2022 Annual Report

Boronia Park Public School

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Introduction

The Annual Report for 2022 is provided to the community of Boronia Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Boronia Park Public School we strive for excellence with every student learning in a supportive and inclusive environment. Students are provided with the opportunity to maximise their academic learning, social and emotional development and wellbeing. Systematic and consistent assessment informs student achievement and the impact that programs have on student learning. Teachers, parents and students work in partnership to maintain a culture of high expectations and achievement.

School context

Boronia Park Public School is situated in Hunters Hill and has a population of 535 students. Approximately 29% of our students are from a non-English speaking background (NESB). The school is focused on teaching effective and dynamic literacy and numeracy programs which are underpinned by an inclusive and positive approach to student wellbeing. Our school rules are based around the four values of friendship, harmony, cooperation and respect.

The school offers opportunities across all Key Learning Areas. We provide extensive extra-curricular programs in order to enhance student skills in areas of personal interest, particularly in sport and the creative and performing arts. The school values our strong relationship with the school community. We work closely with parents and enjoy the benefits of an active and supportive P&C and School Council.

When preparing our situational analysis we identified five elements of the School Excellence Framework to further develop for school improvement. These are *Assessment, Wellbeing, Student Performance Measures, Effective Classroom Practice* and *Data Skills and Use*. Improvement measures which address these elements will guide the focus and implementation of our three strategic directions for the next four years.

We know that data-driven practices are key to individual learning success. Student assessment data will therefore be regularly used to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

Implementation of future focused pedagogies will challenge students and improve engagement in their learning. Students will have a better understanding of what they are learning and why. The Learning Support Team (LST) will support and monitor students where growth is limited, as well as those high potential students who need to be extended and challenged.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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 learning outcomes and academic success in reading and numeracy. The school will further develop a culture of educational aspiration amongst the students with high expectations and ongoing growth and improvement in performance.

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

New Arrivals Program: $3,000.00
English language proficiency: $56,477.00
Literacy and numeracy: $16,788.00
Aboriginal background: $1,438.00

Summary of progress

Reading

Teaching for Reading Improvement

An analysis of all strategic direction initiatives by the executive team, found a lack of time and available resources meant we couldn't effectively build the capacity of teachers in all areas. We chose to support our teachers to deepen their practice by focusing on sustained evidence-informed approaches in writing this year. All staff completed the reading comprehension Professional Learning session delivered by the Strategic Direction 1 Action group. Staff were introduced to the 'Understanding Texts' indicator in the National Literacy Learning Progressions and applied this knowledge to identify a focus student from their class. Teachers used the indicator to work out the 'next steps' in learning for their identified student and collaboratively developed a short sequence of lessons using the comprehension resources from the Digital Learning Resources hub. The survey indicated 70% of staff felt the Professional Learning introductory session was very much in line with their current practice. The rest of the staff felt the Professional Learning was somewhat in line with their current practice. All teachers felt the session encouraged them to reflect on their practice and 83% of teachers felt the Professional Learning will certainly have an impact on their classroom practice.

The results of the survey was shared and analysed by the Action group 1 and executive staff members, and collegial discussion led to the need to include evidence-informed practices. Executives report that their teams are effectively utilising literacy resources from the Digital Learning Resource Hub to explicitly teach inferential comprehension.

In 2023, we will focus on comprehension for Professional Learning. We will obtain pre and post data to measure staff confidence in the area of explicit teaching of inferential comprehension.

Reading Improvement

The evidence showed that all K-6 teachers participated in the Professional Learning in Term 1 for the implementation of Reading Eggs to improve reading outcomes for students. An evaluation of the professional learning indicated that 82% of staff attended the session and 60% of staff found the session very helpful to support them to successfully implement Reading Eggs in their classrooms. A survey conducted in term 4 showed that 73% of staff use the Reading Eggs program regularly. Specifically, the majority of staff utilising Reading Eggs are using it during reading groups on a weekly basis. Components of the Reading Eggs program that teachers primarily favoured were the Fast Phonics, spelling and grammar areas. Analysis of student usage over the past 4 terms shows that there has been a consistent increase in the Reading Program use.

