbeing outcomes for students.

The HSC class of 2021 achieved outstanding success. In fact, the best results ever. Some of the highlights included: 92 band 6 results awarded - which was a 4% increase from 2020; 7% increase in the percentage of results in the top 3 bands (surpassing our upper target on our School Strategic Plan); 3% decrease in band 1-2 results; 3 all-rounder students; Top ATAR rank of 99.35; 16 courses achieved a mark above the State mean for the examination (which is an increase from 10 in 2020); 90% of courses achieved most results in bands 4-6 which is a massive 44% increase over the past 7 years. An outstanding result was achieved by the collective effectiveness of our teachers dedication to improving practice which was achieved by consistently implementing high leverage HSC strategies, identifying, understanding and explicitly teaching discriminating features of Bands 5-6, explicit teaching of vocabulary, valuable student teacher relationships, together with high level formative and summative assessment which included timely and descriptive feedback that helped students to understand the next steps in learning.

Despite the interruption to the school year that covid presented, multiple school projects/improvements were started and most saw completion in 2021. We had a substantial upgrade in furniture in History, PE and the Library; A new school bus

was purchased; Ground work on the new sports centre commenced with this being the major project continued for 2022; E-gate on the Belfield Rd carpark entrance started; MPC flooring resurfaced; Support Unit Outdoor Learning and Recreational Space (including auto swing doors) completed very early in 2022; Replacement of chromebooks in various faculties; Cooler Classroom Project finalised with the installation of reverse-cycle air conditioners across the school; Upgrade of timer bollards around pathways and additional drink stations installed; 4 outdoor shelters with seating near oval and additional seating in quadrangle constructed; Various classroom painting and staffroom kitchen projects were completed.

2021 proved to be a year of great resilience building. We are collectively grateful of the cooperation from carers/families, staff and students that helped the school to maintain continuity of learning, be safe throughout the year and finish the year on a high through celebrating HSC graduation and formal events together with cohort presentation assemblies.

Relieving Principal John Stanley.

Message from the school community

Excellence and Success - these words from the school motto proudly define Bossley Park High School. The staff and students strive for success at a high level across all areas of influence and this has been shown through not only the academic successes but also successes in sport, performing arts, visual arts and industrial arts. 2021 was hoped to be a time of return to familiar schooling with students once again in the classroom, learning and interacting. However the year continued the challenges of 2020, with HSC exams being delayed and once again a whole new teaching environment in place.

In 2021 as the Teaching system was again tested and stretched, Bossley Park High School not only strived for excellence and success but achieved it in once again providing the best possible learning experience for the students. The students proved their resilience and provided possibly the best HSC results that the school had ever seen. 4% increase in band 6 results, 7% increase in band 4-6 results, 94 distinguished achievers, 26 ATARS above 85, 5 All-rounders, and a 1st, 2nd and 3rd placing in state.

Unfortunately, the Education Department's change in enrolment policy relating to out of area students and school number caps has seen all the GAT programs, except the Talented Football Program, begin to decline as it will now be restricted to in-area students. The GAT program will suffer through the loss of out of area talented students looking to take advantage of the school's excellent and proven GAT programs to develop their full potential in line with the Education Department's own teaching mandate. The Talented Football Program will continue to draw from all applicants with specific number caps, and should continue as strong as ever.

Each year more families join the Bossley Park High School community and we welcome those families to our school and community. The Community actively works with the school to provide the best overall environment and outcomes for the students. The Community Support Group meets the third Tuesday of each month during the school term and provides an important information link between the parents the school and the education department. All parents are welcome and encouraged to attend and learn more about the daily lives of their children, upcoming events, the achievements and plans of the school and the opportunities available to their students at Bossley Park High School.

Bossley Park High School continues to provide Excellence in education for the students resulting in Success across all areas of their endeavors, a tribute to the Programs offered and the dedicated Teachers and Executive Staff of this outstanding School.

CSG President Mark Cavannaugh.

Message from the students

The past two years have seen many challenges that have affected our learning, but we hope that the forthcoming year will be clear of major disruptions allowing the Bossley Park High School community to partake in more fundraisers, donations and other helpful and fun events around the school. We were lucky enough last year to be able to run our yearly Valentine's Day stall which brought much happiness to the school community during these unprecedented events. With the guidelines that were set during this time, the SRC needed to ensure that all these guidelines were adhered to which made everything run a little differently. Nevertheless, the event was a success and an incredible amount of over \$800 was raised which went towards the Year 12 Graduation Bear. Last year the SRC community was able to treat students with a Krispy Kreme and a hot chocolate, a fundraiser which raised over \$800 dollars in profit. All the profits from this Refugee Week initiative were donated to The NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) - a specialist, not-for-profit organisations that provides psychological support and community interventions to help heal traumatized refugee communities. They were extremely grateful for this plentiful donation, which allowed them to continue providing support to the refugee community. Throughout terms 3 and 4 last

year, the entire school was partaking in online learning, which proved difficult and tested the resilience of all students. To better support our school community, the SRC used this time to build themselves as a team via zoom and prepare for the reopening of face-to-face learning. Furthermore, the Annual Christmas Trolley Drive was held in term 4 where donations of non-perishable items were donated to create hampers for less fortunate residents in the local community. The hampers were distributed by the Fairfield Salvation Army in replace of the Uniting Church Diner that was closed most of last year due to Covid-19. Whilst it has been quite a challenging 12 months, we are nevertheless keen and eager for what lies ahead, and we look forward to taking on new initiatives and making meaningful contributions to the school and the wider community in our role as SRC 2022. Take care!

Luke Di Marzio, Liana David and Sarah Mifsud.

School vision

At Bossley Park High School we focus on excellence and success through high expectations and continuous improvement to ensure quality teaching and learning for all our students, staff, and community.

School context

Bossley Park High School is a large co-educational high school proudly serving the South Western Sydney community since 1988. There are 1400 students in the school, 82% of the student population come from a language background or dialect other than English, 62% of students are learning English as an additional language and 10% of students are from a refugee background. The major cultural groups are Arabic, Spanish, Assyrian, Italian, Eastern European, and Southeast Asian backgrounds. The school has a Special Education Unit catering to students with physical and/or intellectual disabilities.

The school is recognised for its broad curriculum including programs that support the development of talent and high potential in a range of areas, including visual arts, robotics, accelerated mathematics, performing arts - dance, music, and drama, and a selective talented football program for both boys and girls. We also offer HSC Vocational Education and Training (VET) courses in Construction, Business Services, Hospitality, and Entertainment Industry to cater to a variety of career pathways. We foster strong partnerships with universities, businesses, and community groups to provide further opportunities and experiences to strengthen learning and engagement for our students. The school prides itself on outstanding academic success, high-quality teaching, and learning and the inclusion of STEM education across the curriculum.

