

# 2022 Annual Report

## Bossley Park Public School



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# Introduction

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

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

## School contact details

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## Message from the principal

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It is with great pleasure that I present Bossley Park Public School's Annual Report for 2022. I am incredibly proud to be principal of this amazing school. We have continued to provide a wide range of opportunities for our students to develop and demonstrate personal excellence across academic, social, sporting and cultural domains. Students and their families can be justifiably proud of the excellence demonstrated throughout 2022. Our highly qualified, dedicated and professional staff work collaboratively to ensure that our students strive for their personal best in a safe, challenging and nurturing environment. Our students benefit from our passionate group of teachers, who throughout the year continue to be involved in quality professional learning, collaborative programming and planning and demonstrate a genuine desire to provide the best learning and social environment for all our students. Our teachers are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and our parent community which is one of the many reasons for our successes this year. We thank our P&C and all of our volunteers for their time and tireless efforts in supporting our school, all of which enhances our teaching and learning programs. At Bossley Park Public School, not only did we provide opportunities in all key learning areas but additionally we offered a variety of extra curricula learning experiences and opportunities throughout the year. These included culture club, breakfast club, dance, debating, public speaking, skipping, visual arts, technology, student digital newsletter, yoga, community languages, camps, excursions, incursions as well as leadership development. We also participated in the Premier's Spelling Bee, the Premier's Sporting Challenge and the Premier's Reading Challenge. I commend and thank the students, dedicated teaching and administrative staff, families and wider school community for their commitment, collaboration and care throughout 2022. The achievements outlined in this report would not be possible without your continued support. I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Tracey Betts





Stage 3 Recovery Camp at Broken Bay

## School vision

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

## School context

Bossley Park Public School was established in 1890 with strong traditions of academic excellence, equity, values and innovation. We have a nurturing and harmonious environment where parents/caregivers are always welcome and valued as partners in their child's education. Our school is part of the Cowpasture Principals Network in the Metropolitan South and West School Performance Directorate. Bossley Park Public School is situated on Dharug Country, on the lands of the Cabrogal. Our school is located in the Fairfield Local Government Area in the state seat of Prospect, close to the Western Sydney Regional Park, Stockland's Shopping Complex at Wetherill Park and the M7 Motorway. Our school is situated on 2 hectares of which  $\frac{3}{4}$  are playing fields, gardens and passive recreation areas.

We currently have an enrolment of 344 students and a staff of 38 including classroom and support teachers, English as second language teachers, community language teachers, learning and support teacher, teacher/librarian, school learning support officers, administration staff and our school psychologist. Our students are from a diverse range of cultural and linguistic backgrounds with 88% identified as non-English speaking. Our students come from over thirty cultural and language backgrounds, with Chaldean, Assyrian, Arabic, Spanish and Vietnamese being the dominant language backgrounds other than English. Bossley Park Public School has Aboriginal students representing 0.5% of our enrolment. Our school motto of "Tolerance" reflects our diversity and the wonderful way our students interact and support each other. The school implements Positive Behaviour for Learning and school-wide processes to promote inclusiveness and wellbeing. The school has an active Parents and Citizens Association and encourages strong partnerships through our school-based Community Hub.

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



## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$5,000.00

**Socio-economic background:** \$127,000.00

### Summary of progress

Initiative 1 - Consistency of evidence-based pedagogy across the school

The focus for 2022 was to develop consistency of evidence-based pedagogy across the school regarding reading and numeracy.

This involved high impact professional learning to build teacher capacity and collective pedagogical practices, embedding consistent, effective classroom practice in both reading and numeracy across the school.

The processes undertaken were Jann Farmer Hailey coaching, Teachmeets and Masterclasses, Literacy Intervention teacher support for Years 3, 4 and 6 and a professional learning day led by Carol Spencer for K-6 classes. Stage 2 teachers participated in mentoring and professional learning with Jann Farmer Hailey with a focus on explicit teaching skills in literacy. Rational mathematics has been developed across the school through mentoring by Carol Spencer and use of her website "A Learning Place A Teaching Place". The planning with specialist mentors has allowed teachers to explore new ways for supporting student attainment.

As a result, observational and survey evidence suggests teachers have been applying new approaches and strategies in classrooms, without follow-up and discussion of implications across stages to ensure consistency in teaching practice across the school. Leaders reported that there was greater confidence surrounding knowledge and understanding about evidence-based approaches to literacy as well as numeracy arising from their involvement in Masterclasses and PL sessions with Carol Spencer. Student work samples show evidence of rubrics and marking criteria being used to self-assess own work.

Next year, the focus will be on developing consistency in pedagogical practices across K-2 for reading and numeracy as a result of the new English and mathematics syllabuses being implemented. In 2023, Year 3-6 teachers will be familiarising themselves with the new 3-6 English and mathematics syllabuses. The 1.4 EFT Assistant Principal Curriculum and Instruction (APCI) entitlement will continue to upskill teachers to develop consistency in pedagogical practices in reading and numeracy. This is important because teachers will develop, deepen and feel confident to apply relevant pedagogical approaches for reading and numeracy.

Initiative 2 - Embedded data-informed, evaluative processes

The focus for 2022 was to embed evidence-based sustainable whole school processes for collecting and analysing data in reading and numeracy.

This involved the evaluation of current reading and numeracy data collected and to determine a consistent approach for the collection of data, informing a consistent approach to learning intentions and success criteria (LISC) including feedback.

The processes undertaken led to the decision regarding the collection and analysis of Essential Assessment, NAPLAN

and Check-in by grade teachers on collaboration days, to inform the next teaching and learning cycle.

As a result of evaluation of current data practices, we identified there were inconsistencies across stages since there was no evidence of data analyses being shared collectively at the leadership or whole school or stage level. Additionally, while 100% of teachers were utilising learning intentions and success criteria in their lessons to establish explicit, challenging and achievable learning goals for all students, there was a lack of consistency in a common understanding and what LISC actually looks like in the classroom.

Next year the focus will be on establishing processes and protocols to ensure consistency regarding collection, analysis and use of data, as well as developing a consistent approach to LISC including feedback provided to students. The leadership team will establish and share a defined whole school assessment schedule, including a 'data meeting' framework, with their stage teams. The Leading Evaluation Evidence Data (LEED) team will also deliver high impact professional learning surrounding LISC, including explicit teaching and feedback, utilising the What Works Best evidence-based research for improved classroom practice and consistency throughout the school. Across the school, this will ensure teachers use consistent vocabulary when delivering lessons, for students to develop a deeper understanding of LISC and using feedback to improve their work.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Increase percentage of Aboriginal students achieving Top 3 NAPLAN Bands in reading and numeracy</li> </ul>	While Bossley Park Public School did not have Aboriginal students sitting NAPLAN in 2022, comparing the achievement of 2 students in Years 3-6 from 2021 to 2022, there has been a noticeable improvement regarding reading with an increase in 6 reading levels over the year. With respect to numeracy, internal school data demonstrates how both students have shown an increase in accuracy and response times for addition and subtraction number facts. This progress has been achieved whilst ensuring their cultural identity has increased.
Achievement of 2022 system-negotiated target of: <ul style="list-style-type: none"> <li>• Proportion of students in the Top 2 Bands in reading with an uplift of 3.7%</li> </ul>	2022 NAPLAN data indicates a 7.6% increase in number of students in the top two bands for reading, indicating the school exceeded the system-negotiated target of a 3.7% increase.
Achievement of 2022 system-negotiated target of: <ul style="list-style-type: none"> <li>• Proportion of students in the Top 2 Bands in numeracy with an uplift of 4.1%</li> </ul>	2022 NAPLAN data indicates a 1.4% increase in number of students in the top two bands for numeracy, indicating the school did not achieve the system-negotiated target of a 4.1% increase, however student work samples indicate improved understanding in numeracy regarding concepts, arising out of professional learning with Carol Spencer. Only comparable data available was Term 1 and Term 4 Numeracy Check-in results for Year 4, indicating an increase of 6 students achieving a result for numeracy greater than 70%.
<ul style="list-style-type: none"> <li>• Increase percentage of students achieving expected growth in reading by 6%</li> </ul>	In 2020, NAPLAN was cancelled and the expected growth targets for reading were set to be achieved in 2023. Student achievement data for reading is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. As a result system-negotiated targets for NAPLAN expected growth have been adjusted using an alternative measure. Expected growth in comparable Check-in data from 2021-2022 for reading data has clearly been impacted by Covid19..
<ul style="list-style-type: none"> <li>• Increase percentage of students achieving expected growth in numeracy by 14%</li> </ul>	In 2020, NAPLAN was cancelled and the expected growth targets for numeracy were set to be achieved in 2023.. Student achievement data for numeracy is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. As a result system-negotiated targets for NAPLAN Expected Growth have been adjusted using an alternative measure. Expected growth in comparable Check-in data from 2021-2022 for numeracy data has clearly been impacted by Covid19.
<ul style="list-style-type: none"> <li>• Increase proportion of students completing Kindergarten achieving the</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for Kindergarten achieving the grade appropriate learning indicators within UnT4 due to the absence of</li> </ul>

grade appropriate learning indicators within the Understanding texts (UnT4) element of the National Literacy Learning Progression

- Increase proportion of students completing Year 3 achieving the grade appropriate learning indicators within the Understanding texts (UnT6) element of the National Literacy Learning Progression

- Increase proportion of students completing Year 5 achieving the grade appropriate learning indicators within the Understanding texts (UnT8) element of the National Literacy Learning Progression

- Increase proportion of students completing Year 3 achieving the grade appropriate learning indicators within the Additive Strategies (AdS6) and Quantifying Numbers (QuN8) elements of the National Numeracy Learning Progression

- Increase proportion of students completing Year 3 achieving the grade appropriate learning indicators within the Additive Strategies (AdS7) and Quantifying Numbers (QuN10) elements of the National Numeracy Learning Progression

- More than 40% of teaching staff rate themselves as excelling in Improvement of Practice and Explicit Teaching as measured by the School Excellence Framework (SEF)

- School self-assessment of the School Excellence Framework (SEF) elements assessment, student performance measures, data skills and use and professional standards indicate working towards sustaining and growing

- School self-assessment of the School Excellence Framework (SEF) elements effective classroom practice and educational leadership indicate working towards excelling.

comparison data.

