School context
We started the 2013 school year with 406 students. There were 211 boys and 195 girls in 16 classes – 11 mainstream classes and five composite classes. Nearly 24% of our student population comes from a language background other than English (LBOTE).

By May, our numbers had increased to 410 students with the Department of Education and Communities (DEC) providing us with another classroom teacher for the rest of the year. Rather than creating a new class we decided to utilise the 17th teacher in a support role providing remediation, enrichment or extension where needed.

Messages
Principal’s message
I believe that students who are happy at school, who feel valued and safe, will learn. They will challenge themselves and will explore new ideas. This is the learning environment that the teachers and I strive to create every day for the students while embracing our school values of friendship, harmony, cooperation and respect.

The other important ingredient for successful learning is the teacher. It is the quality of the teaching that impacts the most on student learning – not the technology or even the class composition. Our teachers work diligently to ensure that their students are taught current curriculum through sound classroom pedagogy. They know how to differentiate the programs in their classroom to not only engage students but cater for the many different needs of their students.

The teachers, under the leadership of Ms Reynolds, have been busily preparing for the introduction of the new English syllabus in 2014. Many hours of professional learning has been dedicated to exploring and discussing the new curriculum. We have also focused on maths. All of the Kindergarten – Year 2 (K-2) teachers were trained in a maths program for targeting early numeracy during Semester One. They worked closely with regional consultants and visited a number of schools to observe best practice.

At the same time the Stage 3 teachers joined Stage 4 mathematics teachers from Hunters Hill HS on a Middle School Mathematics project, funded by the Maths Olympiad organisation and Northern Sydney Region. This project aimed at helping students develop more sophisticated problem solving skills and strategies.

There were some changes to the executive team. Mr Bruscino joined our school as Assistant Principal for Stage 3 at the beginning of the year and then, following Ms Johnson’s retirement at the end of Term 1, Mrs Taylor became Assistant Principal for Stage 2. Mrs Kensell our librarian retired at the end of Term 2.

Earlier in the year, with support from the School Security Unit, we had additional grill paneling installed around the library verandah, Crimsafe screens installed on the windows and doors of our connected classroom and 2.8 metre black metal fencing installed along the Pittwater Road boundary of the school.

The other major project for this year was the installation of a play court at the end of Term 3. This was possible as a result of a combination of funds raised through our Fun Run and the DEC. The court has certainly enhanced the play space for the students.

My goal is to provide students with the opportunities to develop their interests and skills as well as to learn to the best of their ability. By offering a strong academic curriculum, exciting creative and performing arts programs, varied sporting opportunities, we can achieve this goal.

Many of the performance opportunities that the students enjoy are organised by the parents on various Parents & Citizens Association (P&C) committees. Without this community support, the students would not have such rich extra-curricular opportunities. I extend my thanks to every parent who supports our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Liz Stanford
Parents & Citizens (P&C) Association message

The primary function of P&C is to offer practical support to their school. This support is in the form of volunteer hours at the school and financial support of monies transferred to the school each year. In 2013, the P&C donated $50,000 to the school resulting from the targeted fundraising over the year.

The money will be spent in 2014 in a variety of ways to assist teachers and other staff to help the school function more efficiently and improve learning outcomes for all students, as well as maintaining the school’s delightful grounds and vegetable garden.

The P&C is not just a fund raising operation; it also forms a framework by which parents get involved with the school. The P&C is comprised of sub-committees covering the activities and services provided by the Association: Bands, Canteen, Uniform Shop, Choir/Creative Arts, Ethics, Fundraising and Events, Playground Improvement, String Group and Book Club. Members of these sub-committees contribute countless hours of time and effort to make the varied programs run smoothly and successfully.

Additional support is provided by the sports coordinator who liaises with school staff at the various sports carnivals. These days are enjoyed by all students and would not be possible without the supervision and marshaling time provided by parents and carers. Parents are also on duty each morning and afternoon to operate the DOZO (drop off zone) in Earl Street, providing a safe environment for students to arrive at and leave school when travelling by car. The P&C greatly appreciates the additional reinforcement of DOZO guidelines by the school and the staff member on duty each afternoon when the DOZO is particularly busy.

