School context statement

This year 435 students were enrolled at Boronia Park Public School. There were 17 classes – 12 were main stream and five were composite classes consisting of two adjacent grades. Our percentage of students from a non-English speaking background remained around 24% of the student population.

By the end of term 1, our numbers had increased enough for us to have permission from the Department of Education and Communities (DEC) to employ another teacher. This teacher worked with the class teachers in a support capacity particularly assisting with literacy and numeracy programs across the school.

Principal’s message

Our Celebrate Concert, held in September this year, was a major highlight for 2014. Even though literacy and numeracy programs were the dominant focus this year, creative and performing arts also took centre stage. Every child performed or was involved in the concert.

The new English curriculum was successfully implemented across Kindergarten – Year 6 (K-6). The DEC literacy and numeracy continuums were embedded in teacher planning and assessment. Many professional hours were also spent preparing for the implementation of the new mathematics curriculum in 2015.

Joint funding between the school and the Parents and Citizens Association (P&C) saw two initiatives completed. The black metal fencing was installed along the Earl Street boundary of the school. Air conditioning was also installed in the music room, the uniform shop, the School Counsellor’s office and the English as a Language or Dialect (EAL/D) room.

One of the many strengths of Boronia Park Public School is the close and productive partnership the school shares with the parent community. I would like to take this opportunity to acknowledge this wonderful relationship and thank all the members of our school community for a successful year.

Mrs Stanford

Parents & Citizens Association (P&C) message

The P&C has had a successful and enjoyable 12 months. Fundraising kicked off at the end of 2013 with our school fete. In 2014, there was the welcome picnic on the oval, a High Tea for mothers, a parent social Hoedown, Mother’s Day and Father’s Day celebrations as well as at sporting events. Our children have had the opportunity to sing, learn an instrument and perform in a band thanks to P&C committees. The school sporting programs have been enhanced through the purchase of equipment and team uniforms.

None of these events could have happened without the enthusiasm and dedication of the P&C and all of the parent volunteers. Whilst these activities have all been financially successful, each has also been a success in providing an opportunity for parents to meet and be part of the Boronia Park Public School community.

Our P&C is comprised of sub committees to manage the band, canteen, uniform shop, creative arts, playground improvement, strings and sports. Members of these subcommittees contribute many hours of time and a great deal of effort to ensure the programs run smoothly.

This year we generated $92,000 (gross) from P&C activities. At the last AGM we committed to fundraising targets with the view to supporting: school resourcing, extra School Learning Support Officers (SLSOs), the gardener, sport, music, playground improvement, special projects and P&C operations.

This year, we set out to improve our practices and processes which are necessary to meet the legal and financial obligations of being incorporated. This involved a shift in how we managed our financial accounts and practices.

We also launched our P&C website which provided us with a key communication tool and enabled online purchasing from tickets for events, to
products for Father’s Day, an integrated email newsletters and online rosters.

We would also like to thank Mrs Stanford, and her dedicated staff that have supported our requests and provided resources and a great team spirit that makes being involved with the P&C enjoyable and worthwhile.

Finally, thank you to the P&C executive team who have been tremendous in our success and I personally have appreciated their support.

Ms Lisa McDonald

School Council message
This was an exciting year for the council with a very specific objective of raising the visibility and engagement within the school community. In an endeavor to do this we promoted the members of School Council, established the Council newsletter and a direct communication point to encourage feedback and suggestions from the school community. We also kicked off the year with the introduction of two new members and a renewed enthusiasm for the Council and its role in the school community.

One of the significant projects this year was to progress the effectiveness of our Drop Off Zone (DOZO). A traffic survey had been conducted as a review of its operations by Council and P&C. This resulted in a commitment to secure the necessary funds to improve and upgrade the zone. This will make it safer for children and families and provide a more efficient flow of traffic in and out of the area.

In terms of policy we reviewed the emergency evacuation and conducted a feedback process on the homework policy.

The Council also conducted a survey regarding aspects of our uniform which created enormous debate and discussion in the school. This met our expectations of having an engaged school community.

Each year we also conduct our school satisfaction survey where parents have the opportunity to provide feedback on a number of key issues within the school. Overall our school community is satisfied with the performance and management of the school and we will use this feedback to inform our school plan development in 2015.

Ms Michelle Piccolo
School Council President

SRC message
Semester 1 SRC

We organised a lot of great fundraising activities and attended meetings to discuss our awesome ideas. To start the year we had our wonderful buddy hat parade. We had loads of fun making colourful hats with our buddies. The day was a big success! Each class showed off their hats to the parents whilst walking around the playground.

