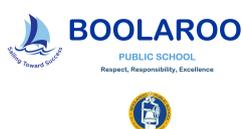


2022 Annual Report

Boolaroo Public School



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Introduction

The Annual Report for 2022 is provided to the community of Boolaroo 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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School vision

At Boolaroo Public School we provide "Quality Education in a Caring and Innovative Environment", where all learners aspire to reach their potential. Students are socially and emotionally equipped to connect, succeed, thrive and learn. As a whole school community we work collaboratively, setting high expectations and building relationships that promote our core values **"RESPECT, RESPONSIBILITY & EXCELLENCE"**.

Succeeding Today, Preparing for Tomorrow

School context

Boolaroo Public School is a dynamic and caring educational environment and is located on the northern end of Lake Macquarie, that provides students with access to quality programs within a varied and balanced curriculum. The school fosters a culture of high expectations, community engagement and has strong relationships with our P&C. Our current school enrolment is 72, and 15 percent of our students identify as having Aboriginal heritage. We have four EAL/D students and our Family Occupation and Education Index (FOEI) currently sits at 119. Visitors to the school comment on the close, cooperative and supportive relationships that exist between students and staff.

At Boolaroo Public School we are committed to providing high quality education for students from Kindergarten to Year 6 within an inclusive and supportive learning environment. There is a strong focus on literacy and numeracy as we believe these are the building blocks for all learners. Using data from NAPLAN and school assessments, student learning needs are identified and catered for. Student learning is also supported by a range of extracurricular programs.

Using our situation analysis we identified three areas of focus for this Strategic Improvement Plan: Student Growth and Attainment, Quality Teaching and High Expectation inclusive Learning Culture.

To achieve our directions, the school will have a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies to support students to achieve expected growth and attainment in their learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

We will establish systems that support explicit teaching, collaboration and feedback, with a focus on developing professional dialogue, consistent teacher judgement, classroom observations and modelling of effective practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. A continued participation in the established Small School Schools Alliance will further develop collaborative practices for students, teachers and the wider community.

A culture of personal excellence and high expectations for all our students will be embedded through providing opportunities for students to belong, thrive, succeed and learn. All stakeholders will work cohesively to create a holistic learning community. Our systems will be transparent, highly effective and sustainable to support community engagement, resulting in sustained and measurable whole school improvement.



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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in reading and numeracy, we will ensure the implementation of appropriate curriculum provision for every student. This includes learning activities that are innovative, engaging and differentiated, underpinned by evidence-informed strategies, embedded evaluative practices and quality teaching.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Integration funding support: \$112,600.00

Low level adjustment for disability: \$35,910.00

Literacy and numeracy: \$28,311.00

Socio-economic background: \$38,609.00

English language proficiency: \$2,400.00

Professional learning: \$2,000.00

Summary of progress

In 2022 we focused on high impact professional learning in numeracy and reading. Learning focused on K-2 teachers developing their understanding and capability to implement decodable readers. K-6 engaged in a deep dive into the new K-2 English and Mathematic syllabi. PL focused on Launch Explore and Summarise, as well as Newman's prompts has also been a whole school focus.

All teachers used the ALAN suite of assessment data to effectively drive teaching and learning programs. Teachers differentiated their instruction in reading and this was evident in guided reading programs. Evidence indicated there are clear links between PLAN2 data and differentiation in reading. Learning Intentions and Success Criteria are evident in all classrooms and has increased student engagement.

Teachers used literacy learning progressions and PLAN2 data to inform the next steps in reading based on understanding texts (K-6) and phonic knowledge and word recognition (K-2). In numeracy, teachers used the Interview for Student Reasoning (IfSR) whole number and place value assessments. This data was used to differentiate teaching learning programs.

In 2023 we will continue to focus on active learning and assessment strategies as an integral part in teaching reading and numeracy. All staff will engage with the new 3-6 English and Mathematic Syllabi and K-2 will enact the respective syllabi.