As well as the daily work of volunteers in the uniform shop and canteen, parents were very busy this year on a huge range of special events, both social and with a fundraising aim. These included a welcome night, Mothers and Father’s Day breakfast and gift stalls, mums’ high tea, election day BBQ and cake stall, dads night each term, parents night out with an 80s theme and of course the fantastic fete. These events would not happen without the countless hours of time given by parents, carers and grandparents.

The P&C executive continued the major overhaul of our accounting and banking practices in line with becoming an incorporated association. This required a great deal of time and effort by treasurers and sub-committees but will be worth it to ensure a less arduous audit process and more streamlined and efficient financial procedures in the future.

One of the P&C’s objectives for 2013, apart from continuing the smooth operation of sub-committees, was to address the gender imbalance both in membership and volunteers. There has been progress with more dads involved as sub-committee conveners this year and male volunteers have been seen in many areas apart from wielding the tongs at the Election Day BBQ and on fete day. We aim to have this increased involvement continue in 2014.

There has also been progress with the need to make the P&C more electronically accessible to all, through the use of SMS to keep parents updated on events and changes and with the plans for the development of a dedicated BPPS P&C website in early 2014. This website would enable online purchasing from the uniform shop and canteen, plus the opportunity to buy event tickets and make voluntary contributions online, saving parent’s time and the P&C administrative and banking costs. It would also really open up the options for sponsorship by local businesses for specific events such as the fete or high tea.

One of the most pleasing aspects of the past year has been the continuation of steady growth in membership numbers, especially parents of K-2 children. It is so important for the P&C to keep growing and have new members standing for committee positions and taking on event organising roles.

Thank you to our principal, Mrs Liz Stanford, and her dedicated staff, who have co-operated with our requests and provided the resources and collaborative spirit that makes being involved with the P&C an enjoyable and worthwhile endeavour.

Kate Cox - P&C President
School Council message

The School Council continued to hold their meetings on the same day as the P&C meetings. Cherie Hazlewood, as the P&C representative for the School Council, reported on the discussions to the P&C. Teachers Joseph Bruscino and Kerrie O’Brien joined the School Council.

During the year, the Sun Safe Policy was updated. The review of the homework policy became a priority and the School Council had major input into the design of the new policy which was implemented in Term 2. This policy will be reviewed in 2014.

There has been much discussion during meetings about the traffic management around the school. Bec Ho liaised with representatives from Hunters Hill Council to find solutions. To gauge community thoughts and opinion, a traffic management survey was created. The results have been uploaded onto the school website.

We thank all the departing School Council members for their support over the past 12 months.

Student Representative Council (SRC) message

Part of the job of the SRC representatives was to listen to our class’s ideas and suggest them to the SRC at the meetings. During Semester One, the SRC prepared everything for the planned disco in Semester Two. The money for the disco’s food was raised through a jellybean competition. Most of the school had a guess and the prize was the jar of jellybeans. We also took part in a yearly fund raiser for Stewart House.

Ruben J

In Semester Two, we hosted the disco. We had a K-2 disco and then a Year 3-6 disco. We continued to discuss the ideas from our classes at the meetings. One idea that we carried through was a pyjama day raising money for the Crohn’s and Colitis Foundation.

Tommy L

School context

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
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<th>2010</th>
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Student attendance profile

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<td>94.3</td>
<td>94.2</td>
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</tbody>
</table>
Management of non-attendance

Teachers follow DEC procedures for monitoring attendance. Unexplained absences are followed up with parents through a letter requesting clarification of the absence. The Home School Liaison Officer (HSLO) regularly checks class rolls and provides advice and support in dealing with students who have abnormally high levels of absenteeism.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
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<tr>
<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
<td>14.0</td>
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<tr>
<td>Part-time Teachers</td>
<td>1.414</td>
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<tr>
<td>Learning and Support Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
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</table>

The balance of $150 838.44 carried forward includes money held in trust and tied accounts as well as unpaid orders and invoices. Provision for asset replacement and extension of the staffroom is included in this amount.