Bossley Park High promotes Positive Behaviours for Learning to support a safe, respectful learner code. It is well respected in the community for its positive learning environment, strong student wellbeing, leadership initiatives, and engagement programs that nurture students to connect, thrive, and succeed.

The majority of the school's equity funding will be used to support initiatives developed in this strategic improvement plan. Through a whole school analysis together with our system negotiated targets we have identified initiatives such as; a continued emphasis on embedding evidence-based teaching practices and high leverage HSC strategies to focus on effective student learning and attainment. The explicit teaching of literacy and numeracy skills including the use of the learning progressions and formative assessment to monitor progress is integral to this plan. Unearthing student potential, developing the talent and wellbeing programs are initiatives aimed at providing challenge and opportunity for students to flourish. High-impact professional learning for staff that is underpinned by research is key to building the expertise in staff for continuous improvement and leadership skills. Some funds will be used to support other school initiatives, not in this school plan.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Learning opportunities for all students will be grounded in teaching practices that are evidence-based, innovative, and maximize impact.

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.

- Explicit teaching of Literacy and Numeracy
- Embedding High Leverage HSC Strategies

Resources allocated to this strategic direction

Aboriginal background: \$9,000.00
English language proficiency: \$366,930.40
Refugee Student Support: \$15,000.00
Integration funding support: \$135,900.00
Socio-economic background: \$40,000.00
Low level adjustment for disability: \$415,871.40
Professional learning: \$15,000.00

Summary of progress

The delivery of various PL at the start of the year to support the explicit teaching of Literacy and Numeracy was successfully implemented with staff deeply engaging with Designing Learning for Vocabulary Development and the new Vocabulary Toolkit.

The Literacy Checkpoints, Skills Based Assessment, COVID ILSP and Education Perfect in Mathematics were implemented effectively in the first two terms of the year, however, were impacted by the circumstances of learning from home. In particular, the delivery of timetabled Numeracy lessons, the participation levels in the COVID ILSP and the use of the Renaissance Accelerated Reader program were unable to be implemented as planned because of timing and resource allocation.

As part of the EAL/D Strategy, eight colleagues, four Head Teachers, two subject and two specialist teachers completed the Enhancing Assessment Task Notifications PL. The participants developed a deep understanding of the differentiation process by designing an enhanced assessment task notification for EAL/D learners. They also reflected on their own understanding of EAL/D teaching practice in light of the linguistics and cultural demands of standard assessment practices. In addition to this, the English faculty and EAL/D teachers completed the 'Using the EAL/D Learning Progression' course. This resulted in the EAL/D learners achieving the school's target of improving student achievement to Bands 4 and 6, with a 32% increase achieving in Band 4 against state average.

Personalised learning pathways were reviewed for all existing Aboriginal students. Meetings were completed via phone and email. Pathways were completed by the end of term 1. In term 4 a data spreadsheet for tracking ATSI student growth in literacy and numeracy core subject bands and extracurricular activities was established. Despite the challenges surrounding the circumstances of learning from home, the school has made good progress towards achieving the targets outlined in SD1 Initiative 1.

Stage 6 teachers engaged in HSC Strategy Professional Learning in the 8 courses available. Over 38 staff members have engaged in the HSC PL throughout 2021. The HSC PL asks staff to consider- *How will I improve my use of the high leverage strategies, so I can support my students to more consistently evidence the discriminating features of Bands 5 and 6.* Staff gain an understanding of the discriminating features of Band 5 and 6 in the courses provided. Staff are professionally developed in the purposeful use of high leverage strategies that provide opportunities for growth in student learning. Staff share teaching artifacts during collaboration meetings and engage in cycles action learning and reflect on their teaching practices.

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
<p>Literacy programs are implemented in Years 7-9 with the use of Literacy Checkpoints.</p> <p>Numeracy programs are implemented in Years 7-10.</p> <p>New Literacy Toolkit on Vocabulary Instruction developed.</p> <p>Literacy and Numeracy needs of Aboriginal students identified and learning goals specific to literacy and numeracy achievement identified.</p> <p>Implementation of COVID ILSP in-school tutoring.</p> <p>Implementation of COVID ILSP after-school tutoring.</p> <p>Enhancing Assessment Task Notification</p> <p>Using the EAL/D Learning Progression</p>	<p>Literacy Checkpoints have been embedded into all Literacy Programs in Years 7-9 and have been used effectively as evidenced by the Staff and Student Literacy survey results. Students have responded positively to the use of Literacy Checkpoints and have indicated that they support them in recognising their strengths and weaknesses in Literacy.</p> <p>Numeracy programs have been implemented in Years 7-10 but have been disrupted by the circumstances of learning from home. The Staff and Student Numeracy survey results indicate that both staff and students were able to recognise the relevance of numeracy lessons in mathematics, but this needed to be implemented more consistently.</p> <p>Literacy Toolkit 5: Vocabulary has been developed and distributed to all staff. The development of this toolkit has aligned with the PL on Designing Learning for Vocabulary Development and supports staff in embedding vocabulary into their lessons.</p> <p>Personalised learning pathways for Aboriginal students have been developed and Aboriginal student data has now been collated and will drive a focus for 2022 in order to achieve the system negotiated target.</p> <p>The COVID ILSP has been implemented effectively for Literacy and Numeracy. 3 rounds of tutoring have been completed for a total of 290 students. PLAN2 data and student survey results both indicate that students have demonstrated growth in literacy and numeracy achievement. This program was also implemented for senior students to combat the impacts of learning from home in the form of after-school tutoring which supported a total of 50 students.</p> <p>The participants developed a deep understanding of the differentiation process by designing an enhanced assessment task notification for EAL/D learners. They also reflected on their own understanding of EAL/D pedagogical practice in light of the linguistics and cultural demands of standard assessment practices.</p> <p>The participants successfully identified EAL/D learners in their classrooms, backward mapped to a (rich) task in order to design a sequence of lessons to support second language acquisition for these students.</p>
<p>A representative from each faculty is engaged in HSC PL (in the 8 courses available) and is sharing the pedagogical practices with the faculty.</p> <p>All faculties identify the discriminating feature of high achievement in their subject area, and consider which HLS will support students to achieve lift.</p> <p>All year 11 teachers engage in 2022 HSC predictions documents to track students progress explicitly addressing: 'How my use of the high leverage strategies support my students to more consistently evidence the discriminating features of high achievement?'</p> <p>HT T&L delivers PL to all staff on the implementation of HLS to improve student outcomes.</p>	<p>38 stage 6 teachers engaged in the HSC PL in 2021 for Biology, Business Studies, English, Industrial Tech, Mathematics, Modern History, PDHPE and Visual Arts and have shared their findings with other faculty members.</p> <p>Staff gained an understanding of the discriminating features of bands 5 and 6 through the participation in the HSC PL and through the delivery of PL by the HT TL at school. All faculties engaged in activities during twilight session to determine the discriminating feature of bands 5 and 6 in all courses offered at BPHS. Staff were asked to consider how the effective use of the high leverage strategies would facilitate for lift in student achievement.</p> <p>Year 11 teachers were asked to complete a 2022 HSC Predictions document to based on the data gathered at the end of the year 11 course. Teachers will revisit this document at the end of Term 1 2022 to see if there is evidence of growth in student achievement.</p>
<p>School Self Evaluation evidence indicates;</p> <ul style="list-style-type: none"> • Working towards Excelling in TEACHING domain / Professional Standards / Literacy and Numeracy 	<p>Focus continues to be on developing quality teaching programs and assessments with a focus on HSC professional development.</p>

focus

- Working towards Excelling in LEARNING domain / Student Performance Measures / **Student Growth**
- Working towards Excelling in TEACHING domain / Data Skills and Use / **Data use in teaching**