Teachers identified a lack of time, a lack of devices, and additional support for some students who required help utilising the technology were challenges in fully implementing the program.

Check in Assessment data for year 4 saw growth in vocabulary outcomes from term 1 to 4 which correlates with the increased use of Reading Eggs in stage two.

While 36% of staff have identified that they do not yet have enough experience with this program, overwhelmingly, the majority of staff wish to continue using the Reading Eggs program across all stages to support the achievement of improved reading outcomes in students.

In 2023 we will continue to implement the Reading Eggs program across the school and present Professional Learning at a point of need basis.

Numeracy

The updated SENA was aligned with version 3 of the National Numeracy Learning Progressions. In terms 2 and 4 casual staff were employed to enable teachers to complete the interviews with individual students. Data obtained from the interviews was placed into tracking data sheets and used to inform the next steps for each student in numeracy. Tracking data is used in the creation of number groups and in identifying students that require additional support or intervention.

Teachers independently use a range of formative and summative assessment strategies to inform teaching practice. Teachers have increased their capacity to utilise all components of SENA to effectively measure student performance against the National Numeracy Learning Progressions.

In 2023 we will conduct further Professional Learning in the effective use of SENA interviews to ensure a consistent school wide approach to utilise data to inform classroom practice.

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
Expected Growth - Reading The percentage of students achieving expected growth in NAPLAN **Reading** to be moving towards the school's lower bound system-negotiated target of 78.3%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Top 2 Bands Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in **Reading** of 78.3%	• 61.8% of students achieved in the top two bands in NAPLAN **reading** indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in **Numeracy** of 75.9%	• 43.6% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress yet to be seen toward the lower-bound target.
NAPLAN Expected Growth - Numeracy The percentage of students achieving expected growth in NAPLAN **Numeracy** to be moving towards the school's lower bound system-negotiated target of 75.9%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
School Excellence In the following elements the school is moving towards the school identified target of Excelling as measured by the School Excellence Framework: **Learning**	Self-assessment against the School Excellence Framework shows the school currently performing at: • sustaining and growing in the element of Curriculum • sustaining and growing in the element of Assessment • sustaining and growing in the element of Effective Classroom Practice • delivering in the element of Data Skills and Use • sustaining and growing in the element of Educational Leadership

• Curriculum and Assessment
Teaching
• Effective Classroom Practice and Data Skills and Use
Leading
• Educational Leadership

Strategic Direction 2: Effective teaching practice for continuous improvement

Purpose

In order for teaching practice to be more effective, teachers will identify, understand and implement explicit teaching programs and effective feedback to students. A variety of data sources will be used to identify student achievement and monitor progress. There will be increased opportunities for analysis of data to evaluate the success of current initiatives and to plan for ongoing and continuous improvement.

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.

- Improvement in writing
- Effective student feedback for learning growth.

Resources allocated to this strategic direction

QTSS release: $102,509.00
Literacy and numeracy intervention: $45,968.00
Professional learning: $30,496.00

Summary of progress

Improvement in writing

Activity 1

During term 2 classroom teachers began to regularly plot identified students using PLAN2. Teachers developed and implemented a writing checklist and explicit punctuation and writing goals for all students. Adjustments were made to reduce the number of work samples that were collected as evidence, but the frequency of data collection was consistent with the original timeline. The process was implemented and timeline targets met due to a clear plan and shared goal by the Action Group. Expectations were shared with all staff and the team worked collaboratively to implement the activities across the school. The successful implementation was assisted by having each stage represented as part of the action group. All team members felt a shared responsibility and were accountable for implementation in their stage. Flexibility was needed to make adjustments to implement the activity in all stages and this is an area that requires refinement in the future. The extent to which teachers are adjusting practices has not been effectively evaluated and needs to be incorporated to assess the quality of the activity implementation and will be addressed in 2023. The expected impact of the activity was that teachers would have an improved understanding and increased use of PLAN2 to monitor, evaluate and plan for student improvement. . Through an increased focus on the explicit teaching of writing teachers and students became more aware of punctuation expectations and this was reflected in student writing samples.

To move towards achieving our progress measure in 2023 we will build on the learning and experiences of teachers and students by implementing the punctuation checklist and writing goals. Students will be tracked against PLAN 2 and monitored regularly. Teachers will be upskilled in the evaluation and use of the data to inform teaching practice. This will be done through the explicit evaluation of data in stage meetings and other professional learning forums. A sharing of experiences and practices will also support teachers to assess and measure student achievement and inform practices.

Activity 2

In term 2 the committee surveyed staff to determine their understanding and confidence in using the Seven Steps to Writing Program. The survey results indicated that staff felt confident implementing some strategies for narrative writing however further professional learning was required in teaching students effective strategies for informative and persuasive text types. In term 3 teachers completed the Seven Steps to Writing professional learning and implemented explicit teaching of writing strategies for all text types. A post survey showed staff found the sessions beneficial and that further time is required to embed explicit writing strategies into programs. There has been an increase in teacher capacity to explicitly teach writing. Teachers demonstrated a shared knowledge and understanding of strategies and relevant resources implemented in the classroom.

In 2023 stage teams will review writing programs and incorporate the Seven Steps to Writing approach. Time will be allocated for staff to plan for effective writing strategies in their classroom, develop resources and foster a shared understanding of writing pedagogy. A follow up staff survey will be conducted to assess and review progress. and student achievement will be reviewed through writing samples, NAPLAN data and student feedback.

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Effective student feedback for learning growth

Explicit professional learning was provided to staff in the creation of SMART student writing goals and in supporting students to engage in the goal setting process and the analysis of their writing. Students collaborated with their teacher to create writing goals that reflected their individual learning needs. In conjunction with their teacher, students regularly engaged in evaluating their performance against their writing goals. Students regularly discussed their goals, progress and next steps. Student led conferences were conducted in term 3. During conferences students led the discussion with their parents and teacher around their writing goals in order to demonstrate their progress, achievements and future goals. Teachers and students review writing goals regularly. Parents provided positive feedback regarding student led conferences. As a result students were able to confidently articulate the processes they followed in order to improve their writing and were able to identify the next steps in their learning to further refine their writing skills.

In 2023 teachers will continue to implement student focused writing goals and student led conferences. The executive team will review the focus and structure of the student led conferences to include other aspects of student learning. In order to track student progress data relating to writing will be entered into PLAN2 and analysis of NAPLAN writing undertaken.

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
Writing and Spelling Top 2 NAPLAN Bands • Percentage of year 5 students achieving in the top two bands in NAPLAN writing to be moving towards the school identified target of 40%. • Percentage of year 3 students achieving in the top two bands in NAPLAN spelling to be moving towards the school identified target of 75%. • Percentage of year 5 students achieving in the top two bands in NAPLAN spelling to be moving towards the school identified target of 60%.	• 30.8% of **Year 5** students achieved in the top two bands in NAPLAN **writing** indicating progress yet to be achieved toward the school identified target. • 69.2% of **Year 3** students achieved in the top two bands in NAPLAN **spelling** indicating progress yet to be achieved toward the school identified target. • 51.9% of **Year 5** students achieved in the top two bands in NAPLAN **spelling** indicating progress yet to be achieved toward the school identified target.
Writing and Spelling Expected Growth • Percentage of year 5 students achieving at or above expected growth in NAPLAN **writing** to be moving towards the school identified target of 75%. • Percentage of year 5 students achieving at or above expected growth in NAPLAN **spelling** to be moving towards the school identified target of 65%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 3: Maximise student engagement for learning success

Purpose

In order for students to have learning success they must be motivated, focused on their learning and aspire to ongoing improvement. Positive, respectful relationships must be evident and widespread among students and staff. Student wellbeing is promoted to ensure learning success across the whole school. Students will value their school experiences, understand and appreciate the relevance of what they are learning.

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.

- Improved student engagement and wellbeing
- Future focus pedagogies and STEM in the classroom

Resources allocated to this strategic direction

Socio-economic background: $8,309.00
Low level adjustment for disability: $104,532.00

Summary of progress

Improved student engagement and wellbeing

During term 2, the committee members planned and administered a confidential staff survey to evaluate teacher understanding of current Wellbeing & Behaviour policies and practices. Survey results were discussed with members of the exec, SD3 committee and in stage meetings and data informed our next steps. The survey improved the awareness of staff about procedures that are currently in place that they can use in their daily interactions with students. The survey was a successful in gauging staff views on the current policies. The committee was able to evaluate and provide next step recommendations. According to the survey, staff felt they needed some PL on behaviour management to be able to handle different and complex behaviour situations. The action group read the associated DoE wellbeing and behaviour procedures in order to effectively rewrite elements of the school policy to ensure they are in line with departmental policies and procedures for wellbeing and behaviour e.g. *Wellbeing Framework, Behaviour Support Toolkit and Inclusive Engaging & Respectful Schools*. Analysis of policies and procedures has lead to improved communication between staff and consistency of adhering to the school values and rules. Incidents are recorded on Compass. Learning support and stage meetings used Compass data to identify students and to put appropriate strategies in place to support them. Members of the exec team are also on the playground duty to further support the teachers on duty. Social group activities have changed and these changes have been effective in managing identified students.

To move towards achieving our progress measure in 2023 we will allocate time to plan and meet as a committee to ensure the next steps in evaluating and writing the new Wellbeing and Behaviour procedures and develop associated professional development for staff. We will investigate possible Positive Behaviour for Learning (PBL) strategies to determine practices suitable for use. We will also survey staff to ensure their understanding of the new procedures and communicate these to students and parents.

Future focus pedagogies and STEM in the classroom

Work around Future Focus and STEM pedagogies in classroom has been deferred until 2023. This is due to the impact of teacher shortages which did not allow us to meet and conduct the work required. In consultation with members of the exec, teachers were required to do science/STEM week activities in the first 6 weeks of term 3. Committee members provided their stages respective stages with ideas and a list of science resources available that they could use. As a committee, we opted not to survey staff again as they had already been surveyed in 2020. This would also ensure we would get maximum teacher input for the Wellbeing and Behaviour procedures. Year 5 STEM projects were displayed at the Big History showcase and it was a huge success. Parents feedback was outstanding. Some classes across the school did manage to complete STEM activities and reported higher levels of engagement. Some examples include year 6 volcanoes and Lego robotics and problem solving design and construction in groups.

In 2023, we will support teachers around scheduling technology into their weekly timetables and plan activities for stages that are simple to incorporate in class using resources. Teachers will continue to showcase ways to implement STEM/Science programs into the curriculum. Teachers will embed these practices into their teaching.

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
Wellbeing TTFM Wellbeing data (advocacy, belonging, expectations) to be moving towards the school's lower bound system-negotiated target of 95.5%	• Tell Them From Me data indicates 87.59% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Attendance Percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 92.1%	• The number of students attending greater than 90% of the time or more has decreased by 25.46%. This data was heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.

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Funding sources	Impact achieved this year
Integration funding support $72,961.00	Integration funding support (IFS) allocations support eligible students at Boronia Park Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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 **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating progress towards their personalised learning goals. all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Literacy and numeracy $16,788.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Boronia Park Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an Instructional Leader to support classroom teachers in literacy and numeracy strategies. • updating reading resources to meet the needs of students **The allocation of this funding has resulted in the following impact:** improvement in teacher capacity to differentiate their teaching programs to meet individual student needs. a wider range of resources to assist teachers in delivering quality literacy and numeracy programs leading to improved student outcomes. **After evaluation, the next steps to support our students will be:** to identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy. employment of an Assistant Principal Curriculum and Instruction.
Professional learning	Professional learning funding is provided to enable all staff to engage in a

$30,496.00	cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Boronia Park Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improvement in writing **Overview of activities partially or fully funded with this initiative funding include:** • implementation and development of the K-2 English and Mathematics syllabus. • embedding the Aboriginal Education Policy into classroom practice and training 2 teachers as ARCOs. • non-teaching staff attending training to develop knowledge and skill set. **The allocation of this funding has resulted in the following impact:** increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal and external student results. increased teacher capacity to implement new syllabus documents in 2023. **After evaluation, the next steps to support our students will be:** targeted professional learning based around the action groups focused on the school's three strategic directions and will be led by the Assistant Principals. This will ensure that professional learning is aligned with the school's Strategic Improvement Plan.
Socio-economic background $8,309.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Boronia Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improved student engagement and wellbeing **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** equitable access for all students to engage in the curriculum and extra curricular activities. resourcing of materials to support students in having equitable access to the curriculum. **After evaluation, the next steps to support our students will be:** to maintain resourcing of identified students who need additional financial assistance and support.
Aboriginal background $1,438.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boronia Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this equity loading**

Aboriginal background $1,438.00	**include:** • staffing release to support development and implementation of Personalised Learning Plans • purchase of resources with an Aboriginal histories and culture perspectives. • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** First Nations families engaging in the PLSP process with authentic conversations taking place. Teaching of Aboriginal Culture and History embedded into teaching and learning programs. **After evaluation, the next steps to support our students will be:** to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.
English language proficiency $56,477.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Boronia Park Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in the following impact:** EALD students showing improved outcomes EALD students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students. **After evaluation, the next steps to support our students will be:** professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EALD learning progression, and analysed writing samples to assist in supporting EALD students.
Low level adjustment for disability $104,532.00	Low level adjustment for disability equity loading provides support for students at Boronia Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improved student engagement and wellbeing **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [MiniLit and QuickSmart] to increase learning outcomes

Low level adjustment for disability $104,532.00	• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.
QTSS release $102,509.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boronia Park Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improvement in writing **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice as teachers felt supported by their executive staff. teachers use learning intentions, success criteria and have a strong focus on formative assessment. teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.
Literacy and numeracy intervention $45,968.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Boronia Park Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improvement in writing **Overview of activities partially or fully funded with this initiative funding include:** • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students **The allocation of this funding has resulted in the following impact:** differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.

Literacy and numeracy intervention	**After evaluation, the next steps to support our students will be:**
$45,968.00	the employment of an Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.
	to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support.
COVID ILSP	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.
$24,365.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - reading and maths (number and algebra) • development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieving significant progress towards their personal learning goals. 81% of students achieving their literacy learning progression goals in understanding texts. 60% of students achieving their numeracy learning goals in additive and multiplicative strategies. **After evaluation, the next steps to support our students will be:** to continue implementation of literacy and numeracy intervention. Plan for frequent analysis of student assessment and recording of data on PLAN2. Build in time at stage meetings for teaching / learning and assessment activities to be shared between the COVID Coordinator and class teachers. Seek further input from the Learning Support Team to implement additional intervention and class adjustments for identified students not yet meeting their learning goals. Use PLAN2 data to differentiate teaching and learning programs. Support the COVID coordinator with additional PL to effectively implement small group teaching and learning programs. This includes using the updated version of PLAN2 and V3 of the Literacy Progressions and the new K-2 English and mathematics syllabuses.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	266	270	260	249
Girls	275	276	271	257

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	95.6	94.4	95.4	91.3
1	95.8	93.9	95.6	91.3
2	95.0	94.3	95.5	90.9
3	94.7	95.1	96.3	90.0
4	95.2	94.8	95.3	91.5
5	94.0	94.8	93.2	91.6
6	94.0	94.3	92.5	88.5
All Years	95.0	94.5	94.8	90.7
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.53
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.96

*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.

All staff, including teaching and non-teaching staff, completed the mandatory online compliance courses as required by the Department of Education. These include Child Protection, Code of Conduct, Anaphylaxis and Emergency Care course. 82% of staff attended a course related to the writing of Personalised Learning Plans for students of Aboriginal and/ or Torres Strait Islander descent. 100% of staff attending this course noted that the relevance of presentation and the need for all staff to understand how schools and parents of identified children need to work together to create authentic, meaningful goals for these students. A practical CPR course was completed by the majority of staff in December 2022.

Staff also attended numerous additional professional learning opportunities throughout 2022, as a way to address professional goals, to support the achievement of the school plan, or to address direct needs within their classroom or teaching practice. The majority of course now completed by staff are delivered online.

Professional Learning Courses attended by teaching and non-teaching staff included:-
- K-2 Syllabus Implementation
- Explicit Teaching Network Meetings
- Anxiety
- Road Safety Education: Safe Active Travel K- 12
- Road Safety Education in Schools K-6
- Anti Racism Statewide Meetings
- ARCO Network Meetings
- Aboriginal Histories and Culture
- Supporting students from Refugee backgrounds
- Professional Experience Co-Ordinators Network Meeting
- Using NAPLAN assessment in the classroom
- Unpacking the draft maths syllabus
- Safeminds: In practice Webinar
- Advanced leadership for Non-Teaching Staff
- Due Diligence relating to WHS in Schools

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	633,723
Revenue	5,112,601
Appropriation	4,510,590
Sale of Goods and Services	15,165
Grants and contributions	579,149
Investment income	7,597
Other revenue	100
Expenses	-5,017,081
Employee related	-4,296,623
Operating expenses	-720,458
Surplus / deficit for the year	95,520
Closing Balance	729,242

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	72,961
Equity Total	170,757
Equity - Aboriginal	1,438
Equity - Socio-economic	8,309
Equity - Language	56,477
Equity - Disability	104,533
Base Total	3,778,298
Base - Per Capita	134,173
Base - Location	0
Base - Other	3,644,125
Other Total	279,383
Grand Total	4,301,400

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

Tell Them From Me Survey 2022

Students in Years 4- 6, staff and parents were invited to participate in the *Tell Them From Me Survey* in 2022. This provided all parties an opportunity to provide feedback about their school experiences and satisfaction. A total of 213 students in years 4 to 6 were surveyed. For the majority of aspects surveyed, Boronia Park Public School results measured very close to or above NSW government norms.

76% of students have a positive sense of belonging to Boronia Park Public School. They feel accepted and valued by their peers and others at the school. 90%of students have strong, positive relationships with others. They report they have friends at school who they can trust and who encourage them to make positive choices. 94% of our students' value schooling outcomes. They recognise that schooling is useful in their everyday life and will have a strong bearing on their future. This is further reflected in the survey question around individual expectations to go to university, where 80% of our students *Agree* or *Strongly Agree* that they will attend university at the end of their schooling career. There is still an element of students that appear to have had their relationship with school impacted by the disruption caused by COVID. Interest and motivation are below state mean. Boronia Park Public School students' positive attitude towards homework is significantly below NSW Government mean. This result may reflect the majority of the parent body who have communicated to the school that they do not believe homework should be required of students in primary school. Whilst homework is provided for all students, students who fail to complete it are not reprimanded. Students who do complete it consistently however are acknowledged.

43% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. 26% of students were confident in their skills but did not find classes challenging, 23% of students were not confident of their skills and found classes challenging. The majority of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. It is clear from the survey that students feel Boronia Park Public School has a positive learning culture and that staff hold high expectations for all students to succeed.

As of 2022, 81% of teachers at Boronia Park Public School are maintaining their accreditation at proficient level. 12% of teachers are at provisional teacher accreditation level and are moving towards achieving proficiency. Teachers in the survey are not very confident in their ability to accommodate Aboriginal students. 27% are concerned about how they will meet the needs of Aboriginal students. This need is what will drive targeted professional learning in 2023 to support teachers to further support Aboriginal students in their classrooms. Overall, staff report that they believe Boronia Park Public School is an inclusive learning environment.

43 parents completed the TTFM survey in 2022. The parent survey covered several aspects of parents' perception of their children's experiences at school. 86% of parents reported they spoke to a teacher about their child's learning or behaviour at least twice since the beginning of the school year. 86% of parents have also attended meetings or social functions at our school. This high number clearly reflects the involvement of our community at Boronia Park Public School. A further 23% were involved in school committees. Surveyed parents show high educational aspiration for their children- 98% of parents expect their child to complete year 12. Only 71% of parents expect their child to go on to university.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

In 2022, all staff completed Professional Learning (PL) to increase their knowledge of the Personalised Learning Pathway (PLP) process and how this can be used as a teaching and learning tool to engage Aboriginal students, families and community. Other learning platforms were investigated to support staff in embedding authentic Aboriginal and Torres Strait Islander history and education into classroom learning.

The Aboriginal Committee all attended PL on the Aboriginal Education Policy to develop a deeper understanding of the policy and the role of teachers in implementing it within the school context. All other teaching staff will attend and complete this professional learning in 2023.

Chosen staff regularly attended meetings with the local Aboriginal Education Consultative Group (AECG). Meetings were held via zoom to discuss relevant issues and information in the local and wider area. The local AECG is an important source of local Aboriginal knowledge and education and have been consulted to assist learning and implementation of learning in the classroom.

Sharon Parr and Tara Smith

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

In 2022, the school community was informed of the staff Anti-Racism Contact Officers (ARCO) via the school newsletter. Any issues reported by students, or the community, are sensitively dealt with case by case and tie in with the school Well Being policy.

All school staff participated in a review of the Anti-Racism policy and have access to a wide variety of resources to assist their understanding and teaching. The ARCO joined in state and local network meetings to engage in collegial discussions and share ideas and strategies with the aim of supporting wellbeing, enhancing practice in anti-racism education and improving student learning and wellbeing outcomes.

Anti-Racism activities are integrated into teaching and learning programs as part of the PDH program. Students have continued to develop an understanding and tolerance of differences. The school participated in Harmony Day celebrations led by the year 6 students.

Sharon Parr, Tara Smith and Tracey Scott - ARCO

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

Harmony Day is an important celebration of cultural diversity in our school community. Students across the school are encouraged to wear a national costume to school for the day. Each year our year 6 students work in groups to each prepare a presentation on a specific country. They then present the information they have gathered to various classes throughout the day. Students actively participated in Harmony Day this year, with feedback from both students and staff being extremely positive.

As part of Harmony Day, students made a gold coin donation for Ethiopian Enterprises which is a charity that has built the Lem Lem school in the Mohoni District of Ethiopia. Our school has been supporting the Lem Lem school for a number of years. The charity is run by Lesley Stephenson who is an ex-student of Boronia Park PS.

Due to Covid, the annual State Multicultural Perspectives Public Speaking Competition continued to follow a restructured format. All students in years 3-6 prepared and presented a speech before their class. Two nominated speakers from each class then presented their prepared speech, along with an impromptu speech on a given topic, at a stage assembly. From that assembly, two students from stage 2 and two students from stage 3 were selected to participate in the Northern Sydney Area Final.

All students received individual feedback from the adjudicators that they have used to further develop their public speaking skills, and they benefitted from viewing the speeches of students from other schools across the region.