A full copy of the school’s 2013 financial statement is tabled at the first P&C meeting in the new school year. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Creative Arts programs

Our creative and performing arts programs continue to be inspiring. We enjoyed Grandparents Day and Open Day concerts with various class and performing arts items. The girls dance troupe performed at the Sydney North Dance Festival while the senior choir and boys dance crew performed in the Ryde Schools’ Spectacular. Our junior choir sang in the Primary Proms concert at the Sydney Town Hall. Two classes performed at the Sydney North Drama Festival – 3H with their Dogmania and 4/5L with Say Cheese. The students in 3H then performed at the State Drama Festival.
Our band and strings programs have grown this year with many children enjoying learning a musical instrument. Under the direction of Rod Mason, the training and performance band have performed at school events and in band competitions. We received a Gold Award in the D grade of the Yamaha Music Festival. The newly formed guitar group and recorder group, as well as the senior ensemble, worked hard and performed beautifully at school events.

The annual music soiree, held in November, was an absolute celebration of the musical talent and ability of our students.

Boys’ Dance Crew

In 2013, the school continued with our boys’ dance crew program and 24 boys from Years 3-6 rehearsed each Tuesday lunch time. Under the tutorship of an external dance teacher, Tanya Carne, the boys had the opportunity to develop skills in the hip hop style of dance.

During the year, the group learned an excellent choreographed piece which was successfully auditioned for the Ryde Schools’ Spectacular. The boys had the exciting opportunity of performing on the Opera House concert stage in front of a large and appreciative audience.

The boys’ dance crew also entered in the highly competitive school dance groups section of the Ryde Eisteddfod, gaining a Highly Commended Award in a large field of talented groups, an outstanding result of which the students were justly proud.

Jenny Nylund – Creative Arts teacher

Sport

Physical education, sport and fitness continue to play an important role in the school’s culture. 2013 has been very successful for Boronia Park PS students, with many athletes competing at zone, regional and state carnivals. Our annual carnivals for swimming, cross country and athletics were successful in promoting students participation and team spirit. For the first time, Boronia Park PS held whole school K – 6 cross country and athletics carnivals. These were a huge success involving much of the community and we managed to raise over $10 000 towards the school’s new play court.

Boronia Park PS participated in the Primary Schools Sports Association (PSSA) competitions in cricket, softball, t-ball, netball, soccer, tiger tag and Australian Rules (AFL). The school was successful in making it to the finals in a number of these sports. The senior boys’ cricket team was the 2013 grand final winner, while the junior cricketers were runners up. The girls’ t-ball team was also runner up for 2013. The senior boys’ and girls’ soccer teams both reached the semi-finals while the senior girls’ netball team was the runner up.

Talented individuals were given the opportunity to attend trials at zone and regional levels. Successful students were:

Ryde Zone teams -
- Soccer: Dillon H, Sienna B, Olivia E, Imogen K and Rebecca E
- Water Polo: Maggie C
- Touch Football: Maggie C
- Cricket: Brendan F
- AFL: Brendan F and Ryan S
- Rugby: Cody C and Carter D
Combined Ryde/Beecroft Zone Teams
- Soccer: Dillon H, Olivia E and Sienna B

Sydney North Teams
- Water Polo: Maggie C

Sydney North Carnivals
- Cross Country: Finn C and Buster O
- Athletics: Charlie Z and Ashley de L, Matthew S, Evie R, Emily S, Dillon H, Michael A, Brendan F and Thomas L

State Carnivals
- Swimming: Luke de L
- Athletics: Charlie Z

Many students in Years 3 – 6 were given the opportunity to participate in the Paul Kelly Cup AFL and NSW rugby gala days.