Strategic Direction 2: Staff expertise and leadership

Purpose

To create a culture and the structures that build a cycle of professional learning which develops an inclusive environment that enables learning and growth in every teacher and drives ongoing, school wide improvement in teaching practice and student results.

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.

- Evidenced Based Teaching Practices
- Personalised Teacher and Other School Staff Development

Resources allocated to this strategic direction

Socio-economic background: \$601,000.00

Professional learning: \$50,000.00

Beginning teacher support: \$85,000.00

Summary of progress

Formative Assessment has been used effectively, teachers have been able to make accurate judgments about student progress, and this is evidenced in annotated programs and in the accurate allocation of grades. Tracking of student progress across the years has not been implemented as widely as we would have liked, and will continue to be a focus in 2022. Collaboration- Cross faculty and faculty collaboration meetings were held during weeks 4 and 8 of each term where teachers shared best practice with a guided SOP (Sharing of Practice) process that was explicitly taught to all staff. Despite the barrier of staff not being able to meet face to face to collaborate, collaboration continued online among faculties during the Term 3 online learning period. In 2022 staff will continue to engage in High Impact Professional Learning on evidence based teaching practices, which continue to be embedded into teaching and learning programs and be delivered within the classroom.

Early Career Teachers (ECTs) were supported with their classroom practice and attainment of Proficient Accreditation through a comprehensive program of mentoring, coaching, classroom observations and supervision. Beginning Teacher Support Funding was effectively used to employ additional external expert Teacher Mentors for this purpose to assist with our large cohort of ECTs. All new teachers to the school including ECTs were also supported through the New Teacher Induction Program.

Eleven staff successfully completed the NESLI Teacher Leadership Colloquium, two teachers successfully completed the Secondary Principals Council - Teacher Leader course, three senior executive members completed the cross network Aspiring Leadership Program and one senior executive member participated in the SLI's Aspiring Principals leadership program in 2021. Staff evaluation of the these leadership programs was extremely positive with staff utilising key learning which they have implemented in their everyday practice to lead inquiry and innovation in the school.

In 2022 staff will engage in PL that will support teachers in the implementation of new accreditation policies and procedures which are being introduced by the DoE. and the New Teachers Induction Program will continue to support ECT's at BPHS. Staff will also be encouraged and supported to lead PL in areas of their expertise to support the implementation of the HIPL Policy within 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
Formative assessment strategies are embedded into teaching and learning programs for one stage in all faculties. 100% of staff engaging in cross-faculty collaboration meetings and engaging in	Formative assessment has been successfully embedded into teaching and learning programs for one stage in all faculties. This programs are highly explicit and relentlessly seek evidence of student learning so that teachers can know their students, monitor their progress and plan for next steps in order to maximise student growth.

<p>Sharing of Practice Protocols regarding:</p> <ul style="list-style-type: none"> • Effective Feedback • Explicit teaching • Assessment • Collaboration <p>All staff engaged in What Works Best 2020 paper led by T&L Team focusing on:</p> <ul style="list-style-type: none"> • Effective Feedback • Explicit teaching • Assessment • Collaboration <p>50% of Stage 6 teachers complete HSC Strategy PL in 8 courses available.</p>	<p>100% of staff have actively participated in cross faculty collaboration utilising the Sharing of Practice Protocols to promote and develop the evidence based teaching practices of Effective Feedback, Explicit Teaching, Assessment and Collaboration. Staff have shared expertise, resources and experiences which have assisted teachers in evaluating their own practice and allowed them to make modifications to their own practice that are innovative and are backed by research and evidence based practices.</p> <p>All staff engaged in the What Works Best in Practice document 2020, led by the T&L Team focusing on Effective Feedback, Explicit Teaching, Assessment and Collaboration. Staff completed the What Works Best in Practice Toolkit at the beginning of 2021 to determine their baseline data. Staff will again engage with this tool kit with a specific focus on the four themes which were of focus in 2021 to assist in determining the impact of HIPL in these areas throughout 2021.</p> <p>65% of Stage 6 teachers eligible to deliver the 8 courses within which the HSC Strategy PL has been delivered have successfully engaged with the PL.</p>
<p>All staff engage in HIPL driven by student needs and supported by evidence-based teaching practices.</p> <p>At least 10% of staff engaging in HIPL centered around leadership.</p> <p>All new teachers to the school successful engage with and complete the BPHS Induction program.</p> <p>20% of early career teachers working towards proficiency obtain proficiency this year.</p>	<p>All staff have engaged in HIPL which has focused on evidence based teaching practices that have developed staff in the following areas: Formative Assessment, Explicit Teaching, Effective Feedback, Collaboration, HPGE and Higher Leverage Strategies.</p> <p>16% of teachers have engaged in HIPL on leadership, which has resulted in the successful planning and implementation of innovative initiatives.</p> <p>All new teachers to the school have successfully engaged with and completed the BPHS Induction program.</p> <p>20% of early career teachers working towards proficiency obtained proficiency this year.</p>

Strategic Direction 3: Unearthing student potential, developing the talent.

Purpose

Unearthing potential to engage and challenge students across the intellectual, creative, social-emotional, and physical domains. To strengthen our wellbeing culture where every student is provided with the opportunity to connect, thrive & succeed.

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.

- High Potential and Gifted Education (HPGE)
- Wellbeing and Engagement Programs

Resources allocated to this strategic direction

Socio-economic background: \$160,000.00

Professional learning: \$9,000.00

Aboriginal background: \$1,000.00

Refugee Student Support: \$1,000.00

Summary of progress

Professional Learning on the new High Potential & Gifted Education Policy to place with the development of a HPGE Team, completion of a school-wide HPGE evaluation was undertaken. Students were involved in the development of Personalised Learning Hubs and the implementation of the Game Changers Challenge and Business Entrepreneurship Program.

As the focus was on initial 'implementation', by the end of 2021 the aim was to achieve two key actions: Evaluate and Build Capacity. The mandatory implementation of the HPGE Policy and the Department's resources contributed to the successful implementation of HPGE at the school, which allowed school leaders to align the delivery of PL in the school with the Department.