- Student achievement data is unavailable for the Understanding texts (UnT6) element of the National Literacy Learning Progression. However, there was a 14% increase in proportion of Year 3 students achieving the grade appropriate learning indicators for English as per school internal data.

- Student achievement data is unavailable for the Understanding texts (UnT8) element of the National Literacy Learning Progression. School internal data demonstrates a decrease in proportion of Year 5 students achieving the grade appropriate learning indicators for English.

- Student achievement data is unavailable for the Additive Strategies (AdS6) and Quantifying Numbers (QuN8) elements of the National Numeracy Learning Progression. School internal data demonstrates a decrease in proportion of Year 3 students achieving the grade appropriate learning indicators for numeracy.

- Student achievement data is unavailable for the Additive Strategies (AdS7) and Quantifying Numbers (QuN10) elements of the National Numeracy Learning Progression. School internal data demonstrates a 31% increase in proportion of Year 5 students achieving the grade appropriate learning indicators for numeracy.

- Results show that more than 40% of teaching staff rate themselves as sustaining and growing in Improvement of Practice and Explicit Teaching as measured by the School Excellence Framework (SEF).

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of assessment, student performance measures, data skills and use and professional standards.

- Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of effective classroom practice and educational leadership.



5/6B Science Fair



## Strategic Direction 2: Evidenced-based practices for continuous improvement

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$4,100.00

**Professional learning:** \$400.00

### Summary of progress

#### Initiative 1 - Evidence-based Practices and Collective Teacher Efficacy

The focus for 2022 was to increase the capacity of classroom teachers to embed effective English as an Additional Language or Dialect (EAL/D) practices. Explicit teaching pedagogy and differentiation were work-shopped through professional learning sessions. Collaboration days were integrated into the whole school timetable and support teachers were kept consistent to covered classes enabling classroom teachers to have continuity of programs whilst planning, evaluating and analysing data. A review of collaboration days highlighted that they were being used inconsistently across year groups. To address this, protocols will be established to ensure that these days are utilised effectively. Teacher absences made collaboration days difficult at times.

Collaborative discussions with our Refugee Support Leader assisted teachers to moderate student work sample against the EAL/D progressions. This developed consistent teacher judgement and familiarisation with the EAL/D Learning Progressions as an effective method to assist with differentiation of classroom programs.

The processes we have undertaken have led to the following impact:

- Teachers are more confident using the EAL/D Learning progressions
- Learning has become more visible for students.
- Teachers are more confident in moderating tasks which has led to consistent teacher judgement.
- Differentiation for student learning is more evident in teacher programs.

**After evaluation, the next steps will be:** to incorporate specialist teachers (EAL/D) into collaboration days and continue working with our external mentors to develop teacher skills aligned to professional learning programs.. Protocols will be developed to support and guide collegial discussions on Collaboration Days. This will be important to sustain best practice, consolidate understanding of EAL/D pedagogy and maintain consistent teacher judgement.

#### Initiative 2 - Data Skills and Use

The focus for 2022 was to purchase Essential Assessment which has enabled teachers to get baseline data and support consistent teacher judgement. Enablers such as Check-in, NAPLAN and school based data supportive collaborative discussions in order to triangulate data and monitor student progress. Having the base line data, enables teachers to backward map in order to drive future programming and target specific student needs. This has also led to teachers being able to provide parents with an accurate and comprehensive view of their child throughout the reporting process.

The barriers within this work were that only 50% of teachers completed training in SCOUT and had access to reports required for triangulation. The purchase and training for Compass was delayed therefore impeding the transfer of data into PLAN 2. This, in turn, affected teaching training and the ability engage with the data effectively.

**After evaluation, the next steps to support students will be:** The consistent use and triangulation of data to inform best practice and consistent teacher judgement. In 2023, a data wall will be established, monitored and consistently updated through collaboration days. An assessment schedule will be developed to support teachers in knowing what is required to be implemented and what data will be available. This is important because data will give a whole school