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
Reading NAPLAN top two bands <ul style="list-style-type: none">• Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2%.	In 2022: <ul style="list-style-type: none">• 26% of Year 5 students were in the top 2 bands.• 13% of Year 3 students in top 2 bands.• 2021 data showed 27.7% in the top 2 bands and in 2022 there were 39%.• 2022 data shows that the school was above system negotiated target.
Reading <ul style="list-style-type: none">• More than 65% of students achieve expected growth NAPLAN Reading.	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

<p>Reading</p> <ul style="list-style-type: none"> • More than 65% of students achieve expected growth NAPLAN Reading. 	<ul style="list-style-type: none"> • Teachers use the 'one year's progress for one year's teaching' document to monitor student achievement.
<p>NAPLAN Value-Add</p> <p>Value Added for K-3, 3-5 and 5-7 is trending towards sustaining and growing.</p>	<ul style="list-style-type: none"> • Data for Value add is not available for K-3 as a result of changes to Best Start. • Our Value add for 3-5 is at sustaining and growing. • Our Value add for 5-7 is at delivering.
<p>Learning Progressions</p> <ul style="list-style-type: none"> • 85% of Kindergarten students will achieve within the expected end of year progression for Phonological Awareness (4), Phonic Knowledge, Word Recognition (4) Understanding Texts (4) and Creating Text (3) in Literacy. • An increased percentage of students Yr 1-6, are achieving or exceeding individualised expected growth in reading from baseline data, using the literacy progressions, PLAN2 data and syllabus indicators. 	<ul style="list-style-type: none"> • 100% of kindergarten students demonstrated achievement within the expected end of year progression for, Phonics & Word Recognition, Understanding text and Creating texts. • 50% achieved expected end of year progression for phonological awareness. • 72% of students Yr 1-6 achieving stage syllabus outcomes or above in reading.
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Data Skills and Use - maintaining excelling • Student Performance Measures- maintaining sustaining and growing • Curriculum - excelling 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of data skills and use. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Student Performance Measures. • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Curriculum.
<p>Numeracy</p> <p>NAPLAN top two bands</p> <ul style="list-style-type: none"> • Top 2 bands (or equivalent) NAPLAN Numeracy increase (uplift) of 2%. 	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 13% of students are in the top two skill bands for numeracy indicating the school is above system target. • 2021 data showed 27% in the top 2 bands, while 2022 data shows there were 25% .
<p>Numeracy</p> <ul style="list-style-type: none"> • More than 65% of students achieve expected growth NAPLAN numeracy. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year. • Teachers use the 'one year's progress for one year's teaching' document to monitor student achievement.
<p>NAPLAN Value-Add</p> <p>Value Added for K-3, 3-5 and 5-7 is trending towards sustaining and growing.</p>	<ul style="list-style-type: none"> • Data for Value add is not available for K-3 as a result of changes to Best Start. • Our Value add for 3-5 is at sustaining and growing. • Our Value add for 5-7 is at delivering.
<p>Learning Progression</p> <ul style="list-style-type: none"> • 85% of Kindergarten students will achieve within the expected end of year progression for Quantifying Numbers (6) and Additive Strategies (3) in Numeracy • An increased percentage of students Yr 1-6, are achieving or exceeding individualised expected growth in numeracy from baseline data, using the numeracy progressions, PLAN2 data and syllabus indicators. 	<ul style="list-style-type: none"> • 85% of kindergarten students demonstrated achievement within the expected end of year progression for, Quantifying Numbers (6) and Additive Strategies (3) • 70% of Yr 1-6 students achieved expected growth in numeracy.
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Curriculum - excelling 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of data skills and use.

- Data Skills and Use - **maintaining**
excelling
- Student Performance Measures-
maintain sustaining and growing

- Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the element of Student Performance Measures.
- Self-assessment against the School Excellence Framework shows the school currently performing at **excelling** in the element of Curriculum.

Strategic Direction 2: Quality Teaching

Purpose

To enhance teacher practice and effectiveness through explicit teaching, collaboration and feedback with a focus on developing professional dialogue, consistent teacher judgement, collaboration, classroom observations and modelling of effective practices.