The HPGE Audit was also another successful activity, where HPGE Team members were utilised to lead Faculty Audits that supported the 'evaluation' stage of our implementation. Two new initiatives were implemented this year targeting the social-emotional, creative and intellectual domains of potential. These included the Game Changers Challenge and the Business Entrepreneurship Program. These initiatives have been positively received by students and will continue to be strengthened in 2022. The school has made excellent progress and achieved the annual progress measures.

The focus of Initiative 2 was to progress towards achieving the system negotiated targets around sense of belonging, expectations for success, advocacy and attendance. This included evaluation of Tell Them From Me (TTFM) delivery strategy to improve student completion of the TTFM survey. This improved delivery strategy in 2021 resulted in the achievement of this action and has provided a clear direction for improvement moving into 2022. New engagement programs were established to address the arising needs to re-engage and connect students with the school and their learning. In order to achieve the system negotiated targets of attendance, the student attendance enhancement initiative was implemented. Further progress is yet to be achieved regarding implementation and the level of outcomes achieved of this initiative and will continue to be strengthened in 2022.

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
HPGE key action area focus: Evaluate <ul style="list-style-type: none">• HT T&L team to evaluate current using the Evaluation and Planning Tool• Evaluation and development of physical, intellectual, social-emotional and creative domains• Implementation of Business and	The successful evaluation and planning for the integration of the HPGE Policy using the Evaluation and Planning Tool has led to the identification of the policy statements in focus for 2021 (1.1.1, 1.6). The school-wide HPGE Audit provided deep insight into the school process in place to promote engagement and challenge for every student, regardless of background, in every school, across intellectual, creative, social-emotional and physical domains. This led to the development of the The Business Entrepreneurship

<p>Entrepreneurship Program for students in Years 10, 11 and 12</p> <p>HPGE key action area: Build teacher and leadership capacity</p> <ul style="list-style-type: none"> • All staff have engaged in professional learning on the HPGE policy in order to build capacity • Development of a HPGE team • Teacher developed units to lead and deliver the Entrepreneurship Program 	<p>Program which commenced in 2021 with Modules created for two groups on alternate weeks across six lessons each term for Year 10 and Years 11/12. This program achieved a high engagement and participation rate. During the learning from home period this program was paused and due to this did not resume upon return to onsite learning due to the time constraints to create a final product. In addition to this, the achievement of the 2020 Game Changers Challenge participants which saw BPHS named 2020 champions promoted the 2021 GCC which saw two groups participate with one group advancing to Heats. Our students continue to collaborate with Department facilitators and external agencies to bring their idea to life, building connections with the community and developing their critical thinking skills.</p> <p>All staff engaged in professional learning on HPGE including: 5 key actions, why and how and guiding principles, unpacking high potential, gifted and highly gifted and potential versus performance. The development of a HPGE Team includes 1-2 HPGE leaders across all faculties in the school, reflecting the collective focus on HPGE in the school. The development of the HPGE Team and the suite of PL that was delivered to staff throughout 2021 has effectively introduced the new HPGE Policy and developed the capacity of staff to engage with and understand the HPGE Policy as part of the initial implementation stage. This will later support staff in the 2022 key action areas: Assess and Identify, and Collaborate.</p>
<ul style="list-style-type: none"> • Review wellbeing and engagement programs and evaluate the effectiveness of them. • An increase in the number of students completing the TTFM survey. • Increase the Wellbeing target by 2.5% - reflected in TTFM survey data related to advocacy at school, expectations for success, and a sense of belonging. • Student attendance enhancement plan implemented including intervention, monitoring, checkpoint and positive reinforcement tools developed. • <p>An uplift of 1.5% of students in Years 7-10 attending school 90% or more.</p>	<p>In 2021, the impact of COVID and the learning from home period meant that the complete review of Wellbeing and engagement programs was unable to be achieved. However, it did highlight the need to engage students while learning from home which led to the development of wellbeing programs such as the Sport Teacher Mentor Program (STMP). This program improved the sense of advocacy for students and families at home while also improving their sense of belonging to the school despite not physically being present.</p> <p>The improvement and refinement of the Tell Them From Me (TTFM) delivery process successfully led to a large increase in students completing the TTFM survey. The development of resources to assist staff in delivering the survey to students improved student understanding and engagement with the survey itself. This accurate and impactful baseline data remained unchanged and stable despite an increase in participants conducting the survey. The collated information has established areas to work towards in 2022 such as Advocacy, Student Belonging and Expectations of School Success.</p> <p>The Student Attendance Enhancement strategy was launched in 2021. A working party and collaborative team of stakeholders was established and plans were created to improve student attendance. While this initiative was successfully introduced, the disruption of the learning from home period and the fluctuating COVID situation has impacted the ability to show a clear trend with no significant impact evident of uplifting the 2021 attendance data. In 2022, additional activities including volunteering, leadership and engagement programs will be implemented to continue working towards increasing student attendance levels and achieving the system negotiated target. An attendance reporting system is also planned to be trialed by selected school across our network with Bossley part of the planning team.</p>
<p>School Self Evaluation indicates:</p> <ul style="list-style-type: none"> • Maintain Excelling in Learning Domain-Wellbeing - caring for students • Maintain Excelling in Learning Domain - Wellbeing - a planned approach to wellbeing • Maintain Excelling in Learning Domain Learning culture - attendance 	<p>Annual review of programs and the refinement of programs continues to be a focus of regular evaluation.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$16,000.00</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"> • Explicit teaching of Literacy and Numeracy • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • engage with external providers and specialist to provide intensive language support to identified EAL/D students • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: staff are more equipped to differentiate and scaffold the learning for their EALD students including the use of EALD Progression Assessment tool. Staff engagement in 'EALD Effective School Practices Research' resource kit and increased resulting in targeted teaching and learning for individuals and small groups of students. a range of work samples have been collected on language development including oral, reading and writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to build on differentiation and scaffolding as effective teaching and learning strategies for EALD students. Further professional learning on vocabulary as part of a school-wide focus using external and DoE personnel. Relief time funded so to increase opportunities for lesson observations and team teaching with colleagues with the aim to improve practice. Low, medium and high range work samples collected and annotated so to form a bank of feedback to improve student performance.</p>
<p>Integration funding support</p> <p>\$135,900.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bossley Park High 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"> • Explicit teaching of Literacy and Numeracy <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 • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: development and implementation of PLSPs using both school appointed learning support and additional funded staff in the process. These PSLPs have been targeted towards students with learning and behaviour support needs. Additional staff employed has also been utilised to support the learning, wellbeing and behaviour needs of targeted students. This was particularly evident and successful through covid lockdown using SLSOs in a student mentoring program.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to build and refine PSLPs using all available staff through funded</p>