Our next fundraiser was Crazy Hair Day. We spent a long time getting our hair ready in the morning. Everyone looked amazing. They had bows, ribbons, lollies, straws, pipe cleaners and many more wacky ideas. The gold coins were used for our fantastic Kindergarten to year 2 (K-2) year 3-6 disco. Footsteps were kind enough to DJ. The night was a blast and all the kids had fun partying.

We had our FIFA World Cup Day. Everyone dressed up as their favourite soccer star. We had mini Messi, ridiculous Ronaldos and nice Naymars. We fundraised for Football United which gives money to the Football for Hope program. We had a great time and we’re sure Mr Smyth and Mr Bruscino would agree.

Olivia L and Lola J
Semester 2 SRC

This semester, we had fun participating in a few different fundraisers/events. The first activity was in September when the SRC organised the great book swap. Everyone brought in a book that they didn’t want any more but was in good condition and a gold coin donation. As well as giving and receiving books, we also raised lots of money for the Indigenous Literacy Foundation.

Another exciting event we hosted was the amazing K-6 Talent Quest. Two acts were selected from the auditions in class and performed in front of either K-2 or years 3-6. Everyone had so much fun and the audience was astonished. All SRC members went to fortnightly meetings with Mrs Lombardo and Mr Bruscino where they discussed issues in the school playground e.g. hats, lunchboxes and labelling uniforms. We certainly learnt a lot and had fun being semester 2 SRC representatives.

Charlotte B and Mimi H

Student information

This year saw significant increase in the number of girls enrolled in the school (see the table below). This changed the balance of gender for the first time in a number of years.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>211</td>
<td>179</td>
</tr>
<tr>
<td>2009</td>
<td>223</td>
<td>170</td>
</tr>
<tr>
<td>2010</td>
<td>204</td>
<td>172</td>
</tr>
<tr>
<td>2011</td>
<td>185</td>
<td>174</td>
</tr>
<tr>
<td>2012</td>
<td>207</td>
<td>183</td>
</tr>
<tr>
<td>2013</td>
<td>214</td>
<td>199</td>
</tr>
<tr>
<td>2014</td>
<td>215</td>
<td>220</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>96.4</td>
<td>94.3</td>
</tr>
<tr>
<td>2010</td>
<td>96.0</td>
<td>94.7</td>
</tr>
<tr>
<td>2011</td>
<td>95.0</td>
<td>94.7</td>
</tr>
<tr>
<td>2012</td>
<td>95.6</td>
<td>95.0</td>
</tr>
<tr>
<td>2013</td>
<td>96.1</td>
<td>94.7</td>
</tr>
<tr>
<td>2014</td>
<td>96.2</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15.0</td>
</tr>
<tr>
<td>Part-time Teachers</td>
<td>0.8</td>
</tr>
<tr>
<td>RFF Teachers</td>
<td>0.756</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.122</td>
</tr>
<tr>
<td>Total</td>
<td>25.978</td>
</tr>
</tbody>
</table>

On the table above 0.2 is the equivalent of one day. So in the case of the Principal she is employed 1.0 or 5 days a week. Our allocation for library
increased from 0.8 (4 days) at the beginning of the year to 1.0 (5 days) with the increase in student numbers.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. We have no teachers of indigenous heritage working at our school.

**Teacher qualifications**

All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>19</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers completed a variety of professional learning experiences throughout the year. Afternoon sessions were spent in term 1 on the consolidation of the implementation of the new English syllabus. Teachers also attended a full day of training on the *Seven Steps to Successful Writing*.

The major focus of term 2 and 3 was the introduction of the new mathematics syllabus. This was covered succinctly so teachers were confident about its implementation in 2015.

Various staff members attended courses on –

- Implementation of new mathematics syllabus
- Introducing the K-6 science and technology syllabus and K-6 history syllabus
- Aboriginal education
- Data analysis for school planning
- Core financial literacy
- Teacher accreditation with BOSTES
- Nonviolent crisis intervention
- Teaching grammar punctuation and vocabulary
- Music performance
- Students with hearing impairment
- English as an additional Language or Dialect (EAL/D)

Staff also completed their CPR, Anaphylaxis and Child Protection 2014 update.

A total of $17460 was spent on professional learning for teachers with an estimated $699 spent per teacher.