perspective and be a dynamic visual representation for professional discussions, reflection on the efficacy of learning and teaching programs. Updating this information will allow for target groups to be identified, support to be allocated and programs implemented to uplift student progress. The data wall makes student information accessible to all teachers and School Learning Support Officers (SLSOs) to monitor and move students along a learning progression.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>The leadership team establishes continuous opportunities where &gt;90% of teachers participate in targeted evidence-based research and professional learning to inform and improve school practices.</li> <li>Teaching and learning programs are developed during collaboration days in consultation with specialist teams to show evidence that they are ensuring all students are challenged and that all adjustments lead to improved learning.</li> </ul>	<p>The executive team continued to be involved with the LEED workshops, providing them with guidance to develop leadership strategies to support teachers in the use of 'Learning Intentions and Success Criteria' (LISC). Internal data measures indicate a growth in the percentage of class teachers that are now collaborating with their year group peers and stage teams and EAL/D teachers. Additionally, it has led to 90% of teachers using evidence based research to co-develop programs that align with relevant syllabus and learning progressions. There was evident shift in teaching practices which led to improved student learning and improvement in textual understanding as measured against the National Literacy and EAL/D Progressions. This approach has seen an increase in student autonomy and fostered a growth mindset. Professional learning in LISCs has allowed for teachers to make learning more visible and for students to examine and reflect on their own learning. Regular quality conferences with teachers and the provision of effective feedback led to adjustments for improved learning outcomes.</p>
<ul style="list-style-type: none"> <li>Assessment is used as an integral part of daily instruction and formative assessment is practiced by teachers.</li> <li>The teachers analyse student progress and achievement data and other information. Teachers respond to trends in student achievement, at individual and group level.</li> </ul>	<p>Inclusively, teachers practised using dynamic assessment to make learning visible and implement it as as a basis for tracking student progress, providing feedback and assessing achievement. This has supported the use of peer assessment and student reflections. 40% of teachers are using assessment more authentically in the classroom and are able to identify trends in their data. They develop and modify classroom programs to support all students with high support and high challenge programs. 60% of teachers are beginning to engage with triangulating data and identifying areas of need. The executive team have observed this shift in the use of assessment through program supervision and an engagement in professionally robust dialogue with teachers on collaboration days.</p>



Technology with StemShare kits

## Strategic Direction 3: Inclusive wellbeing and engagement

### Purpose

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

### Initiatives

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

- Wellbeing
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$276,294.00

### Summary of progress

#### Wellbeing

The focus for 2022 was to implement and embed sustainable, whole school wellbeing programs to support student's social and emotional development and wellbeing. This involved professional learning to up-skill staff understanding and practices in wellbeing.

The processes that we undertook to support this work included staff professional learning in the three Be You modules of 'Understand, Include, Connect' from the **Mentally Healthy Communities framework**. A Wellbeing teacher continued to facilitate Rock and Water and Smiling Mind programs with Years 3 to 6. The Wellbeing teacher also worked closely with targeted students, supporting small group sessions of activities including yoga. Furthermore, social skills groups were facilitated by external provisional psychologists from Learning Links, enabling the program to be implemented with students.

As a result of our work within this initiative and after completing the Be You modules, staff provided positive feedback and suggestions for what we can do to support a mentally healthy community at Bossley Park Public School. Staff also recognised an increased awareness of the proportion of students who have persistent emotional problems and mental health conditions. The students who participated in programs with the Wellbeing teacher have shown increased confidence in transitioning to high school as evidenced by the Student Engagement Matrix. The positive impact of social skills groups resulted in an increased number of teacher referrals to the learning support team and parental consent forms returned.

Next year, further professional learning in another Be You domain will be completed to extend staff awareness and knowledge in mental health and wellbeing. The Wellbeing teacher and social skills groups will continue next year, expanding the range of grades participating due to positive feedback and impact reflected from students and staff via pre and post data surveys. Opportunities during Kindergarten Orientation sessions will be used to inform parents/caregivers of the social skills programs being offered to students. Purchasing of furniture, furnishings and improvements to outdoor spaces will be finalised to enhance school wellbeing and sense of belonging.

#### Attendance

The focus for 2022 was to review and adapt current practices to ensure attendance data is collected and monitored consistently. Another activity was to embed opportunities and supportive strategies to successfully engage the wider school community in improving attendance.

The processes that we undertook to support this work included weekly attendance committee meetings with the Home School Liaison Officer, Learning & Support Teacher and the Principal to monitor and analyse school attendance data. As a result of these meetings, supportive systems were put in place to improve attendance rates. Inclusion of a dedicated attendance focus as part of the weekly Learning Support Team meeting to provide feedback to the school psychologist. Assistant Principal participation in the Cowpasture Network Attendance Working Party meetings occurring once per term. Regular discussions between all stakeholders including ongoing communication with parents/caregivers via phone calls and formal letters home.. Class attendance trophies awarded fortnightly at assemblies to increase the proportion of



students attending school.

What has made this possible has been consistency in processes, scheduled meetings and dedicated personnel to ensure procedures are followed. Barriers to our progress included navigating changing 'guidelines' in reference to being unwell and attending school.

As a result of our focus on attendance, we expected to see an increase in attendance rates. To a large extent these changes have occurred as indicated by SCOUT (School Attendance Summary Data), shown by:

- End of Term 2 overall attendance rate was 79.8%
- First half of Term 3 overall attendance rate was 87.1%
- Second half of Term 3 overall attendance rate was 87.5%
- First half of Term 4 overall attendance rate was 89.6%

Therefore, data indicates there was a 9.8% uplift in the attendance rate over the course of 2022.

Given our school community is still being impacted by COVID-19, and the fact that in a 6 month period there has been a 9.8% increase, this has been an unexpected positive impact on the attendance rates of students at the school.

Next year, the focus will remain the same, however we will establish a process to up skill parents/caregivers on how to use the Compass App, enabling them to make notifications explaining their child's unexplained absences. This should support further increases in student attendance data across the school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Achievement of 2022 system-negotiated targets of:  Improvement as measured by the Tell Them From Me survey • Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school Improvement in student attendance • Proportion of students attending >90% of the time	Due to the challenges of 2022, the number of students attending greater than 90% of the time has decreased by 1.3% since 2021.
Improvement in student attendance • Proportion of students attending >92% of the time	The school did not achieve our school determined-target, however, a focus on attendance has resulted in an uplift of 9.8% in attendance between the start of 2022 and the end of 2022.



PBL re-launch day

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$40,340.23</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> refugee students receiving additional support through their inclusion in the Primary Intensive English Program with the bilingual ethnic aide. English language acquisition was enhanced and the students quickly transitioned into their new school environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continually support both students and their families. Offer additional programs for our refugee students and parents, for example Multilit program and parental inclusion and participation in the community hub program, with the support of the bilingual ethnic aide.</p>
<p>Integration funding support</p> <p>\$41,489.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bossley Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLASP)</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLASPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Personalised Learning and Support Plans being developed for students with additional learning needs in consultation with parents, students, School Learning Support Officers, class teachers and our Learning and Support Teacher. The SLSOs were employed to implement PLASPs with identified students. With support, students were able to access the curriculum and progress along the learning continuum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue supporting the students in the classroom and to provide additional professional learning for the following year's teachers to ensure a smooth transition.</p>
<p>Socio-economic background</p> <p>\$638,323.87</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bossley Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$638,323.87</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Consistency of evidence-based pedagogy across the school</li> <li>• Data Skills and Use</li> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Multilit and Quicksmart programs to support identified students with additional needs</li> <li>• professional development of staff facilitated by Jann Farmer-Hailey and Carol Spencer, A Learning Place A Teaching Place, to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• staff release to increase community engagement and supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved outcomes for students, including having access to quality programs and resources. Funds were utilised to employ class teachers. An expert Literacy Intervention teacher was employed full-time to co-teach and mentor classroom teachers increasing student outcomes in Literacy and assisting us to achieve our goal of consistency in pedagogy across the school in literacy. Another teacher employed provided in-class support by team-teaching and working collaboratively with classroom teachers across the school. Funds were also utilised to employ additional School Learning Support Officers to support teachers and students in the classroom including the with implementation of programs such as Quicksmart and Multilit. A Speech Pathologist developed and implemented intervention programs for identified students. Resources were purchased to support classroom programs, new curriculum, library and ICT. Student assistance was provided when required for school uniforms and classroom resources. In 2022, funding was utilised to heavily subsidise in-school programs such as dance, gymnastics and PBL rewards day. Flexible furniture was purchased to update our classrooms and pedagogy. Our school playground was re-surfaced.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue working towards initiatives as per our strategic improvement plan, improving outcomes for all students.</p>
<p>Aboriginal background</p> <p>\$2,166.44</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bossley Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved learning outcomes and engagement, our Aboriginal SLSO supported students in the classroom and Personalised Learning Pathways</p>



<p>Aboriginal background</p> <p>\$2,166.44</p>	<p>were implemented to support student aspirations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue providing opportunities for our students to learn more about their Aboriginal background, histories and culture. To achieve this we need to provide ongoing professional learning for all staff to support teachers writing Personalised Learning Pathways and embedding Aboriginal and Torres Strait Islander perspectives authentically across all key learning areas.</p>
<p>English language proficiency</p> <p>\$438,995.85</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bossley Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• employment of additional bilingual staff to support communication</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved outcomes and English language acquisition for our English as an Additional Language or Dialect (EAL/D) students in the beginning, emerging and developing phases of the EAL/D progression. 3.2 FTE EAL/D teachers and a 1.0 FTE bilingual SLSO were employed to support students from a language background other than English. The SLSO also assisted classroom teachers and parents/caregivers by translating and interpreting via various modes of communication, ensuring enhanced communication and increased opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide differentiated programs to support EAL/D students. Also we will work closely with our Refugee Support Leader to professionally develop staff knowledge in regards to the EAL/D progression.</p>
<p>Low level adjustment for disability</p> <p>\$228,196.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Bossley Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention such as Multilit and Quicksmart to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved outcomes and access for our students with additional learning needs. 1.3 FTE Learning and Support Teachers (L&amp;ST) were employed to assist classroom teachers to cater for students with additional learning needs. The L&amp;ST upskilled teachers and SLSOs with professional learning, developing personalised learning plans and providing adjustments. The L&amp;ST coordinated the Learning Support Team. PLASPs were developed for</p>

<p>Low level adjustment for disability</p> <p>\$228,196.09</p>	<p>students with additional learning needs in consultation with parents, students, SLSOs, class teachers &amp; our L&amp;ST. An additional School Learning Support Officer was employed to assist students in the classroom and with the implementation of QuickSmart Numeracy program. Other SLSOs were employed to implement PLASPs with identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to focus on providing specific support to our students with additional learning needs and to upskill additional SLSOs with professional learning to implement the Quicksmart and Multilit programs.</p>
<p>Professional learning</p> <p>\$29,215.18</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bossley Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Consistency of evidence-based pedagogy across the school</li> <li>• Data Skills and Use</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist consultant to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> professional learning and coaching sessions were utilised to assist teachers to identify and understand the most effective evidenced-based pedagogy in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide high impact professional learning in order for teachers to develop effective teaching and learning programs in literacy and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$10,239.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bossley Park Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers have developed greater confidence and increased capacity to effectively teach, program and assess.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to focus on building capacity across all stages.</p>
<p>QTSS release</p> <p>\$72,170.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bossley Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>QTSS release</p> <p>\$72,170.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the employment of a part-time teachers to relieve executive teachers from their class programs one day a week. Executive teachers mentored team members by co-teaching, providing demonstration lessons, collaborative planning and evaluating programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue with the provision of executive mentoring time to ensure consistent use of pedagogy in literacy and numeracy, resulting in improved learning outcomes for students. We also need to develop a set of procedures to ensure consistency in approach to mentoring across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bossley Park Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> has allowed for improved student engagement and achievement in English.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue professional learning for all teaching staff with the implementation of the new K-2 English syllabus and familiarisation of the new 3-6 English syllabus..</p>
<p>COVID ILSP</p> <p>\$297,949.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of two teachers to deliver small group tuition. One teacher was timetabled to work with small groups from Years 1, 2 and 3 for four days whilst the other teacher worked with small groups from years 4, 5 and 6 on 5 days. The focus of the CILSP program was to achieve an uplift of students in the middle to lower bounds in the area of Comprehension for Literacy. This Professional Learning proved to be beneficial for CILSP teachers as it provided guidance to ensure that best practice was observed with regards to programming, delivering, tracking and monitoring with directed focus to achieving an improvement in comprehension skills in each 12-week cycle. The first few weeks of 2022 were dedicated to developing an action plan to select students that would be included to take part in the program. Rigorous analysis of Check in data, NAPLAN results, Year 1</li> </ul>

COVID ILSP

\$297,949.00

phonics, past reports for English and periodical DoE designed Short Assessment multiple choice comprehension quizzes were administered to identify students who were deemed to show that they were disadvantaged by remote learning in 2021. Students who fell in the middle bands were selected as they would be able to cope with the extra tuition of the CILSP program and attainment of skills and growth would be measurable over 12-week cycles. In order to demonstrate best practice and be able to successfully track and monitor student growth it was decided that the Literacy progressions Reading and Writing element - Understanding texts Sub-element would be addressed. A level was selected that correlated to the year group of students. Each stage program carefully selected 4 or 5 indicators from Understanding Texts sub element. Texts were selected from a variety of sources with emphasis being placed on comprehension, author's purpose, posing and answering inferential and literal questions, clarifying vocabulary, synonym substitution, correctly citing evidence and summarising texts succinctly by locating the main idea and key points. Student progress was monitored against their class counterparts who were not selected to participate in the CILSP program. All students in the year cohort were tested with a DET designed Short Assessment multiple choice comprehension quiz. Marks were recorded for all students and growth monitored in CILSP participants using PLAN 2 focus areas.

**The allocation of this funding has resulted in the following impact:** improved outcomes for students. Students who participated in the CILSP cycles overwhelmingly improved in the area of comprehension compared to their counterparts and there was an uplift of approximately 57% in reading comprehension across the cohorts. Inclusively, class teachers reported an increase confidence with reading and responding to texts. Individual confidence was also notable and students genuinely displayed interest in learning experiences and were motivated to explore texts to the fullest.

**After evaluation, the next steps to support our students will be:** to use the same model to reach additional students in 2023.



Koori Culture Day



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	205	212	185	173
Girls	209	198	194	171

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	90.2	88.1	81.7
1	95.0	88.0	89.0	82.7
2	91.7	90.5	91.7	84.9
3	94.4	87.1	92.8	83.1
4	95.1	88.6	92.6	87.7
5	94.9	90.5	93.8	84.7
6	93.6	86.5	94.0	87.6
All Years	94.0	88.6	92.1	85.0
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

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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.



NAIDOC Day

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.82
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	2.97
Other Positions	2

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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.



'Wonderful World of Disney' Production



# 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,419,707
<b>Revenue</b>	5,316,393
Appropriation	5,250,813
Sale of Goods and Services	5,206
Grants and contributions	56,504
Investment income	3,032
Other revenue	838
<b>Expenses</b>	-4,699,188
Employee related	-4,121,953
Operating expenses	-577,236
<b>Surplus / deficit for the year</b>	617,204
<b>Closing Balance</b>	2,036,911

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.



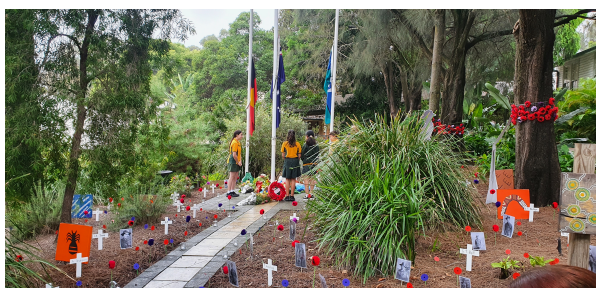
Harmony Day

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	81,829
<b>Equity Total</b>	1,307,682
Equity - Aboriginal	2,166
Equity - Socio-economic	638,324
Equity - Language	438,996
Equity - Disability	228,196
<b>Base Total</b>	2,647,311
Base - Per Capita	95,766
Base - Location	0
Base - Other	2,551,545
<b>Other Total</b>	616,629
<b>Grand Total</b>	4,653,451

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.

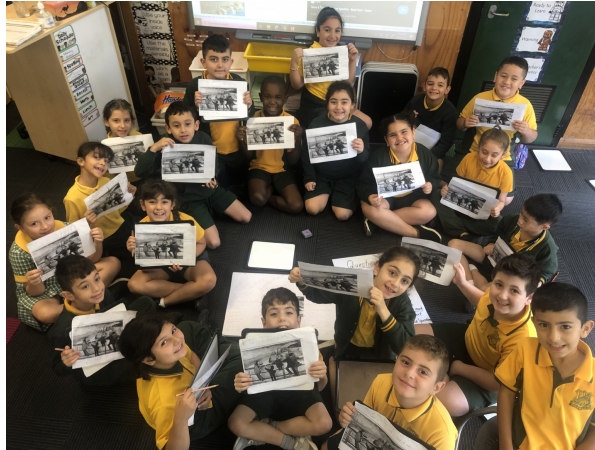


Anzac Day

## 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](https://myschool.edu.au) to access the school data.



Literacy lessons

## Parent/caregiver, student, teacher satisfaction

In 2022, the students, parents and teachers participated in the Tell Them From Me surveys. Our parent data was not a true indication due to only 15 parents completing the Tell them From Me survey. As a result, we utilised data from our Parent Satisfaction Survey.

The Tell Them From Me survey results below focus on the following :

- Teachers - teaching strategies and technology. In the majority of Tell Them From Me surveys presented, the school results are matching or slightly above the NSW Government norm.
- Students - there was a significant increase in comparison to 2021 data in sense of belonging and advocacy at school across four of the six grades surveyed.
- Students - there was an increase across the six grades in comparison to 2021 data in response to Explicit Teaching Practices and Feedback : teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- Students - there was a significant increase in comparison to 2021 data in response to Positive Relationships : Students have friends at school they can trust and who encourage them to make positive choices.

Parent Satisfaction Survey	Total percentage of Agree & Mostly Agree
I enjoy being part of the Bossley Park Public School Community	100%
Bossley Park Public School is an attractive and well-resourced school (e.g. classrooms, library, grounds)	98%
The students enjoy coming to school.	100%
Our school is welcoming.	95%
Parents are encouraged to contact the school to discuss concerns relating to their child.	91%
The school is a friendly school that is tolerant and accepting of all students.	96%
The students are the <del>schools</del> main concern.	98%
The school has supportive student well-being programs (e.g. PBL, Yrs 3-6 Well-being Program with Mr Brims, Smiling Minds)	98%
The school offers challenging programs for its students.	89%
The school maintains a focus of literacy and numeracy.	99%
The school teaches and promotes core values.	100%
Bossley Park Public School has competent teachers who set high standards of achievement.	96%
A wide range of extracurricular programs (e.g. sport, debating, public speaking) are offered.	96%
Technology integration occurs across the school.	95%
Fair discipline exists within the school	96%
There are good lines of communication between the school and parents.	87%
The report format was parent friendly and easy to read	90%
The report clearly identified my child's strengths and areas for improvement (future directions)	80%
The report clearly stated my child's achievement and effort in all key learning areas	86%
I like that the child has an opportunity to reflect on their learning	95%





Recovery Camp

# Policy requirements

## Aboriginal Education Policy

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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

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In 2022, Bossley Park Public School:

- \* Taught 2 full day Culture Club lessons, once a term for all Aboriginal students and a buddy peer of their choice
- \* Offered weekly SLSO support time to all Aboriginal students with an Aboriginal SLSO
- \* Continued Deadly Arts creative arts lessons with an Aboriginal teacher, who taught all students from ES1 to S3 visual arts, dance and music lessons with an Aboriginal perspective
- \* Attended the Fairfield City Council Flag Raising Ceremony and Cumberland Council commemoration of reconciliation at Prospect Hill for National Reconciliation Week\* Participated the 2022 Fairfield Local AECG Koori Culture Day with all Aboriginal students and 5 buddy peers
- \* Identified 3 Aboriginal students to participate in the Gili Gili Birrung High Potential Gifted Education program for dance\* Acknowledged two Aboriginal students as high achievers and were award recipients of laptops or gift vouchers on behalf of Fairfield Local AECG
- \* Had 2 staff members elected as executives of the Fairfield Local AECG\* Had 2 staff involved in the Cowpasture Network Warami Aboriginal Working group once a term for professional learning

## Anti-Racism Policy

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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

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Bossley Park Public School has two trained Anti-Racism Contact officers who are trained to respond to and manage concerns relating to racism. They ensure that staff, students and community uphold respectful relationships and address all incidents of racism. All staff have completed the Anti-racism policy mandatory training and implement programs and practices that are culturally inclusive and non-discriminatory. Aboriginal students are supported to feel connected to culture through Deadly Arts and Culture club lessons.

## Multicultural Education Policy

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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

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Bossley Park Public School population is made up of 88.6% of students and 51% of staff representing Language Backgrounds other than English. 1.9% of students and .9% of staff identify as Aboriginal or Torres Strait Islanders. Our school community is culturally diverse and inclusive.

The following activities and initiatives have been integral to promoting positive relationships through Multicultural and Anti-Racism Education.

- A New Arrivals Program to support newly arrived students with learning English. The STARS (Safety, Trust, Attachment, Responsibility, Skills) model supports their transition into an Australian School.
- Teaching and Learning programs have a strong emphasis on EAL/D practice and pedagogy. They are programs are differentiated to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.
- Teaching and Learning programs have Aboriginal perspectives embedded within them.
- Community Language Programs (Italian and Spanish) provide opportunities for students to appreciate other languages and cultures and provides opportunities for High Potential and Gifted students to enhance language skills.
- The Community Hub Leader works closely with staff, families and students by connecting them to external agencies, holding information sessions and offering courses for the community to take part in with the purpose of maximising wellbeing and employment opportunities.
- Kindergarten teachers participated in the Transition to School program and bought development play equipment for use with pre-schoolers transitioning into kindergarten.
- The Playgroup Bilingual program supports children and families by assisting them with the consolidation of concepts using home languages.
- Translation of school notes for parents by the Bilingual Aide to keep the school and the community connected.
- Interpreters were made available for Three-Way Conferences and other meetings with parents to ensure that communication is clear and a shared approach is always at the forefront of student learning.
- Bilingual information sessions for Assyrian and Arabic parents to inform them about school practice and routines to enhance home school partnerships.
- Extending our understanding of diversity through events such as Harmony Day, NAIDOC week, Education Week, ANZAC day activities, Multicultural Day activities.
- Maintaining culture through Assyrian Dance group and Songroom Indigenous dance and Deadly Arts.

## Other School Programs (optional)

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### Flexible Wellbeing Program

The Flexible Wellbeing Program is a school funded initiative. The funding has been used to employ a wellbeing teacher (0.6 EFT), casual teachers and professional providers to:

- \* improve engagement and social skills through negotiated learning agreements, yarning circles, creative arts, team building, problem solving and yoga in identified students;
- \* improve resilience, self-control, self-reflection and self-confidence in Stage 3 students through the Rock and Water program;
- \* improve Stage 2 student and teacher emotional wellbeing through the Smiling Mind program; and
- \* support Early Career Teachers in their professional learning to achieve accreditation at a Proficient level.

### Literacy Intervention Teacher

The Literacy Intervention teacher was employed in 2022 to continue working alongside teachers with the shared vision of improving pedagogy and challenge them to adopt evidence-based strategies to boost reading comprehension skills in students and provide opportunities to engage with quality literature through quality talk and cohesive writing.

Year 3, 4 and 6 were targeted, ensuring that each grade received two terms of intervention. The Literacy Intervention teacher identified a 'Problem of Practice', analysed reading comprehension, EAL/D Progressions and Literacy Progressions data and analysed NAPLAN results from the previous year. Deep consideration was given to the school's Strategic Direction 1 targets of achieving an uplift in NAPLAN reading bands and Strategic Direction 2 focusing on

building teacher capabilities and a collective pedagogical practice. Collaboratively, the team of teachers, consisting of two class teachers per grade and the Literacy Intervention teacher, embarked on a design model to support and bolster Reading Comprehension, Understanding Texts and Creating texts. The Literacy Intervention teacher provided Professional Learning to all teachers around evidence-based strategies to improve comprehension (Palinscar and Browns' (1984) Reciprocal Teaching) and writing processes (Pritchard & Marshall, 1994). In addition, the Literacy Intervention teacher conducted demonstration lessons, researched relevant studies, sought and produced resources to support the implementation of Reciprocal teaching roles for each class. Teachers were also taught to track progress using Department of Education online tools to support literacy progress in students.

Students enjoyed engaging with quality texts and being active participants in their own learning. They enjoyed the opportunity to work as genuine, equal collaborators when exploring texts at a deeper level and being responsible for a specific role in the Reciprocal teaching group. In Year 4, it manifested as 'Book Club' which led to sustained daily reading and the introduction, development and refinement of writing PEEL paragraphs when responding to texts.

Year 6 dived into current affairs and analysed a range of multimodal texts (news stories, newspaper articles, political cartoons and caricatures) with the intention of improving knowledge about global issues and current events. The Literacy Intervention teacher and class teachers worked collaboratively on building student capabilities in reading and writing. Through Reciprocal teaching, students became more autonomous learners, critical readers and more succinct writers. Demonstrations lessons were conducted by the Literacy Intervention teacher on writing PEEL paragraphs. Year 6 Check-in data and the previous NAPLAN data were used to plan a forward-thinking learning sequence to prepare students for Year 7. The emphasis on responding to texts analytically and writing using Tier 3 vocabulary and structuring their writing, enabled Year 6 students to have a sense of preparedness for secondary education.

The Literacy Intervention program was successful in establishing teaching collaborative practices, implementing evidence-based programs to drive student learning and acted as a vessel to drive achievement and foster a love of engaging with quality literature in students.



Remembrance Day