A number of students entered a team of talented tennis players in the Northern Suburbs Tennis Association (NSTA) primary schools challenge. This team of boys and girls from Years 4-6 played in four round robin tournaments and finished in 12th place amongst a pool of 32 schools.

Year 3–6 school sport has focused on skills development and structured games with sessions implemented by classroom teachers. The tennis coaching program was offered for two terms and enjoyed by many. This was supported by the professionals from Tennis World. A swimming program was also offered to students through Ryde Aquatic Centre where the focus was on water safety and stroke development. Other programs such as surf education continued to be popular and fostered confidence, skills and personal safety.

The K-2 physical education program focused on the fundamental movement skills and team work. Weekly lessons were implemented by classroom teachers and supported by parent helpers and school learning support officers (SLSOs). Students in K-6 were also involved in a gymnastics program implemented by Sportspro.

Boronia Park sporting programs have facilitated high levels of participation, enjoyment and individual success.

Kerrie O’Brien – Sports coordinator

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Growth between years 3 and 5

The NAPLAN results allow us to measure the academic growth of students in the school who completed the tests in both years 3 and 5.

### NAPLAN Year 5 - Numeracy

#### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
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<tr>
<th>Subject</th>
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<tr>
<td>Writing</td>
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<tr>
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<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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</table>

#### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
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<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Other achievements

Middle Years Mathematics project

The project involved the Year 5 and 6 classroom teachers (Mr Bruscino, Mrs O’Brien, Mr Smyth and Mrs Carbert) liaising very closely with the mathematics teachers from Hunters Hill High School. We observed high school mathematics lessons and led lessons where the high school teachers came to observe us teach. Together we looked at differences and similarities between the grades in the middle years and planned strategies and units of work to explicitly teach problem solving.

All staff attended professional learning on the mathematics continuum, led by the regional numeracy consultant. Stage 3 teachers from all schools in the Hunters Hill area community of schools met during the Term 3 Staff Development Day. We looked at changes in the NSW National Syllabus and all shared a planned problem solving lesson.

Joseph Bruscino – Assistant Principal

Targeting Early Numeracy or TENS

All of the K-2 teachers were trained in a mathematics program for Targeting Early Numeracy (TENS) during Semester One. The teachers worked closely with regional consultants and visited a number of schools to observe best practice in teaching numeracy strategies.

The professional learning and collaboration between the teachers has enhanced the numeracy program leading to increased student learning.

Kim Reynolds – Assistant Principal

Significant programs and initiatives

Enrichment programs
Exploring Philosophies through Literature

During first term, 30 students per stage participated in the Exploring Philosophy through Literature workshop. Students were stimulated by questioning, delving into the deeper aspects of life, exposure to high quality literature, problem solving and critical analysis.

This workshop was led by Susan Taylor, an experienced teacher of gifted and talented students (GATS), editor reviewer of children’s books and educational publications.

Comments by students:
Stage 1
I enjoyed philosophy because I got to write questions and I got to talk and draw the most. I read a long story that was about four children and one is called Lucy. Abagail A

Stage 2
I thought it was interesting and exciting. It was fun to draw cartoons, write about them and use your imagination. It was particularly fun being able to make your opinion be heard. Robert I

Stage 3
After reading four picture books for children our age we worked out any questions we had that made you think. We were surprised how deep the books were. We were given a writing task based upon the book The Lost Thing. Overall it was a fantastic experience and I wish to see more of it in my life. Louisa H

Maths Enrichment Day

An exciting visit from The Professor Maths Road Show was organised for those students who are gifted or talented in the area of mathematics.

Professor Maths, provided a large range of interesting and fun mathematics activities for students, to rotate their way through in small groups. All problem solving activities were exciting, stimulating and hands on, designed to enrich student’s knowledge in mathematics.

There were 90 students selected to participate in these sessions.

Kathy Hristofski – teacher
Aboriginal education

The Aboriginal perspective of Australian history and indigenous culture is taught across different curriculum areas to students from Kindergarten to Year 6.

Stories of the Dreamtime are incorporated into reading, story writing and creative arts activities including art, dance and singing.

Students participated in activities to promote meaningful relationships among their peers during National Reconciliation Week in May. Teachers and students used this week to acknowledge the achievements, history and culture of Aboriginal and Torres Strait Islander peoples.

Aboriginal legends, traditional ways of life, factual history and indigenous perspectives were embedded in the range of literature used to engage students throughout the year. Books with a focus on Aboriginal perspectives were popular with students from all years.

Leisa Murphy - Teacher

Multicultural education

Harmony Day

This year, we celebrated Harmony Day on Thursday 21 March. Harmony Day coincides with the United Nations International Day for the elimination of racial discrimination. It is a day of cultural respect, widely celebrated across schools, childcare centres, community groups, churches, businesses and federal, state and local government agencies. The message of Harmony Day this year was Everyone Belongs.

Students had the opportunity to participate in a Harmony Day poster exhibition. Entries visually articulated students' interpretation of the theme-Harmony. What can I do? They reflected the principles of multiculturalism and acceptance. Students visited their buddy class, presented their artworks and discussed the meaning of what they had created. The artworks were then displayed in our school library.

The Multicultural Perspectives Public Speaking Competition

Once again, our school participated in the Multicultural Perspectives Public Speaking Competition. Students in Years 3–6 presented a speech to their class, containing multicultural content. Our school finals were held in the library with teachers and parents attending. Ashley de L and Benjamin K from Stage 2 and Joshua H and Cody C from Stage 3 were selected to represent Boronia Park PS at the local finals. These were held at Ryde PS with an adjudicator from the DEC Arts Unit making the final decision. Our students did us proud, with Cody receiving a Highly Commended Award for his efforts.

Sky Lombardo - Teacher

Grandparents Day

Grandparents Day is always a popular day at Boronia Park. We have many grandparents and grand friends that come and enjoy seeing their young ones in their school environment. The sun was shining for our whole school performance which showcased our talented choir, band, drama and dance students. The morning’s performance concluded with a special K-6 song composed especially for our visitors which was enjoyed by all, young and old. Following the performance, grandparents visited classrooms and enjoyed a picnic morning tea from the canteen.

Sky Lombardo - teacher

Students also added a touch of orange to their school uniform on the day. This included ribbons, bracelets, badges, ties, scarves, socks and coloured shoelaces. Teachers also spiced up their dress with orange.

It was lovely to see our community support the event and we look forward to celebrating Harmony Day next year.
Aspirations Longitudinal Study

Boronia Park PS has been a part of a four year longitudinal study in partnership with the DEC and the University of Newcastle. The study seeks to further understand the changes in student aspirations during their formative school years and how it links to their work choices after they leave school.

Thank you to the students, parents and members of staff who have participated in the study through surveys and focus group interviews. Boronia Park PS will continue its support and involvement in this important study in 2014.

Alex Lau – teacher

Earthkeepers Camp

This year our Year 4 students had the opportunity to be involved in the Earthkeepers program. This global earth education program teaches students about cycles in nature, ecological concepts, develops their environmental perceptions and shows them how to take action to lessen their impact on the natural world. One of the goals of the camp was to teach students about their connection to the natural world.

The Earthkeepers program was taught in partnership with staff from the Gibberagong Environmental Education Centre (EEC) at Bobbin Head and the Brewongle EEC at Sackville North. Students stayed at the Brewongle EEC for three days. They enjoyed the camp and then completed the program back at school.

Angie Taylor – Assistant Principal

Canberra Visit

The students of Stage 3 visited Canberra as part of their studies of State and Federal Government and Australian Democracy. It was an action-packed three day excursion and a highlight of the year for Stage 3.

We were all kept busy as we visited the High Court of Australia, Parliament House, National Museum of Australia, Australian War Memorial, Mount Ainslie Lookout, ANZAC Parade, Yarralumla, a number of the embassies, the Australian Institute of Sport, the National Dinosaur Museum, the National Gallery of Australia, CSIRO Discovery and Questacon.

Some of the other highlights of the trip included Mr Smyth and our two school captains laying a wreath of remembrance as part of the Last Post ceremony, Riley making a full rotation on the 360 at Questacon, becoming scientists at CSIRO, the tour of Parliament House and hearing Jay’s story at the National Museum of Australia. Jay was sadly taken from her family as part of the Stolen Generation.

Joseph Bruscino – Assistant Principal
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school’s management plan. The processes used include:

- Analysis of NAPLAN and Best Start results, internal assessments like SENA and reading benchmarking. Spelling progression for Years 3-6 is assessed through the Spelling Mastery program.
- Collaborative discussion, professional learning and evaluation of teaching learning programs including Consistent Teacher Judgement (CTJ) sessions on writing, reading and mathematics.
- Implementation of the literacy and numeracy continuum as an assessment tool for mapping student progress.
- Formation of an assessment and reporting committee in 2014 to determine a schedule of testing to best support student needs.
- Comparison of the 2012 and 2013 Student Wellbeing survey results.

Evidence of progress towards outcomes in 2013:

The new K-2 Spelling policy has been successfully implemented this year. Students from K-6 are explicitly taught spelling and language conventions. Spelling knowledge is applied and embedded into everyday writing experiences and activities. NAPLAN, Best Start and Spelling Mastery results indicate that our programs are having a positive impact on student learning.

The Count Me In Two (CMIT) program has been successfully implemented in K-2 classes. As a result, students are demonstrating a better understanding of numeracy strategies and working mathematically.

Strategies to achieve these outcomes in 2014

- Continue to implement current programs for literacy i.e. Best Start spelling initiatives and Spelling Mastery. Design quality assessment tasks to measure student progress.
- Continue to implement CMIT K-2, quality mathematics programs linked to the syllabus and the QuickSmart program for remediation where required in Years 4-6. Teachers will continue to build and expand on these programs to improve student understanding and application of working mathematically strategies.
- Engage teachers in professional development to improve the quality of literacy and working mathematically programs. Ensure teachers have a sound understanding of the literacy and numeracy learning continuums.
- Promote successful classroom differentiation practices across the school.

Progress in 2013

School priority 1

Students will demonstrate greater proficiency and growth in literacy and numeracy, as measured by internal and external testing, through quality teaching strategies that support a differentiated learning environment.

Outcomes from 2012–2014

- To improve student performance in spelling with 1% increase in proficiency levels and growth in Year 5 NAPLAN and school assessments.
- To improve student performance in working mathematically with a 1% increase in proficiency levels and growth in Year 5 NAPLAN and school assessments.
- To differentiate classroom pedagogy to satisfy needs of all students including GAT students and those with learning needs.

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School priority 2

Establish a whole school systematic approach to the teaching and learning of science and technology.

Outcomes from 2012–2014

- To evaluate the K-6 science and the K-6 technology scope and sequence.
- To encourage students to improve their technology skills so that they become digital learners and assist them to be cyber smart.

Evidence of progress towards outcomes in 2013:

The scope and sequence for science has been based around the Primary Connections science program. This document will align with the new science curriculum to be implemented in 2016.

The teachers are confidently using the program in their classrooms with students enjoying the very stimulating learning experiences.

Strategies to achieve these outcomes in 2014:

- Ensure teachers have access to all the Primary Connection resources.
- Implement an internet contract to support safe media practices in the school.
- Complete the K-6 scope and sequence for technology and ensure it supports 21st century learning for digital citizens.

School priority 3

Students are supported in their learning. Whole school procedures and processes are implemented to promote positive student wellbeing and nurture the whole child.

Outcomes from 2012–2014

- To evaluate the newly implemented Student Wellbeing policy and measure its acceptance and effectiveness in the school.
- To embed the Student Wellbeing policy in our school culture

Evidence of progress towards outcomes in 2013:

Students and teachers were surveyed about the Student Wellbeing policy in 2012 and then again in Term 4 2013. The data was presented to the School Council, the school evaluation committee and the staff.