One of our new scheme teachers has qualified for maintenance of the Proficient level of accreditation with BOSTES. Data is gathered over five years for this level of maintenance.

The School Administration Manager (SAM) also completed a Certificate IV – The Leader in You.

A total of $2536.39 was spent on professional learning for SASS, including administration staff, School Learning Support officers (SLSOs) and the General Assistant (GA) which averages out to $254 per person.

**Beginning Teachers**

Two permanent teachers were appointed to the school at the beginning of 2014. Under the DEC initiative of *Great Teaching Inspired Learning (GTIL)* they were provided with two hours of additional release time each week to improve their teaching confidence and practice and to work with their teacher mentors.

During the second year of the GTIL initiative in 2015 these two teachers will receive an hour of release to help them further consolidate their classroom skills.

Both teachers will qualify for their Proficient level of accreditation with BOSTES in 2015.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>150838.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>239075.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>142133.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>405238.79</td>
</tr>
<tr>
<td>Interest</td>
<td>6636.67</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7916.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>951839.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>
This table is a summary from the school’s Annual Financial Statement (AFS). This mandatory document is prepared each year after the November 30 financial school rollover.

A full copy of the 2014 AFS was tabled at the first meeting of the School Council and the Parents and Citizens Association (P&C) in February 2015. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

The students achieved extremely strong results with significant improvement in external and internal assessments.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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.

Alternatively:

*SSG – similar schools group
NAPLAN Year 5 - Numeracy

The following graphs compare the growth of the students utilising their NAPLAN results from year 3 and then year 5. It is anticipated that students will improve two bands of growth.

The tables over the page provide pleasing data about the academic performance of our students.
Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>98.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Minimum standards refers to the expected level of achievement for students in NAPLAN assessments in the state.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.4</td>
</tr>
<tr>
<td>Writing</td>
<td>96.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.4</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 3 Reading are: 0

As an indication, the no. of students exempt for Year 5 Reading are: 0

**Sport**

Physical education, sport and fitness continue to play an important role in the school’s culture. Many students competed at zone, regional and state carnivals. Our annual carnivals for swimming, cross country and athletics were successful in promoting students participation and much team spirit. We held whole school cross country and athletics carnivals. These were very successful involving much of the community.

Boronia Park Public School 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 semi-finals and finals in a number of these sports. The senior girls’ softball team won the championship for 2014.

Talented individuals were given the opportunity to attend trials at zone and regional levels for a number of different sports including soccer, softball, netball, rugby league, rugby union, cricket, water polo, hockey and touch football.

During 2014, students were given opportunities to be involved in extra sporting events. Years 4 – 6 students were able to participate in the inaugural Hunters Hill rugby gala day. Our teams won the senior A final and the B side were runners-up.

The school once again entered a team in the Northern Suburbs Tennis Association (NSTA) primary schools challenge. This team of boys and girls from years 4 to 6 played four round robin tournaments throughout the year. The school entered its first ever ski team in the NSW Interschools ski challenge at Thredbo.

Year 3–6 school sport focused on skill development and structured games with sessions implemented by classroom teachers. A swimming program was offered to selected students through Ryde Aquatic Centre where the focus was on water safety and stroke development. Other programs included NRL clinics and surf education. These programs continued to be popular and fostered confidence, skills and personal safety.

The physical education program for K-2 students focused on the fundamental movement skills and team work. Weekly lessons were implemented by classroom teachers and supported by parent helpers and teacher aides. K-2 students enjoyed a five week Milo cricket program supported by Cricket NSW. Students in K-6 were also involved in a yoga program implemented by Yoga-to-Go.

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

_Mrs O’Brien_
Creative and Performing Arts

The school offers a number of creative and performing arts opportunities during the year. Some of the highlights this year were the:

- Training and Performance Band performed at a number of school events with an excellent performance at Presentation Day.

- Students from the Strings Group and two recorder students participated in the Festival of Instrumental Music at the Sydney Opera House.

- Junior and Senior Girls Dance Troupes performed in the Sydney North Dance festival.

- Junior Choir joined a massed choir in the Primary Proms concert at the Sydney Town Hall.

- Boys Dance Crew performed in the Ryde School Spectacular at the Sydney Opera House.

- Senior Choir performed in a massed choir for the Ryde Schools Spectacular. A number of students also played instruments, sang, danced and acted during group performances with students from other schools in this concert.

Our Music Soiree was an end of year celebration for the instrumental groups and the choirs where students were able to perform for their families.

The class items were supported by a parent band featuring Mr Lau. The creative masterminds for the night were Mrs Nylund and Mrs Shannon. Every member of staff and a huge number of parents worked tirelessly to ensure the matinee and evening concerts were a huge success.

Stage 3 Camp

"Great games, awesome food, amazing scenery, Broken Bay is by far the best camp I’ve ever been to, and you will not be disappointed if you dare take the challenge." Holly F (5/6K)

The stage 3 students attended camp at Broken Bay, which is situated on the Hawkesbury River and is only accessible by boat. It is a beautiful campsite, with a private beach, an abundance of native flora and fauna and excellent facilities.

The students participated in many individually challenging and team building activities, including a high ropes course, archery, raft building, surf skiing, fishing, beach games and initiatives.

Mr Bruscino

Celebrate Concert

Our K-6 Celebrate concert, which is held every two years, was spectacular. Every student in the school performed. The concert flowed through dramatic segues between class items. The band, dance groups and choir also performed.
Earthkeepers Program

This year our year 4 students had the opportunity to attend Earthkeepers Camp at the Brewongle Environmental Education Centre (EEC) at Sackville North. Our students stayed at the Brewongle EEC for three days exploring the natural world through activities such as investigating life cycles, catching insects and tadpoles and bushwalking.

Our students were shown ways to take action to lessen their impact on our world and care for our environment. The students had a fantastic time while they were away, with plenty of smiles, laughter and stories to share back at school.

Aspirations survey

Boronia Park Public School has continued its involvement in Newcastle University’s Aspirations Longitudinal Study. It is a comprehensive study that focuses on the factors that shape the career and educational aspirations of students. There were 86 state schools involved in the study.

Students, parents and teachers were surveyed and interviewed. From the study valuable data has been collected that highlights the factors which affect student engagement and wellbeing.

Significant programs and initiatives

Aboriginal Education

This year, students across the school were chosen to attend Gamarada Wurrungawuri Day at Riverside Girls High School. The day was designed to bring together Aboriginal students in our local network and to develop cultural awareness and connections for all students. The day started with a traditional smoking ceremony, followed by a delicious morning tea of bush tucker, fun art activities and storytelling.

In the classroom, students have looked at Aboriginal perspectives of Australian history and indigenous culture through creative arts and literacy based activities. Reconciliation Week in May saw classes acknowledge the achievements, history and culture of Aboriginal and Torres Strait Island peoples. An indigenous sporting kit was purchased in term 3. The kit has a range of games and activities for children to play with an Indigenous focus.

Multicultural education and anti-racism

In 2014, our school again participated in the Multicultural Perspectives Public Speaking competition. All students in years 3–6 presented a speech to their class, containing multicultural content.

Our school finals were held in May with Mrs Stanford, teachers and parents attending. Kye H and Logan D from stage 2 and Ellen T and Jesse W from stage 3 were selected to represent Boronia Park Public School at the local finals. These were held at Ryde Public School with an adjudicator from the Arts Unit making the final decision.

Our students made us proud – every opportunity for a child to participate at a public speaking event is great for their confidence.

Harmony Day – Around the world at Boronia Park

As part of our Harmony Day celebration this year, teams of year 6 students explored different countries and discovered how people live in other parts of the world. The students then created a presentation about their chosen country and shared it with students in different classes.

The whole school came in either traditional national dress or a uniform of the girl guides, scouts, Red Cross or air cadets. The signature colour for the day was orange. Money raised on the day was donated to the Dedama Community School in Lusaka, Zambia.
Leaders’ Day

Our ten school leaders took part in a leadership excursion. We started the day at Hunters Hill High School, where our students interviewed high school student leaders about leadership opportunities in high school, how leadership differs from primary school to high school and general questions about high school.

We then caught a ferry to Circular Quay. From there we went to the Museum of Contemporary Art, followed by lunch at the Royal Botanic Gardens and finished the day at Parliament of New South Wales, with a guided tour and viewing of parliament in session, which was particularly heated that day!

This day was followed up with our leaders running a session as part of our year 6 high school transition program, where they prepared and ran a brilliant lesson on the responses they gathered about high school with the whole year 6 group.

Mr Bruscino

Two students were supported through the New Arrivals Program (NAP) funding. The EAL/D teacher was able to spend more time with these students building their oral and written English skills.

Learning and Support

The Learning and Support teacher supported students in learning programs within the classroom. This support was provided through small group activities rather than individual withdrawal of students from their class.

During semester 2, a number of students benefited from involvement in a weekly social skills program involving groups of 4-6 students.

Other significant programs and initiatives

- Enrichment days – CSIRO Science and Maths
- Peer support and buddy program
- Grandparents’ Day

Mr Bruscino

Significant programs and initiatives – equity funding

Aboriginal background

Our Aboriginal and Torres Strait islander (ATSI) students were provided with funding and resources to support and improve their learning outcomes. The focus for the students was improvement in reading and number skills.

English language proficiency

Students were supported with additional funds to improve their oral and written English skills. The students involved were from K-2.

School planning and evaluation 2012—2014

School evaluation processes

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

- Assessments – internal and external i.e. NAPLAN as well as teacher observation.

- Whole school implementation of the DEC’s Planning for Literacy and Numeracy (PLAN) software to place students on literacy and numeracy continuums.

- Teachers using the new English and mathematics syllabus with confidence in their teaching programs. The effectiveness of their implementation was supported by improved student outcomes (refer to assessment data).
School planning 2012-2014:
Outcomes from 2012–2014

School priority 1 – Literacy and Numeracy

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.

- To improve student performance in spelling and working mathematically with 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.

Evidence of achievement of outcomes in 2014:

- Data that showed improvement in assessment scores for the students in spelling and writing. The data was collated from external assessments like NAPLAN and ACER tests, internal assessments, charting student progress on the literacy continuum and PLAN data.
- In NAPLAN results, the improvement in spelling exceeded the 3% targeted in the school plan. For year 3 students it was around 5% and for Year 5 students it was around 8%. There was a 4% improvement for students in year 3 in numeracy but our year 5 students did not reach 3% improvement it was just under.
- Collated assessment data from the above listed sources to conclude student improvement in working mathematically. All students K-6 were placed on the numeracy continuum and PLAN as part of the assessment process.
- Improvement in the quality and quantity of work produced by the students. Anecdotal evidence of greater student engagement particularly when developing and utilising strategies for working mathematically and writing.

Strategies to achieve these outcomes in 2014:

- Continued to implement current programs for literacy i.e. Best Start and Spelling Mastery. Teachers designed quality assessment tasks to measure student progress.
- Continued to implement CMIT K-2, quality maths programs linked to the syllabus and the QuickSmart program for remediation where required in years 4-6. Teachers continued to build students’ skills to improve understanding and the correct application of working mathematically strategies.
- Teachers engaged in professional learning to improve the quality of literacy and working mathematically programs. Ensured teachers have a sound understanding of the literacy and numeracy continuums.
- Implemented successful class differentiation practices in each classroom.

School priority 2 – Science and Technology

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

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

Evidence of achievement of outcomes in 2014:

- Primary Connections was implemented in all classrooms to support the current science and technology syllabus.
- The Student Internet Contract was successfully implemented. This contract promotes sensible and safe use of the internet.
- The draft Information Technology Scope and Sequence was written. The final document will be implemented in 2015.

Strategies to achieve these outcomes in 2014:

- Ensured teachers have access to all the Primary Connections resources.
- Implemented an internet contract to support safe media practices in the school.
- Completed the K-6 scope and sequence for technology and ensured it supports 21st century learning for digital citizens.
School priority 3 – Student Wellbeing

Outcomes from 2012–2014

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

- Evaluated the Student Wellbeing Policy and measured and evaluated its acceptance and effectiveness.
- Embedded the Student Wellbeing Policy in school culture.

Evidence of achievement of outcomes in 2014:

- Students are comfortable and confident in their knowledge of the school values and rules.
- Students and teachers understand and accept the Student Wellbeing Policy. Over the past two years, students and teachers were surveyed with a positive outcome regarding the policy.

Strategies to achieve these outcomes in 2014:

- The merit awards system and Caught You Being Good continued to be implemented.
- The playground and classroom management strategies from the Student Wellbeing Policy were successfully utilised by staff.

Parent/caregiver, student and staff satisfaction

In 2014, the school sought the opinions of parents, students and staff about the school. Their responses are presented below.

The School Satisfaction survey

This survey was conducted by the School Council and received 104 responses. For the purpose of this survey discussion the Quite well and Extremely well responses have been grouped together.

Parent’s responses indicate that –

- 85.83% of parents believe that their child has a good sense of belonging at school.
- 80% of parents indicated that they visit the school weekly.