<p>Integration funding support</p> <p>\$135,900.00</p>	<p>sources. Use experienced staff to 'train up' new and less experience staff to write, review and monitoring PSLPs. This will be achieved through collegial professional learning experiences. Teaching English Language Learners (TELL) course to be undertaken by new staff and implemented. Release time funded to provide targeted programming time for teachers to embed high challenging and high supportive lesson delivery.</p>
<p>Socio-economic background</p> <p>\$801,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bossley Park High School who may be 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"> • Evidenced Based Teaching Practices • Explicit teaching of Literacy and Numeracy • High Potential and Gifted Education (HPGE) • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [Game Changers Challenge; Business and Entrepreneurship; Student Efficacy and Agency] to support student learning • resourcing to increase equitability of resources and services • employment of additional staff to support [Stage 4 Literacy classes] program implementation. • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in:</p> <p>the positive upward trend of NAPLAN writing results with our 2021 year 9 results above state and SSSG . We also achieved an uplift of year 9 students in the top 4 NAPLAN bands for reading in 2021 (above the SSSG average). Spelling scores continued to widen the difference between state () gap and SSSG gap in 2021.</p> <p>In Numeracy, our year 9 results indicated an uplift in students at or above expected growth and a reduction of students at negative growth. Numeracy school v state v SSSG results indicated that the state result is declining since 2019 and school results are increasing for the same time period. School result in 2021 overtook SSSG score.</p> <p>High student engagement in Education Perfect and Edrolo correlated with improved teacher use of these teaching and learning platforms. Additional Literacy classes are having a direct impact on NAPLAN9 results as indicated above.</p> <p>Enhanced staff communication via the PL google site provided staff with a 'one stop shop' platform for all school professional learning needs.</p> <p>Additional HT T&L funded position continued to work on programming improvements conducted by DoE teaching and curriculum advisers previously with very explicit programs across the school clearly evident. 'Faculty check ins' supported by senior executive ensured consistency in development and implementation. Engaging collaboration meetings on effective feedback and questioning morphed into the development of an online collaboration platform.</p> <p>Game changer challenge results showcased our HPGE policy implementation with student success in competitions. While the birth of student personalised learning hub occurred and the development of the Business and Entrepreneurship program commenced, implementation progress on both activities was reduced due to covid lockdown.</p> <p>Active participation in the Cowpasture Attendance Working Party (CAWP) provided a strong seat at the table to strengthen attendance and school engagement. The school adopted a teams approach to monitor, target and initiate proactive attendance strategies. Covid lockdown impacted the full</p>

<p>Socio-economic background</p> <p>\$801,000.00</p>	<p>year attendance pattern but positive trend data was established overall.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued investment in our Literacy and Numeracy approach including additional staffing for Stage 4 Literacy classes, explicit Numeracy teaching in Maths classes across stage 4 and 5. With additional staffing employed and timetabled strategically in Maths to target student needs the focus.</p> <p>Funding of online resource platforms in Maths and across an expanding amount of stage 6 courses.</p> <p>Building on the BPHS PL site, collaboration pedagogy and explicit programming focus with the continuation of a 2.5 HT T&L team supported by school funding.</p> <p>Growth of our HPGE focus will see activities in staff PL, student identification and engagement together with planning to 'unearth the potential and develop the talent' blossom.</p> <p>Ongoing work to implement the DoE reform 'every day counts' and our involvement in the CAWP we see the school in a strong position to achieve 95% attendance pattern across all cohorts. The employment of 0.4 Student Support Officer and working with school and external agencies will be a vital link the the quest for attendance and engagement improvement.</p>
<p>Aboriginal background</p> <p>\$10,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bossley Park High 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"> • Explicit teaching of Literacy and Numeracy • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • PLSPs and learning goals developed and implemented for ATSI students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: higher level of engagement from all stakeholders in personalised learning plans with parent participation in the learning goals increased. Tell them from me data indicated that 44% of ATSI students took pride in their culture and 52% believe that teachers do not understand their culture. This is an area the school will continue to build upon. SLSOs used to mentor disengaged students during covid lockdown including ATSI students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to develop and implement personalised learning plans with greater engagement from families. Use of newly constructed yarning circle to promote first nation awareness and understanding among staff and students which in turn should lead to an increase level of ATSI students 'feeling good' about their culture and lift staff first nation cultural connection.</p>
<p>English language proficiency</p> <p>\$366,930.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bossley Park High 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"> • Explicit teaching of Literacy and Numeracy

<p>English language proficiency</p> <p>\$366,930.40</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff • additional teacher time to provide targeted support for EAL/D students and for development of programs • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: upward trend in the number of students in the top 2 NAPLAN bands for the premier priority of reading and numeracy since 2019. In middle two NAPLAN bands school result was higher than state result in every Literacy and numeracy domain and significantly higher than SSSG in reading and spelling.</p> <p>Programming updates using literacy checkpoints and renaissance accelerated reader strategy in stage 4 literacy lessons. Covid ISLP post survey data revealed that small group tuition and 30 minutes lesson proved highly successful with 85% of students data indicating this as an effective learning environment to support both Literacy and numeracy outcomes being achieved. Literacy toolkit development has now increase to a 5th edition which specifically targets vocabulary strategies and resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: further consolidation and enhancement of the programming, learning progressions, literacy classes, literacy checkpoints and toolkits and covid ISLP tutoring to ensure student learning outcomes are achieved. This should be reflected in positive NAPLAN results particularly against premier priorities and school v SSSG v State scores in both literacy and numeracy domains.</p> <p>Additional staffing and release time will also be adopted to allow further growth of our Literacy and Numeracy strategy to support student learning development and performance.</p>
<p>Low level adjustment for disability</p> <p>\$415,871.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Bossley Park High 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"> • Explicit teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of English Teacher, SSO and School Learning and Support Officers • support for student learning needs undertaking Life Skills; Minimum standards; Covid ISLP; HSC Special Provisions. <p>The allocation of this funding has resulted in: the positive upward trend of NAPLAN writing results with our 2021 year 9 results above state and SSSG . We also achieved an uplift of year 9 students in the top 4 NAPLAN bands for reading in 2021 (above the SSSG average). Spelling scores continued to widen the difference between state gap and SSSG gap in 2021. Students with learning support needs contributed to these positive data trends. In Numeracy, our year 9 results indicated an uplift in students at or above expected growth and a reduction of students at negative growth. Numeracy school v state v SSSG results indicated that the state result is declining since 2019 and school results are increasing for the same time period. School result in 2021 overtook SSSG score.</p>

<p>Low level adjustment for disability</p> <p>\$415,871.40</p>	<p>High student engagement in Education Perfect and Edrolo correlated with improved teacher use of these teaching and learning platforms. Additional Literacy classes are having a direct impact on NAPLAN9 results for students with learning support needs.</p> <p>Programming updates using literacy checkpoints in stage 4 literacy lessons.</p> <p>Covid ISLP post survey data revealed that small group tuition and 30 minutes lesson proved highly successful with 85% of students data indicating this as an effective learning environment to support both Literacy and numeracy outcomes being achieved.</p> <p>Literacy toolkit development has now increased to a 5th edition which specifically targets vocabulary strategies and resources assisting students with learning support needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continued investment in our Literacy and Numeracy approach including additional staffing for Stage 4 Literacy classes, explicit Numeracy teaching in Maths classes across stage 4 and 5. With additional staffing employed and timetabled strategically in Maths to target student who require additional support.</p> <p>Further consolidation and enhancement of the programming, learning progressions, literacy checkpoints and toolkits and covid ISLP tutoring to ensure student learning outcomes are achieved. This should be reflected in positive NAPLAN results particularly against premier priorities and school v SSSG v State scores in both literacy and numeracy domains for students needing learning support.</p> <p>Ongoing employment of Covid ISLP tutors, SSO and SLSOs to provide targeted wellbeing and educational support in order to maintain/improve school engagement and learning outcomes.</p>
<p>Professional learning</p> <p>\$74,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bossley Park High 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"> • Embedding High Leverage HSC Strategies • Evidenced Based Teaching Practices • Personalised Teacher and Other School Staff Development • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing teacher release time and course costs to undertake HSC professional learning rounds; programming 'check in' collaboration process with faculty HTs, T&L HT and DP; HALT and ECT PL opportunities; Leadership Colloquium and SPC leadership courses; TTFM PL/survey delivery and analysis. <p>The allocation of this funding has resulted in:</p> <p>capacity building for staff to be more equipped to embed Higher leverage Strategies (HLS) into stage 6 teaching and learning programs. 2020 and 2021 HSC positive trend data were a direct result from HSC PL. 2020 HSC results included 61% (6% increase from 2019) of results across all courses in band 4-6, 11% increase in courses with an average mean above the state mean, 69% of courses achieved more band 4-6 than 1-3 results and SD 1 top 2 bands system negotiated lower bound target (59.1%) being reached. In 2021 HSC results, a 4% increase in the number of Band 6 results from 5% of total results in 2020 to 9% in 2021. A 7% Increase in the percentage of results in the top 3 Bands 4-6 from 61% in 2020 (previous best result) to 68%. Surpassed our HSC top 3 bands agreed system negotiated target upper bound of 64.10% by 3.9%. 90% of courses (excluding extension) achieved more results in Bands 4-6 than in Bands 1-3. Compared to 2015 when only 46% of courses achieved most results in the Band 4-6 range.</p>

<p>Professional learning</p> <p>\$74,000.00</p>	<p>This is a massive increase of 44% over the past 6 years. Teacher professional growth with teacher ability to identify and annotate discriminating features of top band responses improved.</p> <p>Development of high quality explicit programs with staff annotating and adjusting them on a lessons by lesson basis. Faculty 'check in' process has consolidated this process and ensured staff accountability to continue to enhance programs.</p> <p>The employment of additional staff on a casual bases and using their expertise in the areas of lesson observation, teacher feedback, annotated evidence against the Australian Professional Teaching Standards (APTS.) Writing final reports and ECT are successfully tracked, monitored and all documentation required by NESA for proficient endorsement to be completed.</p> <p>Highly Accomplished Accreditation (HALT) candidates being mentored, monitored and advised directly by our Head Teacher Teaching and Learning who is also a HALT and a NESA HALT Assessor.</p> <p>Leadership capacity building in staff who are now more equipped to lead and manage in their areas of responsibility and across the school. Aspiring leaders are now more ready to step up into leadership positions and make a success and positive impact.</p> <p>TTFM survey understood and delivered by staff giving a more consistent implementation process. Results analysed gave a more authentic account of the current 'state of play' leading to the successful development and implementation of the STMP project.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>further participation in HSC PL rounds across all courses available in 2022 with 2 teachers per course. Participating teachers deliver PL to faculty colleagues as follow up so that the PL knowledge, skills and understanding is distributed across the school. A continued uplift in HSC result will then be expected.</p> <p>Ongoing program improvements carried out with faculty 'check in' process continuing. Instructional and Visible leadership conducted by senior executive to ensure classroom delivery of teaching and learning programs are explicit, relevant and engaging for students supporting LISC model and improving student learning outcomes.</p> <p>2022 has seen an influx in ECT and teachers new to our school so funding sources will continue to provide professional learning and resource purchases for support their ongoing development which will improve learning outcomes of their students. Funding will also support release time to work on programming, lesson preparation. lesson observation and behaviour management development.</p> <p>For HALT teachers, funding used to support professional learning and release time will provide a tremendous benefit to the staff and students through as better teachers, make better teachers and better students.</p> <p>Putting up to 10 teachers through leadership colloquium courses to further expand leadership capacity throughout our staff.</p> <p>Continuing to provide the time and resources to deliver and unpack TTFM survey data in order to guide our wellbeing and engagement SD 3 initiative 2 plan.</p>
<p>Beginning teacher support</p> <p>\$85,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Bossley Park High School during their induction period.</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"> • Personalised Teacher and Other School Staff Development

<p>Beginning teacher support</p> <p>\$85,000.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Early career teacher Program <p>Higher levels of Accreditation Program</p> <p>The allocation of this funding has resulted in: the employment of additional staff on a casual bases and using their expertise in the areas of lesson observation, teacher feedback, annotated evidence against the Australian Professional Teaching Standards (APTS.) Writing final reports and ECT are successfully tracked, monitored and all documentation required by NESA for proficient endorsement to be completed. Highly Accomplished Accreditation (HALT) candidates being mentored, monitored and advised directly by our Head Teacher Teaching and Learning who is also a HALT and a NESA HALT Assessor.</p> <p>After evaluation, the next steps to support our students with this funding will be: as 2022 has seen an influx in ECT and teachers new to our school so funding sources will continue to provide professional learning and resource purchases for supportt their ongoing development which will improve learning outcomes of their students. Funding will also support release time to work on programming, lesson preparation. lesson observation and behaviour management development. For HALT teachers, funding used to support professional learning and release time will provide a tremendous benefit to the staff and students through as better teachers, make better teachers and better students.</p>
<p>COVID ILSP</p> <p>\$158,000.00</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Staff have successfully implemented Round 1 of the COVID ILSP tutoring, using PLAN2 to consistently track and analyse student attainment and growth using the National Literacy and Numeracy Learning Progressions.</p> <p>93% of surveyed students in the Numeracy program and 100% of surveyed students in the Literacy program recognised 'some' or 'definite' improvement in their literacy or numeracy skills as a consequence of their engagement with the program. This is also captured in PLAN2 data, where the majority of students were able to demonstrate growth across all learning progressions by the end of each round of tutoring (for example, 89% of all participating students in Round 3 Literacy tutoring were able to progress to higher progression level in all the learning progressions sub-element of understanding texts).</p> <p>After evaluation, the next steps to support our students with this funding will be: The COVID ILSP program will continue to be implemented with a similar process to that of Round 1. Round 2 Literacy ILSP will no longer include small group tuition for Year 10. Instead, ILSP Teacher will collaborate with Year 10 English teachers to support students one-on-one or in small group settings within the classroom. This will ensure that Year 10 students are not withdrawn from English and do not miss valuable learning in preparation for the Stage 6 course. Round 2 of the Numeracy ILSP will continue to be implemented in the same way as Round 1 with the prioritisation of specific</p>

COVID ILSP \$158,000.00	intervention strategies identified from Round 1 analysis .
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	727	715	727	740
Girls	718	691	660	655

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.3	93.2	96.1	92.5
8	92.5	91.7	94	91.9
9	91.2	90.1	92.7	90.6
10	89.3	89.3	92.6	89.8
11	90.9	90.2	92.2	89
12	93	92.1	93.1	90.3
All Years	91.9	91.1	93.4	90.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	0
Employment	2	3	13
TAFE entry	2	2	9
University Entry	0	0	63
Other	3	2	0
Unknown	1	1	6

Year 12 students undertaking vocational or trade training

39.91% of Year 12 students at Bossley Park High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Bossley Park High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	71.9
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	20.85
Other Positions	1.2

*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	6,668,628
Revenue	18,313,358
Appropriation	17,617,755
Sale of Goods and Services	293,541
Grants and contributions	384,107
Investment income	3,826
Other revenue	14,129
Expenses	-20,950,921
Employee related	-15,436,625
Operating expenses	-5,514,295
Surplus / deficit for the year	-2,637,563
Closing Balance	4,031,065

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	152,014
Equity Total	1,846,304
Equity - Aboriginal	10,126
Equity - Socio-economic	1,045,182
Equity - Language	366,637
Equity - Disability	424,359
Base Total	13,833,108
Base - Per Capita	345,000
Base - Location	0
Base - Other	13,488,108
Other Total	650,174
Grand Total	16,481,600

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

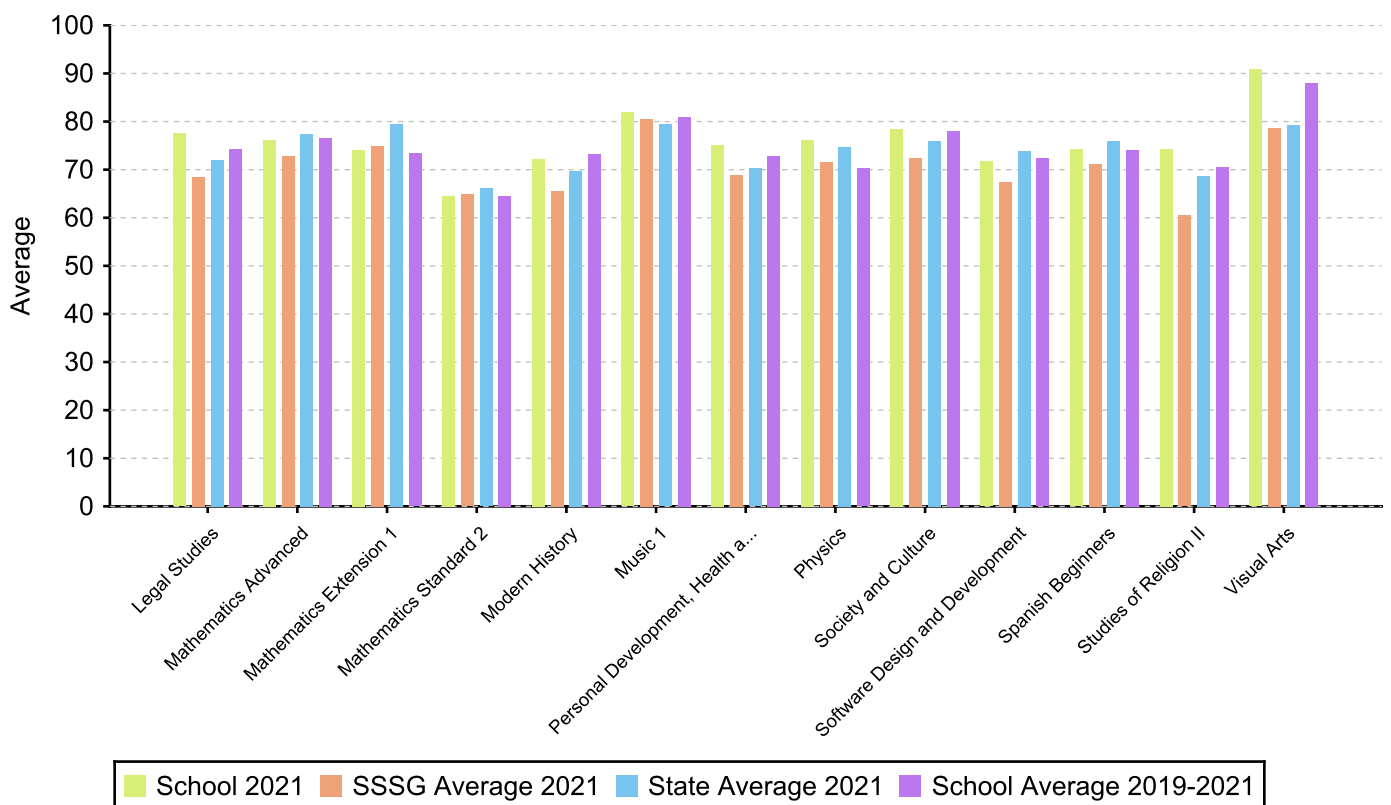
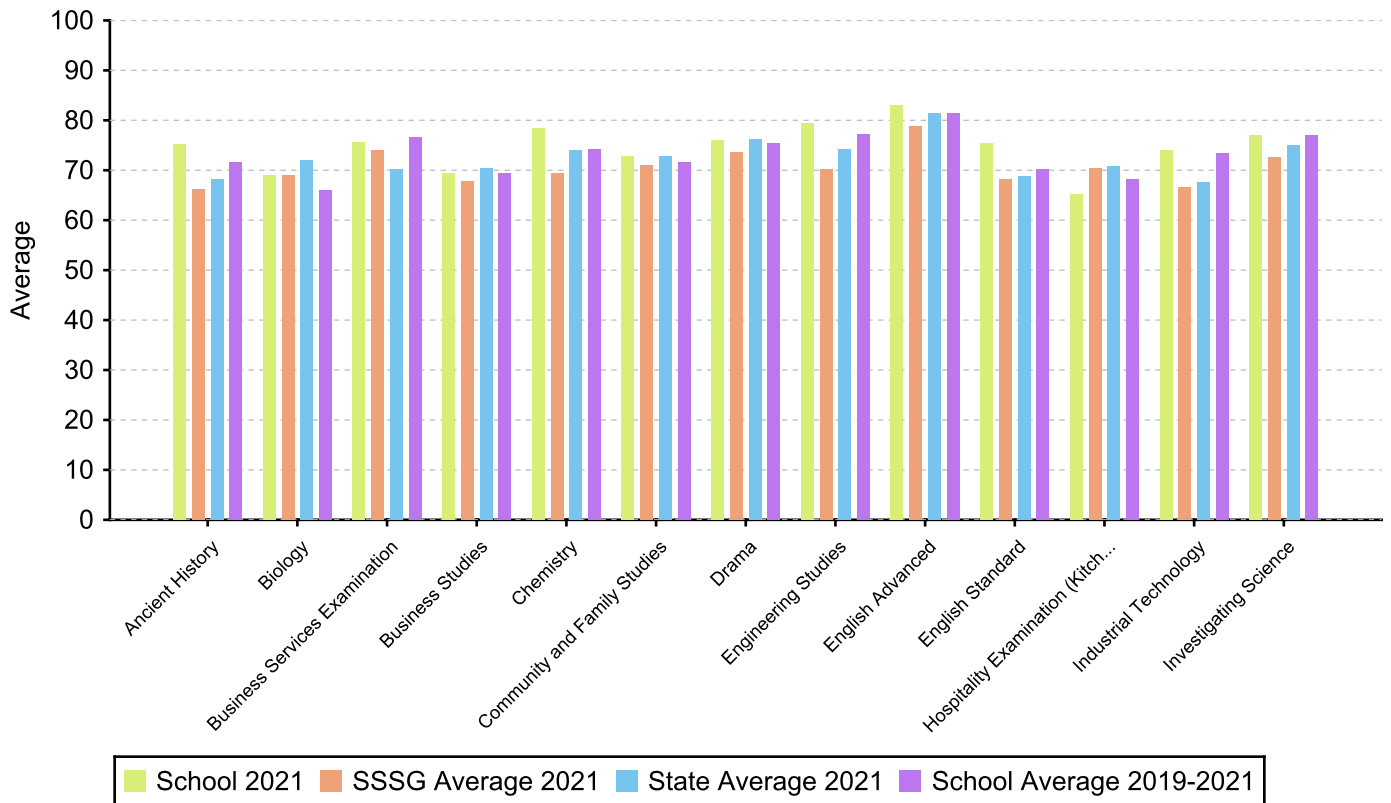
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	75.2	66.1	68.1	71.5
Biology	69.0	69.1	71.9	66.0
Business Services Examination	75.6	74.0	70.1	76.6
Business Studies	69.4	67.8	70.4	69.5
Chemistry	78.4	69.5	74.1	74.2
Community and Family Studies	72.8	71.0	72.7	71.7
Drama	75.9	73.6	76.1	75.3
Engineering Studies	79.4	70.2	74.1	77.1
English Advanced	83.0	78.9	81.4	81.3
English Standard	75.3	68.2	68.8	70.3
Hospitality Examination (Kitchen Operations and Cookery)	65.2	70.4	70.8	68.2
Industrial Technology	73.9	66.6	67.7	73.4
Investigating Science	76.9	72.7	74.9	76.9
Legal Studies	77.5	68.5	72.0	74.3
Mathematics Advanced	76.1	72.9	77.4	76.6
Mathematics Extension 1	74.1	74.9	79.5	73.4
Mathematics Standard 2	64.5	64.9	66.1	64.5
Modern History	72.2	65.6	69.7	73.3
Music 1	81.9	80.5	79.4	81.0
Personal Development, Health and Physical Education	75.2	68.8	70.3	72.9
Physics	76.1	71.5	74.8	70.2
Society and Culture	78.5	72.4	76.0	78.0
Software Design and Development	71.7	67.4	74.0	72.3
Spanish Beginners	74.2	71.2	75.9	74.2
Studies of Religion II	74.3	60.5	68.8	70.5
Visual Arts	90.8	78.7	79.4	88.0

Parent/caregiver, student, teacher satisfaction

Parents were surveyed for their opinions of remote learning lesson delivery in 2021. Below are a sample of their responses:

- Well done and thank you for everything what you doing for our kids in this time.
- The simplified and more fun timetable is an excellent move, as it keeps my child motivated and keen. The workload is very manageable and enjoyable! Trying to do the normal timetable at home in 2020 was extremely intense, the workload was incredibly unmanageable and simply an unrealistic expectation whilst parents have to work productively from home and also supervise other children for online learning.
- I love the mix of curriculum and well-being. Children need a mix of both for the best learning outcomes.
- Platforms so far are brilliant. Great work BPHS.
- Thanks for not overwhelming my son. He seems to be able to manage the day independently and being a parent who is also predominantly working from home I appreciate it.
- Love the timetable. It allows flexibility in the day. Lesson content should be considered as there is a lot for some subjects day
- As a support teacher myself & working from home, I really appreciate the mix of school work & well-being activities. It's set out was fantastic with easy navigation for the kids to do their work without any assurance required from me. Kids really love the KAHOOT, it's awesome.. Keep up the amazing work & an absolute massive THANKYOU to all the staff & teachers, you guys ROCK!
- Timetables and instruction sheet is comprehensive and helpful. I would love more advice on how to keep kids focused. As a parent, I am struggling with this.
- The senior teachers are great. Keep up the good work!
- I think the school is doing the best they can but my children are not being occupied with activities until 3pm as they complete their tasks too quickly.
- Compliment - just want to thank all the teachers for their efforts and hard work in trying to organise things for our children, so sudden, during these challenging times. Keep safe and healthy. Thank you again.

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

At Bossley Park High we have a team of dedicated teachers working closely with our Aboriginal students and their families to set goals, monitor achievement, provide support when necessary. We encourage them with opportunities to learn about their culture and meet and participate in activities with other Aboriginal students across the state. The First Nations team also oversee the whole school initiatives for all students so they can learn in an authentic and meaningful way. Activities were impacted by COVID restrictions in 2021. For 2022 a First Nations coordinator has been appointed who will join the Wellbeing team and make reports at the fortnightly meetings.

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.

Anti-Racism - School statement

At Bossley Park High our anti racism officer is Mr Bian who is an EALD English teacher and year adviser and MS Weir our Teacher Librarian. He investigates and support students when any report is made.

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.

Multicultural and anti-racism education - School Statement

There are approximately 1350 students in the school, 82% of the student population come from a language background or dialect other than English, 62% of students are learning English as an additional language and 10% of students are from a refugee background. The major cultural groups are Arabic, Spanish, Assyrian, Italian, Eastern European, and Southeast Asian backgrounds. We actively promote a culture of inclusion and acceptance of the diversity in our school. In 2021 we established a Community Engagement Team who works collaboratively to plan the years major event which include Harmony Day, Refugee Expo, Parent cafe's and the International Day of Peace.