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.

- Effective Classroom Practice and Assessment
- Collaborative Feedback and Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,114.00

Professional learning: \$6,565.00

QTSS release: \$13,560.00

Summary of progress

Staff undertook a range of high impact professional learning opportunities, explored professional readings and collegially shared lesson observations and feedback. Targeted, differentiated and varied professional learning has led to a strengthened focus on the explicit teaching of Literacy and Numeracy and in the use of data to plan for and inform teaching and learning. The focus was narrow and deep ensuring it was embedded and teaching strategies were differentiated. Feedback from staff and observations of teaching practice indicate the value of engagement in professional dialogue and collaboration which have led to improvement in pedagogy, student learning outcomes and improvement in whole school practice in explicit teaching and data skills and use.

High quality data has also been used this year to support teacher capabilities and ensure high impact on student growth and attainment. The executive regularly collected, monitored and maintained accurate, clear, coherent and accessible data for teaching and learning. The data was expertly used to develop, model and implement effective methods of pedagogy and best classroom practice.

Learning Intentions and Success Criteria were embedded into lesson delivery. Specific feedback was provided to students to progress student learning and encourage students to self-assess, reflect and monitor their learning. In 2022, a rigorous system of observation and planning was introduced across the school. Executive staff conducted lesson observations to determine the extend and application, of professional learning knowledge in classroom practice.

Through 5 weekly impact meetings, data was analysed with the executive, this determined the teaching focus for the next 5 weeks. Feedback from the teachers around the impact meetings, was extremely positive. Impact meetings and lesson observations allowed teachers to self-reflect on their teaching and acknowledge their strengths and where they need to go next in their journey. Meeting note proforma, lesson observation documentation and collegial conversations provided insight into teaching practice. Teachers collaborated to develop their knowledge on the research based teaching strategies Launch, Explore Summarise and Newman's Error Analysis, to support students in solving mathematical word problems.

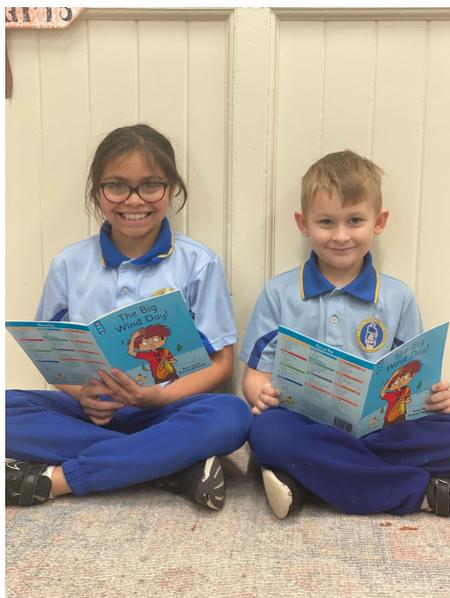
In 2023 collaborative feedback will be further enhanced and QTRS training will occur.

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
Effective Classroom Practice and Assessment <ul style="list-style-type: none">• An increase in teacher observation showing application of PL in the	<ul style="list-style-type: none">• Teacher surveys and observations showed, 67% of teachers were confident before PL and 100% teachers were confident after PL Explicit Feedback and LISC.• Research based PL to all staff around Launch Explore Summarise (LES)