There were eleven questions in the student survey. The survey was completed by 226 students from Years 2-6. In nearly every response there was an increased percentage of students who felt positive about the school rules, the awards system and the Student Wellbeing policy.

The staff responses reflected an increase in confidence and implementation of the policy and its recommended systems and methods to manage student behaviour. The only area of concern was in relation to the issues surrounding cyber bullying. These issues are ongoing and need to be addressed regularly in class.

More detail about the questions and responses to the survey are published on our website.

Strategies to achieve these outcomes in 2014:

- The merit awards system and Caught You Being Good (CYBG) awards will continue to be implemented.
- Playground and classroom management strategies and systems will continue to be used by staff.
- Cyber smart activities were taught in all classes in 2012 and 2013. This will continue in 2014. Our internet agreement will also be introduced in 2014 so students and parents understand the responsibilities associated with having access to the DEC portal and using integrated technology (IT) in school.
Professional learning

There was $25 191.84 spent on professional learning this year. On average, $1005 was spent on each teacher and $179 on each School Administration Support Staff (SASS) person - this includes office staff and school learning support officers (SLSOs).

Teachers attended professional learning (PL) sessions on implementing the new English syllabus, programming for quality teaching, mathematics, gifted and talented students and technology. Student welfare and equity PL included learning more about teaching students in the classroom with autism and hearing impairment. All staff completed CPR and anaphylaxis updated training sessions.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Parents completed a survey on school management while students and teachers focused on student wellbeing. Their responses are presented below.

A DEC survey on School Management from the School Map Practices Statements was distributed to the school community. There were eleven questions with four different responses – almost always, usually, sometimes and rarely. A number of parents were disappointed that there was no room for comment. We will ensure this opportunity is made available in our next survey. There were 183 responses which is just over 50% of families.

The following results are combined scores from the almost always and usually parent responses.

- 97% perceive that the staff are valued and supported.
- 93% believe the school is well organised.
- 91% believe that the school communicates effectively with students and parents.
- 90% think that the school is continually looking at ways to improve what it does.

Despite the overall results being positive, there were some parental concerns.

- 37% said the school sometimes or rarely makes major changes to improve what it does.
- 19% said the school sometimes or rarely measures the success of its programs.
- 18% said the school sometimes or rarely meets the educational needs of the students.

Stage 3 School Life survey

The survey was completed during the last few weeks of Term 4 by the students in Years 5 and 6. There were 59 questions with six options to score their answer. The survey asked students about their attitudes and opinions about many different aspects of school life.

The survey generated a lot of data which was collated by Karen Righton, one of our SLSOs.

When the always and mostly answers are combined –

- 98% of students like to learn new things.
- 97% of students want to get good results at school.
- 92% of students try to do their best at school.
- 90% of students follow class and school rules.

In contrast to these results –

- 44% of students occasionally or rarely do work in class that really challenges them to think.
- 39% of students occasionally or rarely get excited about their school work.

The results provide plenty of scope for future discussion.

The survey questions and results are available on our website.
Traffic Management survey

Earlier in the year, the School Council surveyed the community on various issues surrounding traffic management around the school. This was highly relevant as over 50% of the respondents to the survey use a car to transport their children to and from school.

On the whole, parents are happy with the DOZO arrangements and support the volunteer program. Some of the comments of concern included in the survey results were -

The rules (for using the DOZO) are simple and easy to follow but I’m amazed at some parents and what they do.

DOZO would run so much smoother if the people that were dropping and picking up children actually followed the rules.

Other parents suggested clearer markings or a diagram on how to use the DOZO should be distributed to the community. There is also great concern about people parking in the DOZO, executing U-turns and three point turns in Earl Street around bell time.

The School Council will continue to explore better solutions with Hunters Hill Council. The results of the survey, including all comments, are on the website under the School Council.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: