

2022 Annual Report

Bossley Park High School



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Introduction

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

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

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Message from the principal

At Bossley Park High School we focus on excellence and success through high expectations and continuous improvement to ensure quality teaching and learning for all our students, staff, and community. Core to our vision is to develop students who can confidently meet the challenges of their future and take their place as responsible citizens. Our programs aim to progressively develop high aspirations, leadership and resilience in our students. We aim to unearth the potential in our students and develop their talent. Our broad curriculum provides students with the opportunity to shine and promotes a lifelong love of learning. Our school prides itself on high-quality teaching and learning which nurtures students to connect, thrive, and succeed.

Congratulations to Emilija Vidakovic who became our School Dux. She was closely followed by Sarah Mifsud and Liana David. Emilija and Sarah will continue to be involved with our school, with both university students coming back in 2023 as tutors to support our students.

Davide Foti

Relieving Principal

Message from the school community

Excellence and Success - these words from the school motto proudly define Bossley Park High School. The staff and students strive for success at a high level across all areas of influence and this has been shown through not only the academic successes but also successes in sport, performing arts, visual arts and industrial arts. During 2022 the students represented the school across many disciplines, including but not limited to; Regional Robotics Competition, Future Leaders Photography Prize, Royal Easter Show, Schools Spectacular - Inspired, where one of students was a featured artist, 2022 NSW Public Schools State Dance Festival 'Bloom', Puma Cup, SSW Volleyball Knockout, and the Regional Cross Country Championship. Bossley Park High School students were also recognised by local members with three students winning highly commended awards at the Fairfield City Council Mayor's Youth Achievement Awards. The winning categories included Most Outstanding Youth Group Award, Sportsmanship Award, and Creating Change & Creative Arts Award. The school also had two recipients of the Inaugural Dai Le Leadership Awards. Each year more families join the Bossley Park High School community, and we welcome those families to our school and community. The community actively works with the school to provide the best overall environment and outcomes for the students. The Community Support Group meets twice in each school term. These meetings provide an important information link between the parents the school and the education department. All parents are welcome and encouraged to attend and learn more about the daily lives of their children, upcoming events, the achievements and plans of the school and the opportunities available to their students at Bossley Park High School. Bossley Park High School continues to provide Excellence in education for the students resulting in Success across all areas of their endeavours, a tribute to the Programs offered and the dedicated teachers and executive staff of this outstanding School.

Message from the students

In 2022 the Student Representative Council was very active, working together to ensure the Bossley High School Community remains a respected and close-knit family whilst also showcasing outstanding teamwork and leadership qualities. Our diverse team worked in a coherent and efficient manner in organising several events involving the running of stalls, distribution of products, and assembling of equipment, just to name a few. Valentine's Day was the first of several events for our team. The event involved the organisation, sale, and distribution of various items, including teddy bears, roses, and heart lollipops, with our team managing sales from several locations to maximise engagement with students around the school. The SRC's hard work and perseverance enabled the student cohort to enjoy the day, as well as raise funds with all proceeds going to the improvement of the school's facilities for 2022.

The annual whole school athletics carnival proved to be a resounding success for the SRC, as well as an event enjoyed by students of all year groups. The SRC was involved in the distribution of pizza, which sold out in a short period of time, demonstrating the excellent management skills of the SRC. Furthermore, the success of 2022's Open Night presented both the SRC and the captains with the opportunity to showcase our wonderful school, students, and community to a range of parents from the local community for both existing and new students. Our captains recounted positive experiences and opportunities presented by the school, whilst assisting in the organisation of the SRC run stall in the library. These students were tasked with promoting the SRC to students, managing to engage the audience with interactive presentations. All students involved did an excellent job showcasing our school values of Excellence and Success, whilst demonstrating leadership and teamwork skills.

In Term 4 the SRC ran a Christmas stall, which proved to be a resounding success, with the selling and distribution of candy canes and candles to spread the holiday spirit. One of our young entrepreneurs, from the BPHS entrepreneur program handcrafted festive candles, which not only spread Christmas cheer but also assisted our capacity to support the BPHS community.

Moving forward, there is no denying that the Student Representative Council will continue to approach future events with a passionate attitude, taking great pride in the wellbeing and quality of our school and its students within the Bossley Park community. We look forward to future events organised and operated by our team this year and are excited about the prospect of leaving behind a legacy from the 2023 SRC that will be remembered by future cohorts and the community.

Written by Jessica Tran & Owen Wilson

School vision

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

School context

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$516,455.74
English language proficiency: \$705,000.00
Integration funding support: \$132,477.00
Low level adjustment for disability: \$427,349.20
Per capita: \$60,000.00
Refugee Student Support: \$20,252.40
Professional learning: \$11,250.00

Summary of progress

The delivery of explicit teaching of Literacy and Numeracy occurred throughout 2022. Firstly, the delivery of the Covid Intensive tutoring program was facilitated, targeting the literacy and numeracy needs of students. Students were taught in small group settings by tutors to complement the literacy and numeracy demands in curriculum classes. This has in turn produced meaningful data on student needs which has been filtered back to class teachers so adjustments can be made.

Analysis and evaluation of the Literacy ILSP shows that the small group tuition has been implemented well for Years 7-10. Attendance and survey data indicate that students across all targeted year groups are engaging with the program and noting there is appropriate challenge and support as well as relevance to their KLAs with some students showing notable growth in their English assessment performance. NAPLAN data indicates that students would benefit from more explicit reading comprehension intervention.

Literacy and Numeracy specific classes were also delivered targeting the needs of our students. Classes derived their learning from the National Literacy and Numeracy progressions. Teachers are trained to use and understand the progressions to monitor student progress. Learning is consolidated around, reading skills, spelling, grammar, punctuation and writing. Numeracy skills are also delivered with a focus on quantifying numbers, percentages and additive strategies.

Student interviews and analysis of classroom interactions and writing samples indicated that critical thinking skills and writing skills have seen improvement as a consequence of the program and the strategies adopted by the teachers who participated in the research study. Classroom interactions showed increased student participation in discussion, increased supportive talk between peers and more academic and extended talk including reasoning, questioning, and elaborations. Students' written texts show evidence of more academic language, effective structure, cohesion, reasoning and elaboration.

As a result, the impact is evident as there has been growth in writing in the NAPLAN examinations for the top 2 bands. Also, students have met the Minimum Standard before moving into Senior study as this has mitigated the gaps in learning due to remote learning. The use of PLAN 2 has also meant that the school has rich data sets on students and can tailor teaching to the needs of the students moving forward.

In working towards our system negotiated targets, in 2023, there will be a more systematic focus on how we teach reading strategies across the school. This focus will be on explicitly teaching evidence based literacy strategies that will focus on reading endurance and word, sentence, paragraph and whole text deconstruction. Further professional learning will be delivered to staff as we continue to work towards the system negotiated target of a 5% increase in the top 2 bands for reading.

Also, in 2023 we will identify areas of commonality causing difficulty in the area of numeracy across subject areas and devise activities within teaching and learning programs to continue to work on meeting our targets. Further to this, in 2023 the COVID ILSP program will continue to be implemented with Round 2 implementation. In response to NAPLAN

data review, reading strategies will be a focus for Round 2 implementation.

In 2022 Bossley Park High School contributed 33 staff to the HSC Professional Learning Strategy in the following subject areas, Biology, Business Studies, Chemistry, Community and Family Studies, English, Industrial Tech, Legal Studies, Mathematics, Modern History, Music, PDHPE and Visual Arts. These faculty members shared their knowledge with the rest of their faculty colleagues during organised meeting times. The Head Teacher, Teaching and Learning delivered professional learning at staff meetings to clarify the discriminating feature for each subject area as well as, demonstrating the universality of the strategies. Staff have utilised feedback gained through this reflection process to refine teaching artifacts to assist in improving outcomes for students. Moreover, the knowledge of these high leverage strategies was also built into the RAP analysis package completed by Stage 6 teachers. This required teachers to align their teaching strategies to the needs of individual students to ensure growth from the Year 11 to HSC course. Staff were asked to reflect on the efficacy of the strategies they employed through this analysis and explain how they were adapted to their classroom and students.

In working towards the next steps of building teachers' understanding of the discriminating feature shifts to identification, and to judgement, through ongoing cycles of professional learning we will use reflective practices such as checking registration and analysing RAP data to evaluate the efficacy with which teachers are delivering these evidence based practices. To ensure teachers are using high impact strategies to increase student performance and achieve we will collaborate with faculty head teachers to ensure staff are utilising these strategies and evaluating HSC data to plan the next stage of the teaching cycle. This is important because purposeful and timely use of the high leverage strategies improves students' achievement, in order to meet our system negotiated targets of a 4% increase in bands 5 and 6 across all courses in the HSC.

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
System negotiated targets <ul style="list-style-type: none">Working towards an increase in the proportion of students in NAPLAN top 2 Bands for Reading to 18.3%	Through the Literacy strategies embedded in teaching and learning programs including, vocabulary strategies, formative assessment and writing strategies, we have seen a slight growth in the reading results for the top 2 bands of 1%. As a result, we are currently on our way but still below the 5% increase stipulated. In working towards our system negotiated targets, in 2023, there will be a more systematic approach to how we teach reading strategies across the school. These will focus on reading endurance and word, sentence, paragraph and whole text deconstruction. Further professional learning will be delivered to staff as we continue to work towards the system negotiated target of a 5% increase in the top 2 bands for reading.
<ul style="list-style-type: none">A 5% improvement in the percentage of students achieving in the top 2 bands for numeracy.	There has been improvement of 2% in students achieving the top 2 bands for numeracy. Staff have delivered numeracy lessons targeting specific skills needed to meet this benchmark. This has particularly been evident in the Covid Intensive tutoring and the designated numeracy lessons for years 7 to 9 students. This has led to the slight increase in our numeracy data. However, in working towards the system negotiated target, there will be a more holistic, targeted approach to teaching numeracy in classrooms across the school. By identifying areas of commonality across subject areas and devising activities within teaching and learning programs we will continue to work on meeting these targets.
<ul style="list-style-type: none">Increase in the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN for reading and numeracy.	Bossley Park High School currently has 2 students in Year 9 who identify as Aboriginal and completed NAPLAN examinations. While they did not meet the top 3 bands for reading and numeracy they did show growth from their Year 7 results. With the focus on reading initiative within the school to be implemented in 2023 for the whole school, we will continue to work towards equitable outcomes for Aboriginal students. The school has also allocated resources to a First Nations team where a teacher will form a connection with Aboriginal students to foster educational and social growth across the school. In turn, this will augment our plan to initiate strategies which target reading for all students.
<ul style="list-style-type: none">HSC achievement -an increase of 4% of course results in top 3 bands.	There has been a 1.3% increase on baseline data from 2019, which places Bossley Park High School, 2.17% below our annual agreed lower bound. As a school we will continue to participate in HSC professional learning and

<ul style="list-style-type: none"> • HSC achievement -an increase of 4% of course results in top 3 bands. 	<p>aim to ensure that a high level of new staff engage with this PL across the school. Moreover, a focus on supporting teachers who are new to Bossley Park High School, with professional learning opportunities and support from within faculties being a priority in 2023. The school's induction program is also being improved with greater support for ECT's and staff new to BPHS.</p>
<ul style="list-style-type: none"> • An uplift of 5% of Year 9 students achieving expected growth in NAPLAN reading 	<p><i>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</i></p>
<ul style="list-style-type: none"> • An uplift of 5% of Year 9 students achieving expected growth in NAPLAN numeracy 	<p><i>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</i></p>
<p>School Self Evaluation evidence indicates;</p> <ul style="list-style-type: none"> • Working towards Excelling in TEACHING domain / Professional Standards / Literacy and Numeracy focus • Working towards Excelling in LEARNING domain / Student Performance Measures / Student Growth • Working towards Excelling in TEACHING domain / Data Skills and Use / Data use in teaching 	<p>Focus continues to be on developing quality teaching programs and assessments with a focus on HSC professional development. The school employed the Head Teacher, Teaching and Learning to monitor progress of all faculties in their implementation of high-leverage strategies in their programs. This in conjunction with the implementation of vocabulary strategies and effective questioning strategies demonstrates our progress towards the target of excelling in Literacy and Numeracy across the school. Teachers have engaged with NAPLAN and HSC data to inform their teaching. This in conjunction with the school's shift in assessment to ensure our practices are in line with NESA's principles of assessment where students are assessed formatively and summatively. Consequently, teachers are continuously looking for the learning and using data to inform their teaching practice.</p> <p>This has resulted in student growth across key areas exceeding statistically similar schools, particularly with regard to NAPLAN results and areas of the HSC. Students at BPHS achieved an average HSC course result that was 3% higher than SSSG. There is still work to do in ensuring equity across the diverse student groups at BPHS including EALD, refugee and first nations students. In order to excel in the domain of student performance there will need to be greater growth in these areas to ensure equity across the school and to further ensure the school is exceeding its benchmarks.</p>

Strategic Direction 2: Staff expertise and leadership

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$79,728.24

Socio-economic background: \$120,000.00

Per capita: \$20,000.00

Beginning teacher support: \$47,714.00

Summary of progress

In 2022, staff have continued to engage in professional learning on Formative Assessment and the impact of this learning is evidenced through the observed increased capacity of teachers to embed formative assessment within explicit programs. Teachers have also demonstrated during lesson observations and learning walks a greater ability to more effectively implement formative assessment techniques such as Learning Intentions & Success Criteria, effective questioning and Peer and Self assessment within the classroom to determine where students are at with their learning, to identify gaps within student learning, which they then use to inform their practice. The impact of our professional learning focused on Formative Assessment is also evident in the improved capacity of our teachers to make accurate judgments about student progress through the use of formative assessment and this is also evident in the increased accuracy of grade allocations and reporting on student progress. Tracking of student progress across the years has continued to be an area that requires further development., and consequently it will be a priority in 2023. This is important because it will assist teachers in develop student strengths and eradicating gaps in student learning, thus ensuring that there is continuous improvement in student progress.

Staff have undertaken high impact professional learning on how to utilise data to inform practice. The impact of this professional learning was evident in the capacity of teachers to analyse HSC and NAPLAN data to identify strengths and weaknesses in teaching programs. Teachers have also demonstrated an improved capacity to make adjustments to teaching and learning programs which is evident in the annotations that teachers make, using them as working documents. SWIVL video observations have been utilised by a number of teachers to evaluate their practice within the classroom to improve their capacity to implement evidence-based teaching practices within the classroom and to evaluate the impact of these practices in improving student outcomes. Teachers who have used SWIVL have reported that the self and peer feedback that they have received has been of substantial benefit. Teachers have identified areas of their practice that requires development and have actively taken steps to improve various facets of their teaching. SWIVL Videos have also been used as exemplars of quality practice and shared with the whole staff in order to demonstrate to staff what the successful implementation of evidence-based practices learnt during high impact professional learning looks like. This sharing of practice has assisted in breaking down barriers and aided the development of a culture of collective efficacy within the school.

Collaboration continued to be a focus in 2022 and cross faculty and faculty collaboration meetings were again held during weeks 4 and 8 of each term where teachers shared best practice with a guided Sharing of Practice (SOP) process that was explicitly taught to all staff. In 2023 staff will continue to engage in High Impact Professional Learning on evidence-based teaching practices, which continue to be embedded into teaching and learning programs and are being delivered within the classroom. Evidence of the impact of the development of these explicit programs being delivered within the classroom was evident through lesson observations where teachers demonstrated a strong capacity to implement explicit teaching strategies and formative assessment techniques within the classroom.

Early Career Teachers (ECTs) were supported with their classroom practice and progress towards the attainment of Proficient accreditation through a comprehensive program of mentoring, coaching, classroom observations and supervision. Beginning teacher support funding was effectively used to employ additional external expert teacher mentors for this purpose to assist with our large cohort of ECTs. However due to staff shortages in 2022 to provide ECT's relief from their class load to work with colleagues and to develop quality resources was reduced. Consequently,

this impacted mentoring and support programs, which in turn were not as substantial as they could have been without this barrier. A survey of ECT's in the school indicated that an increase in workload had a significant impact on their capacity to strategically target areas requiring development. All new teachers to the school including ECTs were also supported through the New Teacher Induction Program, however in 2023 this program is being modified and extended to ensure a greater level of support for ECT's throughout the duration of the whole school year, which was a weakness that was identified within the program. These changes are important to ensure that ECT's at the school are supported throughout the entire year in the development of their capacity to perform the duties of a classroom teacher and improve student outcomes.

One staff member successfully graduated as part of cohort 5 in the Aspiring Principal's Leadership Program delivered by The School Leadership Institute in collaboration with the University of Wollongong. However, due to the increased workload and burden placed on teachers as a consequence of staffing shortages in 2022, no teachers enrolled in the NESLI Teacher Leadership Colloquium, and consequently the development of leadership through professional learning was well below our progress measure of an additional 5% of teachers undertaking leadership Professional Learning. Despite this there has been significant change in the leadership of the school and due to the resources, the school has invested into developing the leadership capacity of staff at the school 12% of staff have successfully relieved in a position of higher duties in 2022 within the school. The school also had 4% of staff who were successful in gaining promotion through external merit selection which reflects the high level of leadership capacity we are developing within our setting.

In 2023 teachers will continue to engage in high impact professional learning focusing on the 8 themes within the 'What works best in practice' document with a focus on Classroom Management and Wellbeing. This is important because it will ensure that teachers are using evidenced based practices that are proven to be high impact. This will assist in ensuring that students feel connected and supported at the school to achieve their best. It will also assist in students learning appropriate behaviour that is conducive to a highly productive learning environment. The Teachers Induction Program will be evaluated, modified and improved to support ECT's at the school for the duration of the whole year. Staff will also be encouraged to work collaboratively as part of the Teaching and Learning team to support and lead professional learning in areas of their expertise to support the implementation of the High Impact Professional Learning Policy within the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Formative assessment strategies embedded into teaching and learning programs for two stages in all faculties.</p> <p>Continuation of collaboration meetings with the addition of:</p> <ul style="list-style-type: none"> • Explicit Teaching • Use of data to inform practice • Formative Assessment <p>All staff engaged in What Works Best 2020 paper led by T&L Team focusing on:</p> <ul style="list-style-type: none"> • Explicit Teaching • Use of data to inform practice • Formative Assessment <p>An additional 25% (total 75%) of Stage 6 teachers complete HSC Strategy PL in 12 courses available.</p>	<p>Formative assessment has been successfully embedded into teaching and learning programs for two stages in all faculties. These programs are highly explicit and contain evidenced based practices that ensure a high-quality curriculum is delivered in every lesson. These explicit programs support teachers to continually seek evidence of student learning so that they can identify the gaps in their students learning which they will then use to formulate their next steps in order to maximise student growth.</p> <p>100% of staff have actively participated in cross faculty collaboration utilising the Sharing of Practice Protocols to promote and develop the evidence-based teaching practices of Formative Assessment, Explicit Teaching, and Using Data to Inform Practice. Staff participated in collaboration meetings which analysed HSC and NAPLAN data. Staff also collaborated over the HSC Strategy PL, Explicit Programming and Assessment. Staff have shared expertise, resources and experiences which have assisted teachers in evaluating their own practice and allowed them to make modifications to their own practice that are innovative and are backed by research and evidence-based practices.</p> <p>All staff engaged in the What Works Best in Practice document 2020, led by the T&L Team focusing on Assessment, Explicit Teaching, and Use of data to inform practice. Staff completed the What Works Best in Practice Toolkit at the beginning of 2022 to determine their baseline data within these themes. Staff re engaged with this tool kit with a specific focus on the four themes which were of focus in 2021 to assist in determining the impact of HIPL in these areas throughout 2021.</p> <p>An additional 18 teachers (29%) 85% of Stage 6 teachers eligible to deliver the 12 courses within which the HSC Strategy PL has been delivered have</p>

<p>Formative assessment strategies embedded into teaching and learning programs for two stages in all faculties.</p> <p>Continuation of collaboration meetings with the addition of:</p> <ul style="list-style-type: none"> • Explicit Teaching • Use of data to inform practice • Formative Assessment <p>All staff engaged in What Works Best 2020 paper led by T&L Team focusing on:</p> <ul style="list-style-type: none"> • Explicit Teaching • Use of data to inform practice • Formative Assessment <p>An additional 25% (total 75%) of Stage 6 teachers complete HSC Strategy PL in 12 courses available.</p>	<p>successfully engaged with the PL.</p>
<p>All staff continually engage in HIPL driven by student needs and supported by evidence-based teaching practices.</p> <p>An additional 5% (total 15%) of staff engaging in HIPL centered around leadership.</p> <p>Additional 5% (total 15%) staff successfully complete the Teachers Leadership Course.</p> <p>5% of staff are delivering PL in an area of their expertise.</p>	<p>All staff have engaged in HIPL which has focused on evidence-based teaching practices that have developed staff in the following areas: Formative Assessment, Explicit Teaching, Using Data to Inform Practice, Collaboration, HPGE and Higher Leverage Strategies.</p> <p>17% of teachers have engaged in HIPL on leadership, which has resulted in the successful planning and implementation of innovative initiatives. It has also resulted in 10% of staff relieving in a position of higher duties or who were successfully promoted to a substantive position of higher duties. However, only 1% of additional staff completed a leadership course this year.</p> <p>20% of staff delivered PL during 2022 in an area of their expertise fostering a culture of continually improvement and a shared efficacy in the building of staff capacity and improvement of student outcomes.</p> <p>All new teachers to the school have successfully engaged with and completed the BPHS Induction program.</p> <p>20% of early career teachers working towards proficiency obtained proficiency this year.</p>

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

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Socio-economic background: \$478,000.00

Per capita: \$91,200.00

Aboriginal background: \$8,834.00

Refugee Student Support: \$10,000.00

Integration funding support: \$30,000.00

Student support officer (SSO): \$96,058.00

Summary of progress

The focus for 2022 was to establish a team to lead High Potential Gifted Education (HPGE) policy implementation and to build the professional competency of all staff to meet the needs of gifted and high potential students through targeted whole-school professional learning. The processes we undertook to support this work was to send members of the executive team to the network leaders course, and to undertake a whole-school comparative evaluation of school procedures, programs and practices and an audit of individual faculties to tailor the professional learning and support that was provided. In addition, a referral system was created in Sentral to help identify students with high potential and provide an opportunity for teachers to collaborate and to collect and track student data. As a result, all staff have received professional learning on the policy and the HPGE team is established and operational, producing targeted resources such as the 'HPGE toolkit' to help support staff to introduce challenge and complexity into their programming to challenge and support HPGE students. Programming check-ins have indicated that a majority of staff are making relevant adjustments in their programming. Next year the focus will be on the continued 'implementation' of the policy, also focussing on providing opportunities for staff to 'collaborate', as part of the 'Five Key Actions' framework. We will continue to support staff to implement evidence-based procedures and adjustments in their programming as well as structure opportunities for collaboration with families and the school community to enhance the growth and achievement of students and support their wellbeing.

In regards to attendance as a focus of wellbeing and engagement improvement, 2022 saw the enhancement of student attendance by building upon existing engagement tools to facilitate an increase in whole-day attendance while minimising partial attendance. The development of strategic responses to attendance engagement were spearheaded by identified attendance stakeholders in our wellbeing and executive teams in conjunction with cooperative work across school network wide working parties. The processes undertook to develop and support these programs included the further development of attendance data tools including SCOUT and Sentral to identify and isolate patterns and non-attendance cusps in conjunction with the implementation of new recognition initiatives to emphasise attendance growth both in whole and partial days. The involved not only a coordinated whole school approach to celebrate improvement and monitor declines but also the introduction of ongoing community awareness of attendance rates, effects and a shared direction of attendance enhancement through increased communication via email, SMS and direct calls. Implementation was supported and evaluated by not only a developing attendance team within the school, but in joint measures with the Cowpasture Attendance Working Party (CAWP) to identify, establish and jointly consolidate shared attendance procedures, tools and expectations across the local school network. However despite the development of analytical tools, a re-focus on different levels of attendance in both whole/partial and newly designed engagement programs, the number of students attending greater than 90% of the time or more decreased, being significantly affected by the public health advice regarding COVID-19, particularly following stay at home orders from 2021 data. As a result of these initiatives, Bossley Park High School has set in motion perpetual attendance monitoring tools, benchmarks and processes to recognise and improve attendance improvements in addition to attendance drops. This has seen an

improvement in partial attendance. The impact of a distinguishing the effects of partial attendance on engagement levels and seeking to improve or negate has fed into the necessity to engage the school community and foster a shared consensus of expectations, responsibilities and monitoring. This is important because while the data on overall attendance does not reflect the desired growth, the school's attendance policy in conjunction with Department advice has been strengthened to embody a developing whole community approach to emphasise attendance enhancement. Next year the focus will be to continue to build upon our attendance team, looking to highlight our attendance data collection and analysis for progress and success. We will continue to build upon our engagement tools and initiatives, seeking to build upon community expectations and a shared understanding of the importance of school attendance - seeking to build upon the growth and achievement of students and support their wellbeing. In working towards our system negotiated targets of positive attendance growth in 2023, there will be a systematic focus on the ongoing use of our engagement tools in addition to the development of newly created community outreach methods.

In 2022, the process of unearthing potential and developing talent within our students was accessed by increasing leadership opportunities while strengthening our wellbeing culture where every student is provided with the opportunity to connect, thrive and succeed across multiple school programs, systems and events. This involved the wellbeing team investigating, collaborating and introducing opportunities for growth of established wellbeing and engagement programs as well as introducing new initiatives/strategies across intellectual, creative, social-emotional, and physical domains. As a result of junior engagement programs as well as the reintroduction of PBL, wellbeing levels, house competitions and hobby clubs, an increase in the sense of belonging and student engagement in the school community was noted in school developed student surveys where over 95% of responders agreed that a more engaging atmosphere at Bossley Park High School was created. 94.1% of students surveyed reported they were engaged in school more in 2022 than were in 2021. The resulting relaunch of various wellbeing events/initiatives has led to a trend of increased student participation across multiple school wide activities, seeing a substantial increase as students are looking to become more involved in activities outside of the classroom. Next year, this should in-turn increase the TTFM 2023 data as well as display a stronger sense of belonging and advocacy by students to BPHS. Through continued adoption and embedding of the Wellbeing framework: 'Connect, Succeed and Thrive', further engagement in community activities that promoted leadership of our students was fostered. Throughout 2022, the number of students volunteering their time to be involved in leadership activities has increased. This effect has led to a growth in the awareness of leadership activities and an increase in the number of student leadership positions available. Next year, the breadth of wellbeing and leadership programs will increase as the school integrates a wider volunteer program to build upon our students sense of belonging, advocacy at school and their expectations of success as measured by their positive sense of wellbeing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Key action area: Collaborate</p> <ul style="list-style-type: none"> • HPGE team established and operational • Staff continue to engage in professional learning to assist the effective implementation of the HPGE policy into their teaching practice <p>Key action area: Assess and identify</p> <ul style="list-style-type: none"> • All four domains of potential are visible in curriculum • Explicit adjustments to cater for and challenge all learners are becoming visible in teaching programs 	<p>All staff have undertaken Professional Learning in High Potential and Gifted Education increasing knowledge of the policy. Set up a referral system and embedded teaching strategies in all faculty programs. Document analysis of learning programs indicate a large percentage of learning programs include evidence of adjustments made to accommodate individual student needs, making sure they are challenged and all adjustments lead to improved learning. Staff have been identified for the HPGE team and our system aligned to provide opportunity for them to meet.</p>
<ul style="list-style-type: none"> • Delivery and evaluation of student wellbeing, senior school transition, and junior school engagement programs • Full time SSO role and program defined and established. • Increase student engagement, advocacy and leadership opportunities. 	<p>In implementing the new Student Behaviour Strategy the Senior executive and Wellbeing team have evaluated the current practices at Bossley Park High School and are seeking to renew our wellbeing practices to support student learning. In 2022, we employed a full-time and a part-time SSO who worked with at-risk students offering wellbeing support and mentorship. The role of this has been defined and organisational structures are in place to ensure the SSO can work effectively within our wellbeing framework. Student wellbeing activities have also played a part in ensuring students</p>

<ul style="list-style-type: none"> • Delivery and evaluation of student wellbeing, senior school transition, and junior school engagement programs • Full time SSO role and program defined and established. • Increase student engagement, advocacy and leadership opportunities. 	<p>feel connected to our school. The Junior Engagement coordinator, has facilitated programs such as the BBB and MMM programs to build student self-worth and engage with the wider community. Additionally, the Head Teacher Secondary Studies has worked to assist senior students to transition to a variety of pathways of learning. The growth of the Student Representative Council to be more democratic and encourage student ownership has seen an increase in leadership opportunities. Moreover, the implementation of whole school open days and robotics have placed student leaders at the forefront representing Bossley Park High School to the wider community.</p>
<p>Increase the Wellbeing target by 5% from TTFM survey data results related to advocacy at school, expectations for success, and a sense of belonging</p>	<p>Many Wellbeing programs were re-launched in 2022 in order to re-engage students post-COVID and to increase student advocacy, sense of belonging and re-emphasising high expectations for success. Engaging students via programs such as BBB, MMM, SRC, Interact Club and a clear emphasis on increasing Senior Volunteering.</p> <p>As part of this target, we have introduced Week Gr8 into every term, increasing student participation and stimulation by creating activities such as teachers vs students competitions, E-Sports competitions, movies during breaks, music in the quad, student performances as well as introducing more culturally specific activities. This in-turn increased Senior Leaders as they assisted with RUOK? Day as ambassadors, running events, Introduction of SRC Prefects.</p> <p>Other important events to note include: having 17 students apply for School Captain (our highest ever), organising BPHS' first ever Prefect Afternoon Tea, which brings all local school Prefects/Captains together completely run by students.</p> <p>The Tell Them From Me data representing student wellbeing via school advocacy, expectations and sense of belonging decreased in 2021 by 8%, continuing to remain at that same percentage of 59% in 2022. However, the School Wellbeing survey created by HT Wellbeing, displays some very encouraging data which shows students were far more engaged by the current programs/events created by our Wellbeing team in 2022.</p> <p><i>Tell Them From Me data indicates 59.45% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</i></p>
<ul style="list-style-type: none"> • An uplift of 3% of students in Years 7-10 attending school 90% or more. 	<p>The Student Attendance Enhancement strategy was launched in 2021. A working party and collaborative team of stakeholders was established, and plans were created to improve student attendance. The disruption of the COVID situation on attendance rates continued into most of 2022 and there are difficulties in showing any evidence of growth when comparing to the period of online learning in 2021. However, the final term of 2022 saw a renewed focus on the Student Attendance Enhancement strategy and this, alongside easing COVID isolation restrictions, resulted in a 14% uplift of students in Years 7-10 attending school 90% or more from Term 3 to Term 4.</p> <p>Aspects of this strategy included volunteering, leadership and engagement programs that were implemented to increase student attendance levels, as well as a rewards system and regular communication with students and families about our attendance achievements. To continue this uplift in a more significant and permanent way for a much less disruptive 2023, a major focus will be ongoing collaboration within the Cowpasture network to enhance our data analysis and reporting, to better inform our practices that have been relaunched late in 2022.</p> <p><i>The number of students attending greater than 90% of the time or more has decreased by 28.8%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.</i></p>
<p>School Self Evaluation indicates:</p> <ul style="list-style-type: none"> • Maintain Excelling in Learning 	<p>In 2022 the school employed a second Student Support Officer to support the school in achieving excelling within the School Excellence Framework</p>

<p>Domain-Wellbeing - caring for students</p> <ul style="list-style-type: none"> • Maintain Excelling in Learning Domain - Wellbeing - a planned approach to wellbeing • Maintain Excelling in Learning Domain Learning culture - attendance 	<p>Self-Assessment Survey in the Learning Domain of Wellbeing, caring for students. This additional SSO working collaboratively and supportively, with the wellbeing team to ensure that all students have an identified staff member who can provide advice, support and assistance to help students fulfil their potential.</p> <p>In 2022 the school conducted survey's, interviews and focus groups with students, parents and teachers which has supported whole school wellbeing and engagement planning and the implementation of practices and initiatives to support and improve learning. This has supported the school in achieving excelling within the School Excellence Framework Self-Assessment Survey in the Learning Domain of Wellbeing, a planned approach to wellbeing.</p> <p>In 2022 the school implemented volunteering, leadership and engagement programs, as well as a rewards system and more effective and regular communication with students and families about our attendance expectations and achievements to improve student attendance levels. These initiatives have helped the school in achieving excelling within the School Excellence Framework Self-Assessment Survey in the Learning Domain of Learning Culture Attendance.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$30,252.40</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of Literacy and Numeracy • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Vocabulary strategies implemented have been highly effective in increasing accountability for vocabulary building across all KLAs. Teachers now possess a repertoire of skills to embed the explicit teaching of subject-specific vocabulary within their pedagogy. This involves expanding the vocabulary of students to include Tier 2 and 3 words as well as encouraging them to utilise these across contexts. Vocabulary strategies are evident across teaching and learning programs to scaffold oral and written language., resulting in improved writing outcomes for most learners. A bilingual school learning support officer has improved the delivery and impact of the vocabulary strategy for refugee students as well as improving communication with refugee families, closing the gap between school and home, and increasing the sense of belonging refugee families have with our school. Share a meal, Share a story was one of the activities our students and their families engaged in as part of Refugee Week, further enhancing the relationship and collaboration between home and school.</p> <p>After evaluation, the next steps to support our students will be: Expanding Harmony Day into a Harmony Week of celebrating the diverse cultures of our student body, with the intention of further increasing the sense of belonging, and further developing refugee student engagement in the school community. With the success of utilising a bilingual school learning support officer to improved the delivery and impact of the vocabulary strategy to refugee students, this initiative will be further expanded to include past refugee students, that are current university students, as bilingual school learning support officers. We have also committed to a collaboration project with the University of Sydney. The Building Confidence in English and Literacy through Arts-Rich Pedagogies Project includes Arts-Rich EAL/D Language and Literacy Learning workshops. Vocabulary toolkits will continue to be used across all KLAs in future years with staff professional learning on the topic refreshed and updated on a regular basis. Facilitating vocabulary workshops in 2023 will further reinforce the work done in 2022, with a focus on targeting Early Career Teachers.</p>
<p>Integration funding support</p> <p>\$162,477.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bossley Park High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of Literacy and Numeracy • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs

<p>Integration funding support</p> <p>\$162,477.00</p>	<ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Average NAPLAN Score data shows that Year 9 students at Bossley Park High School continue to outperform both the State average and the Statistically Similar Schools Group in writing and spelling. School Learning Support Officers provide assistance to students with disability and additional learning and support needs, supporting the delivery of our Vocabulary Strategy, the improving of reading skills of students, and school advocacy and inclusion. Personalised Learning and Support Plans are created to support a wide range of students with additional learning and support needs. School Learning Support Officers support students, and assist teachers, in the implementation of Personalised Learning and Support Plans that support students in achieving the benefits of school programs. Integration Funding Support (IFS) provided 2.4 School Learning Support Officers (SLSOs). In Literacy and English lessons, students who have been identified as requiring further support with reading skill development participate in the MACLIT reading program, which is facilitated by a Learning and Support Teacher supported by a School Learning Support Officer and used in conjunction with the Literacy program's Renaissance Reading Program. On average, our students involved in the MACLIT program improve their fluency levels by 45 words per minute. Students no longer need the MACLIT intervention once their fluency level reaches 160+ words per minute. Twenty-five students reached this level and finished the program. SLSOs enable students to maintain their attention on tasks, resulting in improved learning outcomes with students intrinsically rewarded through the completion of tasks, promoting student confidence to work more independently the next time they are asked to complete similar tasks.</p> <p>After evaluation, the next steps to support our students will be: With NAPLAN data indicating improvement is needed in reading, more school-based professional learning has been created for teachers. This is supported with the creation of a Reading Toolkit that will be utilised across all faculties to improve student reading. Further investment in School Learning Support Officers will support student growth reading.</p>
<p>Socio-economic background</p> <p>\$1,114,455.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bossley Park High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of Literacy and Numeracy • Embedding High Leverage HSC Strategies • Evidenced Based Teaching Practices • High Potential and Gifted Education (HPGE) • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support University of Wollongong - Writing for Deep Learning Project implementation. • resourcing to increase equitability of resources and services • staff release to increase community engagement • professional development of staff through the DoE HPGE policy to support student learning • employment of additional staff to support Improving Classroom Practice and Explicit Teaching through Video Observations program implementation. <p>The allocation of this funding has resulted in the following impact: Student interviews and analysis of classroom interactions and writing samples indicate that critical thinking skills and writing skills have seen improvement as a consequence of our collaboration with the University of Wollongong in the Writing for Deep Learning Project and the strategies adopted by the teachers who participated in the research study. Classroom</p>

<p>Socio-economic background</p> <p>\$1,114,455.74</p>	<p>interactions show increased student participation in discussion, increased supportive talk between peers and more academic and extended talk including reasoning, questioning, and elaborations. Students' written texts show evidence of more academic language, effective structure, cohesion, reasoning and elaboration. The use of Education Perfect as an online learning platform has been expanded to more stage 4 and 5 courses with its use in Mathematics classes contributing to our school's continued increase in its gap on year 9 NAPLAN average numeracy data when compared to the Statistically Similar Schools Group (SSSG). Accelerated mathematics students are further supported by the Edrolo platform as are stage 6 students. Additional Literacy classes have had a direct impact on Year 9 NAPLAN Writing results with our school average being above both state and SSSG. Our school's continued involvement in the HSC Strategy Profession Learning sees it continue to outperform the SSSG, with HSC high leverage strategies reflected in the school's HSC analysis processes and its curriculum programs. Through the implementation of the HPGE Policy, the school has increased its ability to unearth student potential and develop student talent with students learning differentiated, accessible and accelerated when required. The Tutoring Centre supports students with past HSC top band results students utilised as tutors for the next cohort of students., encouraging an ethos of a positive learning culture. Students are well supported in the four HPGE domains of: Intellectual; Creative; Social-Emotional; and Physical, with programs including the Entrepreneur Program, Volunteering Program, and Talented Football Program.</p> <p>After evaluation, the next steps to support our students will be: Further increasing the number of teachers engaged in HSC Strategy professional learning, and having these strategies reflected in all stage 6 programs. The continued development and growth of the school's HPGE team that regularly meets to analysis student data to further unearth the potential and develop the talent of our students. As well as, a further refinement of school wellbeing and engagement programs to further improve student attendance rates and engagement. The initiative that formed part of the Numeracy Strategy via the use of Education Perfect resource will continue to be implemented and refined.</p>
<p>Aboriginal background</p> <p>\$8,834.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bossley Park High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Potential and Gifted Education (HPGE) • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: A teacher has been appointed as our First Nations Coordinator. The position receives a two period allocation per cycle to work with and support students in the development and implementation of Personalised Learning Plans. A First Nations student group was established and championed to lead and guide our school in its target to further embed First Nations cultural in our school, making it visible. Year 7 classes took on Darug Nation words, inspiring staff and students to learn these words and their meanings. An Acknowledgement of Country sign was designed and endorsed by our First Nations student group and was produced to be visible in our Multi-Purpose Centre (our school hall). Our student group was expanded with the 'bring a friend' initiative which led to an increase in student participation. The</p>

<p>Aboriginal background</p> <p>\$8,834.00</p>	<p>school's Yarning Circle was constructed and is used by our student group and staff to meet and discuss future directions for improvement. This group was taught about our First Nations culture and food by local elders. Smoking Ceremonies were used to open numerous events at our school in 2022.</p> <p>After evaluation, the next steps to support our students will be: To further guide and encourage our First Nations student group to develop their group's name. An expansion on the use of Darug Nation names to include Year 8 classes as well as Year 7 classes. A large First Nations mural is being commissioned for the foyer area outside our school library. First Nations smoking and sweeping ceremonies to open more events at our school, including the beginning of Harmony Week with the first day dedicated to First Nations culture.</p>
<p>English language proficiency</p> <p>\$705,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bossley Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Six EAL/D teachers have been funded to support students from an EAL/D background. As a result, Year 9 NAPLAN data shows our EAL/D student average outperformed the SSSG average in writing with our emerging and consolidating students also outperforming the state average. Our Year 9 developing and consolidating EAL/D students also outperformed the SSSG in reading and numeracy. Students are supported by the establishment of targeted EAL/D stage 4 classes in English, History, Social Science and Mathematics. Vocabulary strategies have been implemented and have been highly effective in increasing accountability for vocabulary building across all KLAS. Teachers now possess a repertoire of skills to embed the explicit teaching of subject-specific vocabulary within their pedagogy. This involves expanding the vocabulary of students to include Tier 2 and 3 words as well as encouraging them to utilise these across contexts. Vocabulary strategies are evident across teaching and learning programs to scaffold oral and written language. This has resulted in improved writing outcomes for most learners.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for EAL/D teachers through a collaboration project with the University of Sydney's Building Confidence in English and Literacy through Arts-Rich Pedagogies Project which includes Arts-Rich EAL/D Language and Literacy Learning workshops. Further professional learning in Reading as well as the creation of a Reading Toolkit, that will be utilised across all faculties, will support improvements in student reading outcomes.</p>

<p>Low level adjustment for disability</p> <p>\$427,349.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Bossley Park High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Life Skills • support for students in creating Personalised Learning and Support Plans • support for students with HSC Special Provisions <p>The allocation of this funding has resulted in the following impact: An allocation of 2.3 Learning and Support Teachers was established to support our students through the creation and refinement of Personalised Learning and Support Plans. HSC students that qualify for HSC Special Provisions were identified and supported along with students in Life Skills courses. Learning and Support classes were added to each of the following stage 4 courses: English; Literacy; History; Social Science and Mathematics, with students moving back to their class if further support was no longer required. Vocabulary strategies are evident across teaching and learning programs to scaffold oral and written language. This has resulted in improved writing and spelling outcomes for most learners with our school with the average NAPLAN score data showing that Year 9 students at Bossley Park High School continue to outperform both the State average and the Statistically Similar Schools Group in both writing and spelling.</p> <p>After evaluation, the next steps to support our students will be: A pivot to focus on reading with more school-based professional learning for teachers. This will be supported with the creation of a Reading Toolkit that will be utilised across all faculties to improve student reading. Further investment in Learning and Support Teachers and School Learning Support Officers will support student growth reading.</p>
<p>Professional learning</p> <p>\$94,978.24</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bossley Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding High Leverage HSC Strategies • Evidenced Based Teaching Practices • Personalised Teacher and Other School Staff Development • High Potential and Gifted Education (HPGE) • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • additional staffing to release staff for professional learning <p>The allocation of this funding has resulted in the following impact: Our continued investment in the HSC Strategy professional learning has</p>

<p>Professional learning</p> <p>\$94,978.24</p>	<p>resulted in our school continuing to outperform the SSSG when comparing average HSC results. Our school has a very comprehensive three part HSC evaluation process that includes teachers predicting their students' achievement in their HSC course, understanding and embedding targeted high leverage strategies to enhance student growth and then reflecting on the effectiveness of these strategies to lift student achievement in the HSC. A school wide system approach has been created to develop high quality explicit teaching and learning programs. Faculty Head Teachers meet with the appointed HT Teaching and Learning Team and/or Senior Executive to ensure that the school's curriculum programs meet the school's high expectations. RAP and Scout are regularly used to review HSC and NAPLAN data to inform future practice. As a result of our review processes, the school has pivoted to further invest in Reading professional learning to improve future NAPLAN Reading data. A group of teachers have commenced the process of reflecting on their practice using the HALT standards by completing the AITSL and NESA self assessments. Two executive members continued their professional learning in the HPGE policy, leading to the school's expansion and growth in High Potential and Gifted Education (HPGE). As a result, Bossley Park High School has become an exemplar school in the delivery of this policy.</p> <p>After evaluation, the next steps to support our students will be: With a pivot to improve Reading outcomes, our school will continue to create and deliver professional learning in reading. A Reading Toolkit will be created to support teachers in their quest to improve NAPLAN Reading data. Professional learning in 2022 was limited due to difficulties in releasing teachers. With improvements in this area, all allocated professional learning funds could be consumed to add to the expertise of our teachers, improving teaching and learning outcomes.</p>
<p>Beginning teacher support</p> <p>\$47,714.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Bossley Park High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Teacher and Other School Staff Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist teachers to support Early Career Teacher <p>The allocation of this funding has resulted in the following impact: Retired executive teachers were championed to build capacity in, and support, our Early Career Teachers through classroom observation reports where lessons are observed by these external mentors, an observation report is written and its contents and reflections on the lesson are collaboratively discussed with the teacher with the aim to improve their teaching practice using the Australian Professional Standards for Teachers (APSTs). Evidence is also shown through collaboration which occurs during mentoring/reflection conversations regarding evidence of practice, staff maintenance of Accreditation records, and the Induction Program Schedule which is attended by all Early Career Teachers (ECTs) and new teachers to the school. Data shows a larger number of ECTs at Bossley Park High School in 2022 when compared to 2021.</p> <p>After evaluation, the next steps to support our students will be: A continuation of this program, with external mentoring support and resourcing, ECTs have a clear understanding of the Accreditation and maintenance processes and are able to develop effective goals to support them in their reflection and development across the APSTs.</p>
<p>COVID ILSP</p> <p>\$421,259.00</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>COVID ILSP</p> <p>\$421,259.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor the progress of students • providing targeted, explicit instruction for student groups in literacy and numeracy • employing and releasing staff to coordinate the program • development of resources and planning of small group tuition • providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: Analysis and evaluation of both the Literacy ILSP and the Numeracy ILSP shows that small group tuition has been implemented well for Years 7-10. Attendance and survey data indicate that students across all targeted year groups engaged with the program, noting there was appropriate challenge and support as well as relevance to curriculum programs with some students showing notable growth in their English assessment performance. Challenged with the difficulties of finding teachers to be Covid ILSP Tutors, our school engaged past Bossley Park High School students studying to be teachers to be our tutors. This practice also helped identify and build capacity in promising future teachers.</p> <p>After evaluation, the next steps to support our students will be: NAPLAN data indicates that students would benefit from more explicit reading comprehension intervention. Reading has become an area of focus with targeted professional learning and the creation of a Reading Toolkit to assist teachers in improving Reading outcomes.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bossley Park High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student support officers to support students <p>The allocation of this funding has resulted in the following impact: Our school's Student Support Officers (SSO) work closely with our Wellbeing Team, School Counsellors and Senior Executive in supporting our students through engagement programs and regular meetings with students, helping them access the supports available. Both of the school's SSO's are bilingual, increasing their ability and scope in working with, and supporting, refugee families. One of our SSOs expanded their brief to also support our school's High Potential and Gifted students. Our SSOs work to support our students achieve their goals.</p> <p>After evaluation, the next steps to support our students will be: Our SSOs further connecting with school community families and local community groups to further increase our students' sense of belonging to our school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	715	727	740	690
Girls	691	660	655	598

Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.2	96.1	92.5	90.5
8	91.7	94.0	91.9	85.8
9	90.1	92.7	90.6	87.0
10	89.3	92.6	89.8	84.8
11	90.2	92.2	89.0	85.4
12	92.1	93.1	90.3	85.4
All Years	91.1	93.4	90.7	86.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	14
Employment	2	10	13
TAFE entry	1	2	10
University Entry	0	0	59
Other	6	4	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

39.75% of Year 12 students at Bossley Park High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.3% of all Year 12 students at Bossley Park High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	66.2
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	21.05
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

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

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	3,328,538
Revenue	18,792,249
Appropriation	18,048,240
Sale of Goods and Services	409,578
Grants and contributions	294,747
Investment income	24,468
Other revenue	15,216
Expenses	-19,183,286
Employee related	-15,820,328
Operating expenses	-3,362,958
Surplus / deficit for the year	-391,037
Closing Balance	2,937,501

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	192,729
Equity Total	2,250,122
Equity - Aboriginal	8,834
Equity - Socio-economic	1,113,939
Equity - Language	700,000
Equity - Disability	427,349
Base Total	13,445,559
Base - Per Capita	356,147
Base - Location	0
Base - Other	13,089,412
Other Total	798,676
Grand Total	16,687,087

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

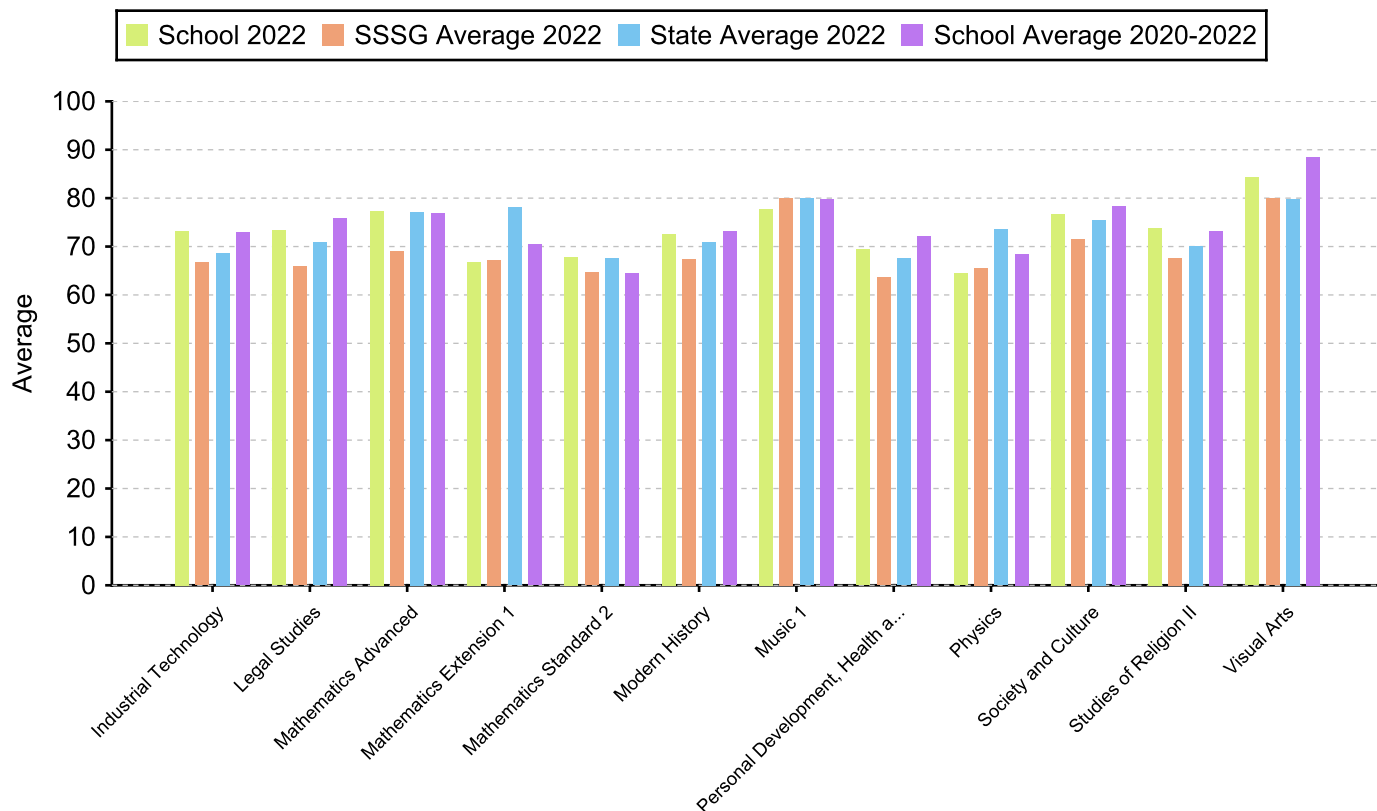
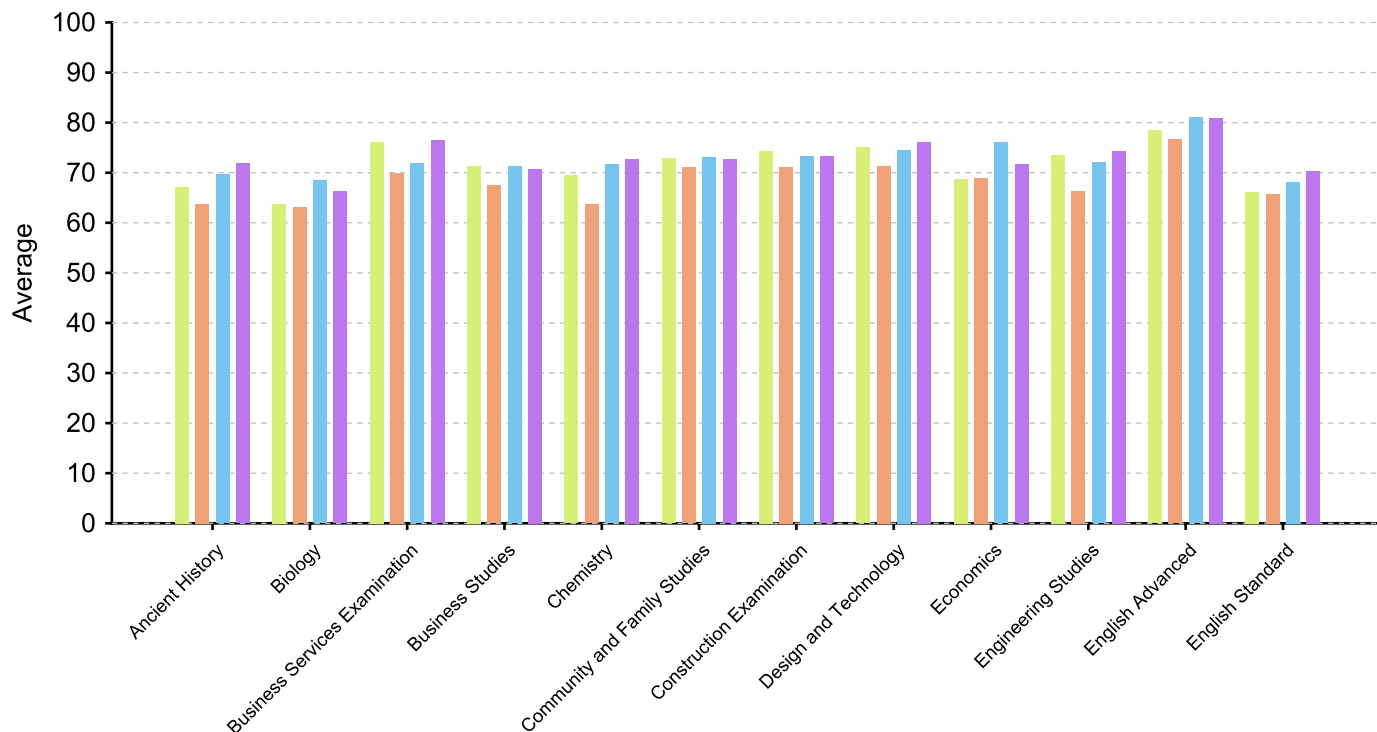
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	67.1	63.8	69.6	71.8
Biology	63.8	63.1	68.5	66.2
Business Services Examination	76.1	69.9	71.8	76.4
Business Studies	71.3	67.4	71.2	70.7
Chemistry	69.4	63.6	71.7	72.8
Community and Family Studies	72.8	71.1	73.2	72.6
Construction Examination	74.3	71.1	73.3	73.2
Design and Technology	75.0	71.3	74.6	76.2
Economics	68.7	69.0	76.0	71.6
Engineering Studies	73.5	66.4	72.0	74.3
English Advanced	78.4	76.6	81.0	81.0
English Standard	66.2	65.8	68.1	70.3
Industrial Technology	73.2	66.7	68.6	72.9
Legal Studies	73.3	65.9	70.8	75.9
Mathematics Advanced	77.3	69.0	77.1	76.8
Mathematics Extension 1	66.8	67.3	78.0	70.5
Mathematics Standard 2	67.9	64.6	67.6	64.5
Modern History	72.6	67.4	70.9	73.2
Music 1	77.8	80.0	79.9	79.8
Personal Development, Health and Physical Education	69.4	63.6	67.5	72.2
Physics	64.4	65.5	73.5	68.4
Society and Culture	76.7	71.6	75.5	78.3
Studies of Religion II	73.8	67.6	70.1	73.3
Visual Arts	84.3	79.9	79.8	88.5

Parent/caregiver, student, teacher satisfaction

Bossley Park High School regularly seeks feedback from all stakeholders within the community to gather data that is used to drive continual improvement within the school.

Parents and carers were surveyed in 2022 with a high proportion of parents indicating that they were satisfied to highly satisfied with the teaching and learning that is delivered at Bossley Park High School. Some of the comments made by parents and carers within this survey regarding teaching and learning included -

- The school identifies strong academic students and makes efforts to cater to their learning needs.
- Great teachers and an excellent learning support team.
- Great teachers, strong curriculum, and lots of extracurricular activities.
- Engaged teachers and a wide variety of programs.
- Teachers have fantastic relationships with students and can engage them effectively in their class. Extracurricular activities organised by the school reinforces pride for the community and builds skill sets desired by employers.
- There are some amazing passionate teachers who go above and beyond for their students.

Parents also indicated in the survey that they believed the school demonstrated a strong capacity to support the wellbeing and learning of students at the school. Some of the comments made by parents and carers within this survey regarding wellbeing included -

- BPHS has supported my child both physically and academically during a difficult period last year. The staff seem very approachable and supportive of student and family needs.
- The school has good control over student behaviours. There doesn't seem to be too many issues with bad students.
- It seems to have a nice caring and supportive culture at the school. My child seems motivated to strive for success, so we are happy as parents.
- A good reputation in the community and care for their students. Excellent uniform & wellbeing (e.g., attendance)

Students were also surveyed during 2022 with a high proportion of students indicating that they feel connected to the school and that the school is a supportive and engaging environment. Some of the comments made by students within this survey regarding their level of satisfaction towards the school included -

- Teachers develop strong connections with students - they talk and try to build a relationship with students. Good teaching - teachers try to help us to the best of their ability for us to understand the work we are learning in class.
- Our school has good and supportive staff members and has fun and engaging events.
- The school culture and overall atmosphere is very good, especially during specific events and activities.
- I believe that Bossley Park High School does well in providing the students a variety of initiatives and activities in which they can participate in, as the activities range across multiple hobbies, subjects, and topics and is generally simple and easy to join in on.

Teachers were also surveyed regarding their satisfaction at the school and the survey indicated that a high proportion of the staff believed the school had a strong culture that was welcoming and safe for all students. Teachers also indicated that they felt the school had strong leadership with a high proportion of teachers indicating that they believed that school leaders are effectively leading improvement and change and that the school has a strategic plan that is having a positive impact on the learning culture within the school. The survey also indicated that a high proportion of staff agreed or strongly agreed that the school was well resourced and that this supported effective teaching practice. The survey also indicated that a substantial proportion of teachers that we have on staff at Bossley Park High have been teaching here for six or more years with a fifth of our staff teaching at the school for sixteen or more years. The longevity of teacher service at the school reflects that many staff are happy teaching at the school and have built strong connections and relationships with the Bossley Park High School community.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

At Bossley Park High we have a team of dedicated teachers working closely with our Aboriginal students and their families to set goals, monitor achievement, provide support when necessary. We encourage them with opportunities to learn about their culture and meet and participate in activities with other Aboriginal students across the state. The First Nations team also oversee the whole school initiatives for all students so they can learn in an authentic and meaningful way.

In 2022 the First Nations team has worked towards building stronger connections with families and the wider Aboriginal community fostering a connection between Aboriginal students and their culture. A dedicated First Nations representative and team have authored Personalised Learning Plans in consultation with students, parents and carers to ensure the educational outcomes for Aboriginal students are met. The First Nations team has organised incursions with Aboriginal cultural groups to raise awareness of Aboriginal culture and its place at the heart of our society. The First Nations team has also participated in network professional learning and planning days leveraging our connection with local schools to further build the efficacy of our Aboriginal students.

Anti-Racism Policy

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

Anti-Racism - School statement

At Bossley Park High our anti racism officers are Mr Bian who is an EALD English teacher and Year Adviser and MS Weir our Teacher Librarian. They investigate and support students when any report of racism is made.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

There are approximately 1250 students in the school, 82% of the student population come from a language background or dialect other than English, 62% of students are learning English as an additional language and 10% of students are from a refugee background. The major cultural groups are Arabic, Spanish, Assyrian, Italian, Eastern European, and

Southeast Asian backgrounds. We actively promote a culture of inclusion and acceptance of the diversity in our school. In 2022 we established a Community Engagement Team who works collaboratively to plan the years major event which include Harmony Day, Refugee Expo, Parent cafe's and the International Day of Peace.

Other School Programs (optional)

There are approximately 1250 students in the school, 82% of the student population come from a language background or dialect other than English, 62% of students are learning English as an additional language and 10% of students are from a refugee background. The major cultural groups are Arabic, Spanish, Assyrian, Italian, Eastern European, and Southeast Asian backgrounds. We actively promote a culture of inclusion and acceptance of the diversity in our school. In 2021 we established a Community Engagement Team who works collaboratively to plan the years major event which include Harmony Day, Refugee Expo, Parent cafes and the International Day of Peace.