<p>classroom using baseline data.</p> <ul style="list-style-type: none"> • An improvement in classroom practice focused on explicit teaching, differentiation and rigorous planning using baseline data. <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Effective Classroom Practice - sustaining and growing • Learning and Development- sustaining and growing • Curriculum - excelling 	<p>and the Big Ideas that underpin the new K-2 Mathematics syllabus was implemented throughout the year. LES is evident in 100% of teacher programs and in the classroom. Team teaching with the APCI occurred in all classrooms to support the PL and improvement in classroom practice. Document analysis of learning programs indicated 100% of learning programs included evidence of adjustments made to accommodate individual student needs.</p> <p>School Excellence Framework:</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development. • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Curriculum.
<p>Collaborative Feedback and Practice</p> <ul style="list-style-type: none"> • Teacher actively participate in data analysis, and effectively use data to inform planning. • TTFM 'Focus on Learning' Teacher Survey Report (Collaboration) indicates improvement from baseline data. <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning and Development- sustaining and growing</p>	<ul style="list-style-type: none"> • All Classroom teachers participated in data analysis completing data focused proforma before meetings as a basis for discussion. This data drove teaching focus for the next 5 weeks, and was evidenced in class programs. • TTFM not conducted in 2022 as the school will be participating in QTRS with the UoN in 2023. <p>School Excellence Framework:</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.</p>



Strategic Direction 3: High Expectations Inclusive Learning Culture

Purpose

To embed a culture of personal excellence and high expectations for all our students by providing opportunities for students to belong, thrive, succeed and learn. All stakeholders will work cohesively to create a holistic learning 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
- High Expectations
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$12,002.00

Socio-economic background: \$15,000.00

Aboriginal background: \$8,800.00

Summary of progress

The greatest impact on attendance for our school during 2022, was combating the risks of lost days of learning due to illness. The implications from the attendance data analysis indicated a need to refocus on positive attendance messaging in 2023, and communicate the impact of lost days of learning to our community. We developed an action plan with a more consistent approach to celebrating attendance.

We successfully addressed aspects of personalised learning and created a school wide collective responsibility for student learning and success. Student learning, wellbeing and behaviour were regularly monitored through a variety of avenues. We ensured the provision of high quality resources and programs that support teaching and learning that engaged 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
<p>Wellbeing</p> <ul style="list-style-type: none">• School survey shows an increased percentage of students demonstrating confidence and resilience level from baseline data.• Tell Them From Me data reflects an increase in the percentage of Years 4-6 students reporting Expectations for Success, Advocacy, and Sense of Belonging at School using baseline data. <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none">• Learning Culture - sustaining and growing• Wellbeing - excelling• Management Practices and Processes - sustaining and growing	<ul style="list-style-type: none">• School survey shows an increased percentage of students demonstrating confidence and resilience level from baseline data. 62% of students felt they demonstrated confidence in survey 1, while 80% demonstrated confidence in survey 2.• TTFM Data17% increase of students report positive behaviour at school against baseline data.5% increase of students report positive relationships at school against baseline data.13% increase of students report they are interested and motivated in their learning.7% decrease in Sense of Belonging.0.3 increase in mean Expectations for Success.1.8 increase in mean Advocacy.• School is collecting data from Yr 3 to obtain a baseline:

<p>Wellbeing</p> <ul style="list-style-type: none"> • School survey shows an increased percentage of students demonstrating confidence and resilience level from baseline data. • Tell Them From Me data reflects an increase in the percentage of Years 4-6 students reporting Expectations for Success, Advocacy, and Sense of Belonging at School using baseline data. <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Learning Culture - sustaining and growing • Wellbeing - excelling • Management Practices and Processes - sustaining and growing 	<p>85% of students report a positive sense of belonging at school.</p> <p>84% of students report positive relationships at school.</p> <p>School Excellence Framework:</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element Learning Culture. • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Wellbeing • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Management Practices and Processes.
<p>High Expectations</p> <ul style="list-style-type: none"> • An increased percentage of teaching and learning programs demonstrate explicit links to Aboriginal perspectives from baseline data. • Internal and external school data and student focus groups reflects an increase in the percentage Aboriginal Students reporting 'I feel good about my culture' and 'teachers understand Aboriginal culture' against baseline data. <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Learning Culture - sustaining and growing • Curriculum - excelling 	<ul style="list-style-type: none"> • 50% of class programs now incorporate Aboriginal perspectives. At the beginning of 2022 Aboriginal perspectives were not clearly evident in teaching programs. • TTFM data <p>40% increase of Aboriginal Students reporting 'I feel good about my culture' against baseline data.</p> <ul style="list-style-type: none"> • School based data <p>100% of Stage 3 student focus group reported feeling accepted and good about their culture. This was an increase from baseline data.</p> <p>80% said their teachers understood their culture, but would like to be given the opportunity to 'teach their teachers' about culture.</p> <p>School Excellence Framework:</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture. • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Curriculum.
<p>Attendance</p> <p>Achievement of 2022 attendance system-negotiated target:</p> <ul style="list-style-type: none"> • Increase the proportion of students attending more than 90% • Decrease proportion of students attending less 85% of the time 	<ul style="list-style-type: none"> • Boolaroo Public School achieved 41.2% of students attending <90%. This did not meet system negotiated targets. • In 2022 the school did not meet the target of reducing the number of students attending >85%.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$112,600.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boolaroo 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around Effective Classroom Practice. • 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. • intensive learning and behaviour support for funded students. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' learning. <p>The allocation of this funding has resulted in the following impact: Adjustments for student learning, were developed by the class teacher and implemented with the assistance of a school learning support officer (SLSO). This resulted in improved learning outcomes and student engagement. All PLSPs were regularly updated and responsive to student learning needs ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide additional support at point of need for identified students.</p>
<p>Socio-economic background</p> <p>\$53,609.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boolaroo Public 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"> • High Expectations • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MacLit program implementation. • resourcing to increase equitability of resources and services. • providing students without economic support for educational materials, uniform, equipment and other items. • strategic resourcing to form an extra class to support student and teacher wellbeing as well as student growth and attainment. <p>The allocation of this funding has resulted in the following impact: Teaching staff collaborated with each other and participated in professional learning with the Instructional Leader on a regular basis. Improved learning outcomes for students through SLSO support within classrooms, improved teacher capacity through instructional leadership and positive relationships between home and school. Additional class was established to support whole-school wellbeing through smaller class sizes and reduced student to teacher ratios. Smaller class sizes allowed for expert differentiation of literacy and numeracy lessons. Finally funds were allocated to ensure all students could attend excursions</p>

<p>Socio-economic background</p> <p>\$53,609.00</p>	<p>and events.</p> <p>After evaluation, the next steps to support our students will be: Continued funding of the extra classroom in 2023 as well as subsidising school activities so that all students have equitable access. To continue support for students in classrooms through teacher professional learning and tiered wellbeing systems. Targeted learning support that uses school-based data to improve student growth and achievement in reading and numeracy. The implementation of a targeted approach to improve attendance and reward students demonstrating improved attendance.</p>
<p>Aboriginal background</p> <p>\$8,800.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boolaroo 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"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency. • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: A positive culture of challenge and support was created, enabling effective teaching that focused on collaboration and explicit teaching strategies. Teaching and learning programs across the school showed evidence of adjustments to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.</p> <p>After evaluation, the next steps to support our students will be: To create positive, respectful relationships that are wide spread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Boolaroo 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in the following impact: Extra classroom teacher training in EAL/D enhanced the teaching and learning cycle and added another layer of support to the particular learning needs of our EAL/D student. Additional SLSO support as needed.</p> <p>After evaluation, the next steps to support our students will be: Monitoring students through the LST and intervention program.</p>
<p>Low level adjustment for disability</p> <p>\$47,912.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Boolaroo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$47,912.00</p>	<p>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"> • High Expectations • Reading • 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 School Learning and Support Officers. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: The low level adjustment for disability funding in 2022 has enabled us to support identified students who required adjustments to learning. We have utilised the funds to provide SLSOs to each classroom. Where appropriate, these students have also received support from the intervention teacher. The school achieved a more consistent approach to student learning supports and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: SLSO and interventionist support has been successful in allowing students with low level disabilities to access mainstream education at a level appropriate to their needs, this will continue in 2023.</p>
<p>Professional learning</p> <p>\$8,565.00</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 Boolaroo 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"> • Reading • Numeracy • Effective Classroom Practice and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • APC&I to unpack evidence-based approach to teaching mathematics, teachers engage in targeted professional development to meet school wide academic targets and personal professional targets. • engaging regional support to unpack evidence-based K-2 English and mathematic syllabus units. <p>The allocation of this funding has resulted in the following impact: The professional learning funds have been effectively used in 2022 to provide targeted whole school and personal professional development to achieve the improvement measures in our School Strategic Plan. Through data analysis a school wide focus on mathematics with a particular focus number sense, place value and additive strategies. As a school we have been involved in Lake Macquarie West Guided R&N support. All staff engaged in professional learning in literacy teaching, with a focus on Reading (Phonics, fluency, vocabulary & comprehension Scarborough Rope). Teacher survey results indicated that prior to PL 20% of teachers were confident to write Learning Intention and Success Criteria and after PL it was 67% of teachers were confident. PL focused on using different strategies for explicit feedback, 67% of teachers were confident prior to PL and 100% teachers were confident after PL.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$8,565.00	In 2023 professional learning funds will continue to be used to provide targeted whole school and personal professional development to achieve the improvement measures set in our 2023 school plan and to ensure quality teaching practice.
Literacy and numeracy \$28,311.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Boolaroo 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"> • Reading • Numeracy <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. • literacy and numeracy programs and resources, to support teaching, learning and assessment. • employment of additional time for the APCI. <p>The allocation of this funding has resulted in the following impact: Research based PL to all staff around Launch Explore Summarise (LES) and the Big Ideas that underpin the new K-2 Mathematics syllabus were implemented throughout the year. LES is evident in 100% of teacher programs and in the classroom. Team teaching with the APCI occurred in all classrooms to support the PL and improvement in classroom practice. 90% of teachers were confident to write and implement Learning Intentions and Success Criteria after PL. 100% teachers stated that they were confident in providing students explicit feedback about their learning, post PL. As a result of impact meetings teachers are using and analysing data more effectively. They are able to pinpoint areas of need and successfully implement Learning Sprints using PLAN2 data as baseline data. Teacher survey data indicated that the collaborative learning culture supported their willingness to observe teaching practice and have their teaching practice in mathematics observed.</p> <p>After evaluation, the next steps to support our students will be: Further PL in the area of the new K-2 English Syllabus with a focus on reading (fluency and vocab) and the K-2 Mathematics syllabus with a focus on LES. A continued focus K-6 on worded mathematics problems in line with the Guided Numeracy Support initiative. PL around the Yr 3-10 English and Mathematics syllabus in 2023.</p>
QTSS release \$13,560.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boolaroo 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"> • Collaborative Feedback and Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: Data was used to drive teaching, systems for data collection and analysis became more consistent across the school. An extra class was created, therefore reducing class sizes and ensuring quality learning environments to implement new teaching initiatives and curriculum.</p>

<p>QTSS release</p> <p>\$13,560.00</p>	<p>After evaluation, the next steps to support our students will be: To continue to build teacher capacity in utilising data to drive teaching practice to improve student outcomes. To continue to stream line processes to improve efficiency and accessibility.</p>
<p>COVID ILSP</p> <p>\$45,310.00</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 2022.</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 to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy/numeracy - phonics, reading, number sense and additive strategies. <p>The allocation of this funding has resulted in the following impact: Through impact meetings, PLAN2 and IfSR data, teachers identified focus groups for small group intervention in class and withdrawal. This focused on the identified deficit in phonics Stage 2&3 and the MacqLit program was purchased and introduced. 100% Yr 4&5 students participating in the MacqLit program demonstrated growth in Check-in data in the area of reading, compared to previous Check- in. 50% of the students are now above state. 100% of MacqLit students have increased their reading fluency. More students had access to intervention during the 2022 year and have received and small group targeted instruction to support learning in literacy.</p> <p>After evaluation, the next steps to support our students will be: Due to the success of the MacqLit group we have continued to implement this with Year 2 students, forming 2 more groups and this will continue in 2023.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Effective Classroom Practice and Assessment <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APCI & principal regularly collect, monitor and maintain accurate, clear, coherent and accessible data. This data is used to create clear directions for student growth and attainment. • provided in-class support for teachers through structured observations, coaching and mentoring sessions. • provide High Impact Professional Learning. <p>The allocation of this funding has resulted in the following impact: APC&I regularly collected and analysed data to create clear directions for learning. Learning Intention & Success Criteria was evident in all classrooms. Teacher survey results indicated that prior to PL 20% of teachers were confident to write Learning Intention and Success Criteria and after PL, 67% of teachers were confident. PL focused on using different strategies for explicit feedback, 67% of teachers were confident before PL and 100% teachers were confident after</p>

AP Curriculum & Instruction

\$30,114.00

PL.

After evaluation, the next steps to support our students will be:
APC&I will continue to regularly collect and analyse data to inform teaching and learning.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	30	36	40	34
Girls	34	32	31	33

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	94.8	91.3	92.1
1	94.0	95.4	90.7	85.9
2	95.4	93.9	90.8	78.4
3	91.4	94.9	89.8	81.2
4	85.3	94.6	93.6	86.6
5	89.4	86.9	95.5	85.3
6	90.7	92.4	87.8	84.0
All Years	92.1	93.7	91.4	84.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	35,136
Revenue	1,210,110
Appropriation	1,161,067
Sale of Goods and Services	4,542
Grants and contributions	43,566
Investment income	735
Other revenue	200
Expenses	-1,142,031
Employee related	-1,058,842
Operating expenses	-83,189
Surplus / deficit for the year	68,079
Closing Balance	103,215

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.

	2022 SBAR Adjustments (\$)
Targeted Total	112,530
Equity Total	112,747
Equity - Aboriginal	8,827
Equity - Socio-economic	53,609
Equity - Language	2,400
Equity - Disability	47,910
Base Total	728,353
Base - Per Capita	17,940
Base - Location	0
Base - Other	710,413
Other Total	70,827
Grand Total	1,024,458

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

Parent Satisfaction

Parent feedback from curriculum information sessions indicated that the majority of parents were satisfied with the content delivered. All parents who attended the new play group were 100% satisfied with what was on offer although 50% indicated that they would prefer a different morning. This is something we will consider for 2023. Positive feedback was received from parents in regards to refining of the behaviour expectations. A future focus will be to reflect and refine the whole school reward system.

Teacher Satisfaction

Staff were surveyed about their satisfaction with the programs and activities that the school provides for students. 100% of teachers indicated they set high expectations for student learning. Additionally, staff established clear expectations for classroom behaviour. 90% indicated that students were fully engaged in class activities. Professional learning was aligned with the School Strategic Plan, and its impact on the quality of teaching and student learning outcomes were regularly evaluated.

Student Satisfaction

The school used a variety of formal and informal surveys throughout 2022. All Yr 3 students participated in a school survey with similar questions to the Tell Them From Me (TTFM) survey to gain baseline data for students 3-6. 85% of Year 3 students reported a positive sense of belonging at school. From the TTFM survey data, Yr 4-6 indicated that 70% of students reported a positive sense of belonging at school. This is a focus on in 2023. Furthermore, 87% of students (school average) indicated that they had positive relationship in school and 93% of students showed positive behaviour at school.

Students strongly indicated (8.8 school average compared to a state average of 8.2) that learning time was effective learning time, and that the teachers were using explicit teaching practices and feedback (8.4 school mean compared to a state average of 7.5). Students scored positive teacher - student relations highly (8.9 school mean compared to 8.4 state average) and that students indicated teachers held high expectations for students (8.1 school mean compared to 8.7, state average).

In addition to TTFM data, students Yr 1-6 were surveyed on confidence and resilience. The survey indicated that 71.4% students reported that they are a hard worker, and 89.8% indicated they finish what they begin, 77.6% of students indicated there is an adult at school who believes they will succeed. However, 57.1% of students stated that 'an adult will always listen to me when I have something to say', so this will be a focus in 2023.



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.

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.

