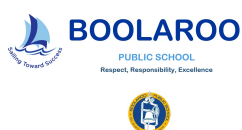


2023 Annual Report

Boolaroo Public School



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Introduction

The Annual Report for 2023 is provided to the community of Boolaroo Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Boolaroo Public School

Main Rd & Second St

Boolaroo, 2284

<https://boolaroo-p.schools.nsw.gov.au>

boolaroo-p.school@det.nsw.edu.au

4958 1479

School vision

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

Succeeding Today, Preparing for Tomorrow

School context

Boolaroo Public School caters for the educational needs of our local lakeside community students in a caring and inclusive environment. We provide students with access to quality programs within a varied and balanced curriculum. The school fosters a culture of high expectations, community engagement and has strong relationships with our P&C. Our school values of Respect, Responsibility and Excellence underpin our daily work ensuring our learning community strives for excellence.

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

Our current school enrolment is 87, and 17 students identifying as Aboriginal and /or Torres Strait Islander people and we have four EAL/D students. Visitors to the school comment on the close, cooperative and supportive relationships that exist between students and staff.

Using our situation analysis we identified two areas of focus for this Strategic Improvement Plan: Student Growth and Attainment and an Inclusive Learning Culture.

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Aboriginal background
Literacy and numeracy
Low level adjustment for disability
Integration funding support
AP Curriculum & Instruction
Socio-economic background
English language proficiency

Summary of progress

Reading

In 2023, the school continued its focus on data informed practice to guide teaching and learning. 100% of classrooms made use of high quality and relevant data to improve student learning and well-being. Systematic whole-school data was collected and used to ensure all teaching and learning programs were responsive to the needs of all students. Analysis of NAPLAN, Check In Assessment and in school assessments showed comprehension, vocabulary and fluency as an area of focus. A cycle of analysis of external assessment data, diagnostic assessment, professional learning was embedded as school practice in numeracy and changed the focus to reading.

The APC&I has positively impacted teaching and learning in all classrooms through providing shoulder to shoulder support for all teachers. Needs based funding has been utilised to support professional learning as well as the implementation of evidence based literacy and numeracy practices. Pedagogical practices are now embedded in teaching and learning programs as teachers have been supported through demonstration lessons, collegial support and feedback.

Analysis of internal and external student achievement data has identified a need for reading and numeracy intervention. Small group literacy intervention including the delivery of MacqLit and numeracy for students identified as below stage level, EAL/D or socioeconomic needs and also HPGE students using ongoing data collection. MacqLit implemented for identified students yrs 3-6. Team teaching K-2 focusing on implementation of the new syllabus units of work and targeting fluency. Groups were reviewed every term with flexibility of groupings ensuring students were able to receive ongoing support. Feedback from teachers indicated that the targeted interventions has a positive impact on reading outcomes and it will be continued in 2024.

Numeracy

Analysis of student achievement data in numeracy overtime has shown Addition and Multiplicative Thinking to be an area of focus. A cycle of analysis of external assessment data, diagnostic assessment, professional learning has become embedded in our practice. Although our Guided Support focus moved to reading, we will continue to monitor our numeracy focus area. Next steps are to focus on classroom observation and feedback, to further drive school improvement in teaching practice and student results.

Whole school professional learning in numeracy was delivered to staff in response to triangulation of data which identified strengths and areas of development. Teacher programs are consistent across the school, and all teachers collaboratively planned using data analysis to meet student learning needs. This resulted in rigorous and continuous evaluation of impact on students. Teaching staff also undertook significant professional learning in understanding the new K-2 English and Mathematics syllabus as well as experimenting with the new 3-6 syllabus and units of work.

Teachers actively engaged in data talks focused on the learning progressions.

In 2024 Yrs 3-6 will implement the new syllabus and units of work, small group intervention will continue at point of need for Stage 1.

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>Learning Progressions</p> <ul style="list-style-type: none"> All Kindergarten students will have demonstrated growth and achievement in phonological awareness, phonic knowledge, and comprehension over the year, using the learning progressions and PLAN2 V3 data. All students Yr 1-6, have demonstrated growth and achievement in comprehension over the year, using the learning progressions and PLAN2 V3 data. 	<ul style="list-style-type: none"> Check-in data in reading indicated that Yr 4 Term 2 and 4 showed an average 10.25% above SSSG schools and 5% above state. End of year Check-in data in reading for Yr 6, Yr 5 & Yr 3 indicated that the school was above SSSG schools. Kindergarten Initial Lit phonic assessment indicated that the majority of students are achieving at stage level or beyond. Fluency assessment, Term 1 to Term 4 showed 100 % of students showed growth. 75% of stage 1 students showed growth of greater than 50% word per minute (WPM). 95% of students in stage 2 showed significant growth in WPM. Stage 3 showed that 90% students made significant growth in WPM.
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> Data Skills and Use - maintain excelling Student Performance Measures- maintain sustaining and growing Curriculum - excelling 	<p>As a result of school self assessment the results show:</p> <p>Data Skills and Use - sustaining and growing- This reflects an increased focus on effective use of data to impact teaching and learning cycles and differentiation.</p> <p>Student Performance Measures- maintained sustaining and growing</p> <p>Curriculum - sustaining and growing- This reflects the implementation of new syllabus documents and the implementation dip which occurs with significant change.</p>
<ul style="list-style-type: none"> All students have demonstrated growth and achievement in number and place value over the year, using the learning progressions and PLAN2 V3 data. 	<ul style="list-style-type: none"> End of year Check-in data in numeracy for Yr 5 & Yr 3 indicated that the school was above SSSG schools and Yr 4 and Yr 6 was above SSSG and equal to state. All students have made growth in at least one learning progression in the area of number and place value.
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> Curriculum - excelling Data Skills and Use - maintain excelling Student Performance Measures- maintain sustaining and growing 	<p>As a result of school self assessment the results show:</p> <p>Data Skills and Use - sustaining and growing- This reflects an increased focus on effective use of data to impact teaching and learning cycles and differentiation.</p> <p>Student Performance Measures- maintained sustaining and growing</p> <p>Curriculum - sustaining and growing- This reflects the implementation of new syllabus documents and the implementation dip which occurs with significant change.</p>

Purpose

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

Initiatives

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

- Effective Classroom Practice and Assessment
- Collaborative Feedback and Practice

Resources allocated to this strategic direction

QTSS release

Professional learning

Summary of progress

Effective Classroom Practice and Assessment

Throughout 2023 our school has had a focus on classroom observation and feedback, to further drive school improvement in teaching practice and student results. A survey was completed by all teachers to gain a deep understanding of teachers' knowledge of explicit strategies that could be used in the classroom to support reading.

Staff undertook a range of high impact professional learning opportunities, explored professional readings and collegially shared lesson observations and feedback. Professional Learning (PL) was delivered by the Assistant Principal Curriculum and Instruction throughout Term 2 including a long PL session focusing on data analysis. The teachers then planned learning sprints every five weeks using current fluency data. The focus was narrow and deep ensuring it was effectively embedded into teaching and learning programs and teaching strategies were differentiated to meet the needs of all students. Feedback from staff and observations of teaching practice indicate the value of engagement in professional dialogue and collaboration which have led to improvement in pedagogy, student learning outcomes and improvement in whole school practice in explicit teaching and data skills and use.

As a school we participated in a initiative with Lake Macquarie West schools, this focused on quality teaching to support reading and numeracy. Our project was initially around numeracy particularly number and place value. In 2023, after a thorough evaluation of data, the school focus moved to reading comprehension and fluency. All teachers participated in classroom observations focused on explicit differentiated teaching strategies and feedback.

Teachers continued to have data talks and impact meetings every 5 weeks with the APC&I and principal. Here students growth was tracked and students that needed extra support were targeted for intervention.

Due to the implementation of new syllabus and units of work next year, the school will continue to focus on the consistency of practice in regards to numeracy and reading comprehension delivery. Embedding evidence based teaching strategies and continuing to support teacher capacity through high-impact professional development. Formative assessment and point of need feedback will become a focus to support student learning in 2024.

Collaborative Feedback and Practice

Boolaroo Public School engaged in Quality Teaching Rounds (QTR) working with Awaba Public School as part of the Hunter Schools Partnership Project with The University of Newcastle. QTR was identified as a way to foster strong collegiality across schools and build teacher confidence to engage in more challenging leadership roles and responsibilities across the school. Participants were involved in evidence informed teaching practice, lesson observations and feedback. All classroom teachers were involved in QTR. All participants rated the professional learning and teaching rounds as an exemplary experience. Teachers have also indicated increased connectedness within the school across time on the QTR project.

Surveys and focus group discussions revealed all teachers were supported through professional learning, demonstration lessons and team teaching. Documentary analysis and lesson observations reveal that 100% are programming and implementing evidence based practices in reading and numeracy.

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>Effective Classroom Practice and Assessment</p> <ul style="list-style-type: none"> • An increase in teacher observation showing application of PL in the classroom using PL survey 2022 data • An improvement in classroom practice focused on explicit teaching, differentiation and rigorous planning using 2022 data. <p>School Excellence Framework Measures:</p> <ul style="list-style-type: none"> • Effective Classroom Practice - excelling • Learning and Development- trending towards excelling • Curriculum - excelling 	<p>All teachers had half a day for a deep dive into fluency data, unpacking new syllabus outcomes, understanding how to use the DoE Fluency Assessment Tool to assess and track students fluency and then planning new teaching sprints with APC&I.</p> <p>Teacher survey at the start of the term indicated that 60% do not explicitly teach fluency to their students. Term 3 teacher survey and analysis of lessons indicated that all teachers are now explicitly teaching fluency.</p> <p>After the extensive PL, classroom observations and teaching programs show teachers are now using a range of fluency activities and using the DoE Fluency Assessment Tool to track students fluency growth. All teachers are confident in implementing the DoE Fluency Assessment Tool and use this data in planning student learning goals in fluency.</p> <p>As a result of school self assessment the results show:</p> <p>Effective Classroom Practice - excelling</p> <p>Learning and Development-sustaining and growing and focused on progression to excelling.</p> <p>Curriculum -sustaining and growing- This reflects the implementation of new syllabus documents and the implementation dip which occurs with significant change.</p>
<p>Collaborative Feedback and Practice</p> <ul style="list-style-type: none"> • All teachers actively participate in data analysis, and effectively use data to inform planning. • TTFM 'Focus on Learning' Teacher Survey Report (Collaboration) indicates improvement from 2022 data. • 50% of teachers participate in observations based on the Quality Teaching Model with an emphasis on school identified elements. <p>School Excellence Framework Measures:</p> <p>Learning and Development- Sustaining and Growing</p>	<p>100% of teachers participated in QTRS rounds working collaboratively with another school.</p> <p>100% of all staff engaged in 1:1 data analysis and teaching sprint planning with APC&I for half a day in both terms and from here, 100% of teachers implemented new teaching practices in the classes. This was evident from lesson observations data.</p> <p>All teachers are confidently explicitly teaching fluency strategies that were planned in their teaching sprints and teachers starting to link vocab to their fluency lessons.</p> <p>As a result of school self assessment the results show:</p> <p>Learning and Development-sustaining and growing and focused on progression to excelling</p>

Strategic Direction 3:

Purpose

Initiatives

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

- Wellbeing
- High Expectations
- Attendance

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

Wellbeing

Boolaroo Public School believes students well being has a significant impact on curriculum and essential for creating optimal learning environments. Having reviewed our current well-being strategies, we have identified a change in our demographic (multicultural, neurodiverse). Our amended well-being strategies will have a stronger holistic approach addressing the importance of physical, mental and emotional well-being of our students. Throughout the year, our staff engaged in professional learning to develop evidence-based programs to support students' personal, social and emotional wellbeing.

The school reviewed and revised the behaviour and award expectations, IEP and behaviour templates to align with the IER policy in consultation with our community. Parent information session around the new well being expectations, new positive award system and Zones of Regulation were conducted.

All students were explicitly taught the different Zones of Regulation and students are using this language in classroom and playground.

High Expectations

As a whole school we value the importance of Aboriginal education and high expectations for all students. Our focus is to improve teacher knowledge of Aboriginal culture and to authentically embed this into teaching programs. Which promotes more inclusive, equitable and culturally sensitive students. All staff participate in a SDD focusing on Professional Learning pathways, Turning Policy into Action and Curriculum planning, Aboriginal Education as well as a long PL session around Histories and Culture provided by regional Aboriginal Education Team.

Staff reviewed current PLP practices as a result of this review, staff collaborated and developed a new PLP template, this was shared with our community and feedback sort. Additional release time was allocated to teacher to meet with students and families.

Attendance

Analysis of 2022 data showed on 41% of students attended more than 90% of the time and 38% of students attended less than 85% of the time. As a result of this our school is evaluating our attendance strategies and procedures. In 2023 our focus was to establish and refine systems that promote student attendance, including supportive interventions for students with identified low levels of attendance. This involved whole staff professional learning to raise awareness of Department of Education policy and strategies to support student attendance. Current school processes were reviewed and updated with current strategies audited for impact. Improved communication strategies to promote positive school attendance were implemented, using a range of tools including School stream, Facebook and the school newsletter.

In 2024, the school will continue to focus on attendance and wellbeing consolidating current practices and procedures. Our focus on high expectations for all students will be imbedded in Strategic Direction One (Growth and Attainment).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Wellbeing</p> <ul style="list-style-type: none"> • School survey shows an increased percentage of students demonstrating confidence and resilience level from 2022 data. • Tell Them From Me data reflects an increased percentage of Years 4-6 students reporting Expectations for Success, Advocacy, and Sense of Belonging at School using 2022 data. <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Learning Culture - sustaining and growing • Wellbeing - excelling • Management Practices and Processes - sustaining and growing 	<p>Tell Them From Me student data showed advocacy has increased but expectations for success has slightly dropped (0.5%) from October 2022 to 2023. The highest increase was student's sense of belonging which increased by 20%.</p> <p>School data has shown an increase in resilience and confidence from 2022.</p> <p>As a result of school self assessment the results show:</p> <p>Learning Culture - sustaining and growing</p> <p>Wellbeing - excelling</p> <p>Management Practices and Processes - excelling</p>
<p>High Expectations.</p> <ul style="list-style-type: none"> • An increased percentage of teaching and learning programs demonstrate explicit links to Aboriginal perspectives from 2022 data. • Internal and external data and student focus groups reflects an increased percentage Aboriginal Students reporting 'I feel good about my culture' and 'teachers understand Aboriginal culture' against 2022 data. <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Learning Culture - sustaining and growing • Curriculum - excelling 	<p>K-2 teachers implemented the new units of work in literacy and numeracy, which had more explicit links to Aboriginal perspectives and after the PL, both 3-6 teachers revised their teaching and learning programs with to add Aboriginal histories and perspectives. .</p> <p>Tell them From Me (TTFM) data showed an increase of number in the number of Aboriginal students in Yr 4-6 stated that they agree or strongly agree with the statement 'I feel good about my culture'.</p> <p>86% students stated 'teachers understand Aboriginal culture', against 2022 data which was not collected due to the few responses.</p> <p>As a result of school self assessment the results show:</p> <p>Learning Culture - sustaining and growing</p> <p>Curriculum - sustaining and growing - This reflects the implementation of new syllabus documents and the implementation dip which occurs with significant change.</p>
<p>Attendance</p> <p>Achievement of 2023 attendance system-negotiated target:</p> <ul style="list-style-type: none"> • Using 2022 baseline data, increase the percentage of students attending more than 90% • Using 2022 baseline data, decrease the percentage of students attending less 85% of the time. 	<ul style="list-style-type: none"> • In 2023 attendance above 90% increased by 12%, the school was above state average. • In 2023 attendance below 85% decreased by 18%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$666.74</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • funds were used with additional New Arrivals Funding to support students • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: As funds were combined please see New Arrivals section for impact.</p> <p>After evaluation, the next steps to support our students will be: Continued support with differentiated learning in the classroom.</p>
<p>New Arrivals Program</p> <p>\$19,946.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Boolaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Students were supported to gain access to the curriculum at their stage level and made significant progress in learning progression to achieve at an equitable level with their peers. Their sense of belonging has been well developed and their attendance rate is at a high level.</p> <p>After evaluation, the next steps to support our students will be: Continued support for these students with personalised learning goals and working in small groups in their classroom in align with EAL/D strategies.</p>
<p>Integration funding support</p> <p>\$124,738.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boolaroo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intensive support to access literacy and numeracy activities. • Social skills support on the playground. <p>The allocation of this funding has resulted in the following impact: Students were successfully supported in their class and on the playground so they could work alongside their peers. Students were interacting more positively with their peers and their sense of belonging and resilience was increased. Students made steady progress in literacy and numeracy on the learning progressions.</p>

<p>Integration funding support</p> <p>\$124,738.00</p>	<p>After evaluation, the next steps to support our students will be: In class and playground support for identified students will continue to 2024. Review of student learning officer skill set to meet the needs of current and future students on integration funding support.</p>
<p>Socio-economic background</p> <p>\$51,129.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boolaroo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through the use of the DoE Universal Resource Hub to support student learning. • Employment of additional staff to support students with identified learning needs. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Increase equitability of resources including laptops for students and support for students in accessing extra curricula activities, and resources to provide equity access to learning. Improved learning outcomes for students with extra support in support with an extra teacher delivering small targeted intervention groups. Teachers were able to evaluate their teaching practices through Newcastle University QTRS program which enhanced their skill set.</p> <p>After evaluation, the next steps to support our students will be: In 2024, funding will be used to create an additional class. A smaller class size allows for increased differentiation to meet the social and academic needs of each student.</p>
<p>Aboriginal background</p> <p>\$14,560.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boolaroo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employed casual staff so the teachers could have time off class to focus on refining the PLPs and connecting with their Aboriginal families • all staff participated in long PL Aboriginal Education supported by regional staff <p>The allocation of this funding has resulted in the following impact: Authentic consultation with community to review and refine Personalised Learning Plans (PLPS) for our Aboriginal and Torres Strait Islander students. As a result of engagement with the Aboriginal Education team, 100% of staff engaged with professional learning in Aboriginal Histories and Cultures which led to authentic embedding of Aboriginal perspectives across the curriculum for all students.</p>

<p>Aboriginal background</p> <p>\$14,560.61</p>	<p>After evaluation, the next steps to support our students will be: A review of staffing to determine how we can approach an increase in Aboriginal staffing.</p>
<p>English language proficiency</p> <p>\$9,725.49</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Boolaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group and individual support targeting point of need in literacy skills. <p>The allocation of this funding has resulted in the following impact: Student development of strategies to access texts alongside of their peers to enable growth along the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue to review student skill set against the EAL/D scales to provide point of need learning.</p>
<p>Low level adjustment for disability</p> <p>\$47,910.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Boolaroo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention program (InitialLit and MacqLit) to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Confidence and competence of staff have been developed through the delivery of these programs supporting the implementation of the new English syllabus, curriculum requirements. Overall students showed increase aptitude to decode and read with fluency.</p> <p>After evaluation, the next steps to support our students will be: To continue the use of InitialLit and MacqLit programs to support proficiency in decoding and fluency as needed by identified students.</p>
<p>Professional learning</p> <p>\$7,525.74</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Boolaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance

<p>Professional learning</p> <p>\$7,525.74</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of Quality Teaching Rounds to ensure effective confident, competence and pedagogy of staff. • effective unpacking of the new syllabus documents (English and mathematics) and staff collaborative planning time. <p>The allocation of this funding has resulted in the following impact: 100% of teachers enhanced their teaching and learning skill set to effectively improve student learning outcomes. Professional collaboration empowered deep learning of the new syllabus document requirements and shared knowledge, understanding and resourcing for programs.</p> <p>After evaluation, the next steps to support our students will be: progression to Learning Walks as a process to identify quality teaching, levels of student engagement and the effectiveness of learning.</p>
<p>Literacy and numeracy</p> <p>\$21,233.77</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Boolaroo Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Teachers and students are effectively resourced to access teaching and learning aligned to the new syllabus.</p> <p>After evaluation, the next steps to support our students will be: To continue to review the need for additional training and resourcing to effectively implement literacy and numeracy skills at the school.</p>
<p>QTSS release</p> <p>\$14,204.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boolaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • supplementation of Quality Teaching Rounds through casual release. <p>The allocation of this funding has resulted in the following impact: Staff were supported to effectively engage with the Quality Teaching Rounds.</p> <p>After evaluation, the next steps to support our students will be: the Quality Teaching Rounds have been completed and funds will be used to support Learning Walks as needed.</p>
<p>COVID ILSP</p> <p>\$33,983.97</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

COVID ILSP

\$33,983.97

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- providing intensive small group tuition for identified students who were not meeting benchmark
- employing additional staff to support groups

The allocation of this funding has resulted in the following impact:

All students showed significant growth in literacy and improved strategies to develop numeracy skills in problem solving.

After evaluation, the next steps to support our students will be:

To have fluidity in small group learning to cater for the changing needs of students.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	36	40	34	40
Girls	32	31	33	40

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.8	91.3	92.1	92.0
1	95.4	90.7	85.9	93.6
2	93.9	90.8	78.4	91.2
3	94.9	89.8	81.2	90.2
4	94.6	93.6	86.6	88.4
5	86.9	95.5	85.3	86.4
6	92.4	87.8	84.0	94.4
All Years	93.7	91.4	84.3	90.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	91,814.89
Revenue	1,311,142.03
Appropriation	1,254,712.36
Sale of Goods and Services	4,373.70
Grants and contributions	48,959.44
Investment income	2,996.53
Other revenue	100.00
Expenses	-1,251,393.94
Employee related	-1,149,240.80
Operating expenses	-102,153.14
Surplus / deficit for the year	59,748.09
Closing Balance	151,562.98

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.

	2023 SBAR Adjustments (\$)
Targeted Total	90,053
Equity Total	123,326
Equity - Aboriginal	14,561
Equity - Socio-economic	51,129
Equity - Language	9,725
Equity - Disability	47,910
Base Total	736,882
Base - Per Capita	17,437
Base - Location	0
Base - Other	719,444
Other Total	69,083
Grand Total	1,019,344

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.



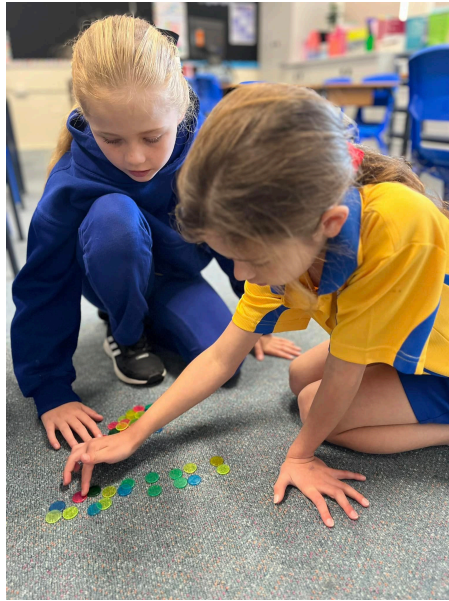
School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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



Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

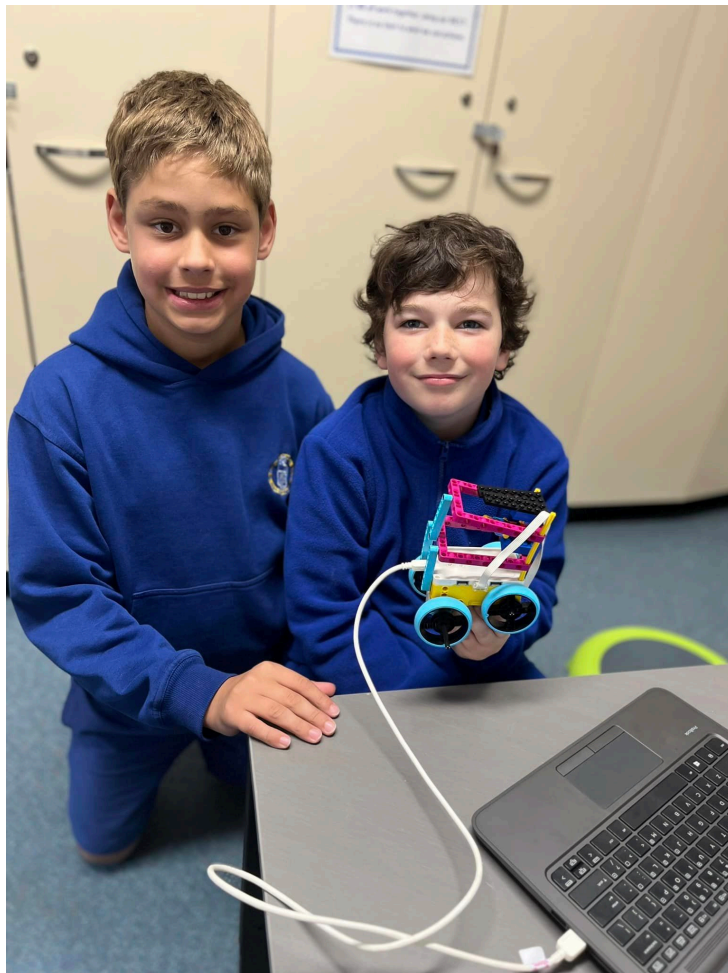
Parent survey feedback in regards to the implementation of the refined reward system indicated that 100% of parents surveyed were happy and believed it was a fair system. 89% of parents indicated that their child is becoming better at understanding their emotions and regulating their behaviour with the wellbeing program being taught in school. There has been an increase of parent attendance at school events and from questionnaires, there has been positive feedback on school culture, inclusivity and a strong sense of belonging.

Teacher Satisfaction

Staff stated that they felt support and professional learning was explicit and targeted at point of need. All staff actively participated in Quality Teaching Rounds (QTRS) and from collegial conversations, all the participants felt supported and it added value to their teaching practice.

Student Satisfaction

The Tell Them From Me survey data, Yr 4-6 indicated that 78% of students reported a positive sense of belonging at school, this was up 8% from last year. This is an area that we will continue to foster. Students' positive relationships has increased throughout the year by 10% to 85%. Our future focus is to develop a stronger student voice within the school.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