- 72.83% of parents believe that teaching styles match their child’s learning styles.
- 72.91% of parents believe that the school’s overall approach to discipline works for their child.
- 68.47% of parents believe that their child puts a lot of effort into the school related tasks.
- 67% of parents believe that school activities offered match their child’s interests.

In addition, 34.31 % of parents meet with the child’s teacher once a year, 35.29% meet with them every few months and 16.67% meet with their child’s teacher weekly.

The responses to Not well at all and Mildly well were also grouped together –

- 21.74% of parents indicated that their child had difficulty working on independent learning activities at home.
- 18.48% of parents indicated that their child did not learn from feedback from their work.

Thank you to the School Council for preparing this survey and collating the data.

Homework Survey

As part of the implementation process of our draft homework policy, we conducted a survey on homework. Its purpose was to ascertain the community’s thoughts and feelings about the homework policy and practices and then to review, and modify what we were doing. The survey was completed by students, parents and staff.

Student responses were varied, with many students commenting on the fun and educational aspects and their enjoyment of projects, while others commented that homework can create stress and that elements of it are boring.

The majority of parents (64%) were pleased with homework at our school. When asked if our current homework is appropriate and/or relevant to the age/need/ability of their child, 84% of parents responded with a yes. When asked to add any comments, these included wanting a focus on basics, the difficulty of knowing when it is the fortnight of homework or the week off, questioning
the merits of homework in general and the stress it causes to families.

The majority of staff were pleased with the changes to homework (81%), liked the grid system (95%) and think that having two weeks to complete homework and a week off is effective (80%). There was a mix of responses in relation to pros and cons for homework, with comments on the benefits of homework including revision and consolidation of concepts and time management. The comments against homework included it taking student’s time away from enjoying real world experiences, family, out of school activities and play, families being too busy and that many of the students who do need to revise work don’t complete homework anyway.

Based on the feedback, including individual comment responses, we will keep the grid system and the contract completion time at two weeks, but hand homework out on a Monday and have the whole school on the same homework cycle (weeks 2-3, 5-6 and 8-9 of term). We will also divide tasks into essential and extension headings, focus the essential tasks on English and mathematics activities, include projects for the later grades that go across multiple contracts with check points along the way and mark homework that has not been handed in on time as late.

These changes will be implemented from the first homework contract in 2015. We will continue to monitor our system in the coming years.

Homework committee

NAPLAN Information Evening

We held a NAPLAN parent information evening during which we analysed our 2014 NAPLAN data, our trend data over the past few years and how our students compare to the rest of the state and “like” schools (schools of a similar makeup). We also discussed how we use the data and showed the test papers to parents.

At the conclusion of the session, we asked the parents questions about the data. When asked about areas of concern relating to the NAPLAN data and the direction they would like the school to take as a result of the data, numeracy and writing were identified. These areas had already been targeted this year with staff attending professional learning and implementing the new mathematics syllabus and the Seven Steps to Writing Success program.

We received an abundance of positive feedback, both in relation to the results of our students and about the session itself. Particularly, parents were impressed with our results in spelling and reading.

Mr Bruscino

Future Directions
The 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of term 2 2015.

The three strategic directions are –

Quality Teaching and Learning

To implement quality teaching programs which enable and motivate students to be creative, collaborative, critical thinkers and learners. All students will be engaged and challenged through meaningful and quality effective learning experiences.

Capacity Building

To promote a culture in the school that fosters personal growth, capability and leadership skills in both students and teachers. Staff will undertake explicit and targeted professional learning that is relevant and enhances their capacity as outstanding and progressive educators.

Whole School Wellbeing

To create and sustain a school environment, where the students and staff feel safe, respected and valued. The values of friendship, harmony, cooperation and respect will be strengthened and further embedded in the ethos of the school.
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.

Liz Stanford  Principal
Angie Taylor  Assistant Principal
Joseph Bruscino  Assistant Principal
Alex Lau  Teacher
Robyn Smith  Teacher
Sharon Clarke  School Admin Manager
Rebecca Ho  School Council Secretary
Michelle Piccolo  School Council President
Mel Doust  P&C Representative

School contact information

Boronia Park Public School
113 Pittwater Road
Hunters Hill  2110
Ph: 02 9817 2778
Fax: 02 9816 3263
Email: boroniapk-p.school@det.nsw.edu.au
Web: www.boroniapk-p.schools.nsw.edu.au
School web app: webapp.schoolenews.com
School Code: 1320

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: