

Bonnyrigg Heights Public School Annual Report



2016



4594

Introduction

The Annual Report for **2016** is provided to the community of **Bonnyrigg Heights Primary 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 school 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.

Daryl McKay

Principal

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School background

School vision statement

Bonnyrigg Heights Primary School seeks to create a challenging learning environment that encourages high expectations for success through development–appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student self–esteem is fostered by positive relationships with students and staff. We strive to have our parent, teachers and the community members actively involved on our students’ learning.

School context

Bonnyrigg Heights has a reputation for quality teaching and learning. We have a strong academic focus with programs that challenge our students. A major emphasis is on the development of literacy and numeracy to ensure all students are provided with the skills for future success.

We have excellent support programs for students with special needs. All students are provided with teaching and learning programs which encourage them to achieve their full potential. We are a welcoming and friendly school within a culturally diverse community.

Our staff is enthusiastic, dedicated and caring, providing a safe supportive and innovative environment where each child is involved and inspired to learn. Students learn in comfortable and well–resourced classrooms. They use state of the art technology, to engage them in their learning. Our students enjoy participating in a range of extracurricular activities in performing arts, public speaking and sport to develop their confidence and talents.

Our staff and students enjoy a caring environment and a range of outstanding facilities and opportunities. At Bonnyrigg Heights, we are “Proud of All We Do.”

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

Learning Domain

At Bonnyrigg Heights Primary School there is a school culture that demonstrates educational aspirations and ongoing improvement in student performance across the school community. Students are highly engaged in all aspects of their learning and strive to continually improve their performance. Students at Bonnyrigg Heights Primary School are well supported in their cognitive, social, emotional and physical wellbeing. Teachers work beyond their classroom in delivering a range of extra curricula activities. There is a consistent whole school approach to wellbeing, underpinned by the Kids Matter Framework. The school has an integrated approach to quality teaching, curriculum planning and delivery which promotes learning excellence and is responsive to the learning needs of all students. At Bonnyrigg Heights Primary School there are explicit and systematic school–wide practices for assessment and reporting which are used to monitor, plan and report on student performance across the curriculum. As evidenced by external and internal data, at Bonnyrigg Heights Primary School approximately 20% of the student body is performing above grade expectations.

The Bonnyrigg Heights Primary School Guidelines folder clearly demonstrates that there is a school–wide collective responsibility for student learning and success. The guidelines folder and expectations for all staff are clearly defined with regard to development and implementation of quality programming practices for literacy and numeracy. The procedures and guidelines outlined in the policy ensure that positive and respectful relationships are developed and maintained to support students’ strong identities as learners.

As evidenced, there is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Parent and teacher surveys and several parent focus groups indicated that the Community Liaison Officer role has been vital in developing positive and respectful relationships across the school community to support student learning. The school has established active partnerships and has worked collaboratively to ensure continuity of learning for students.

At Bonnyrigg Heights Primary School a school-wide explicit system for collaboration and improvement in both teaching practice and student performance is embedded to ensure that all students achieve success in their learning. This is evidenced by the collaboration and engagement among staff to develop quality programs and productive learning environments which support students and learning.

New and revised wellbeing practices have been implemented such as: the development and implementation of an Anti-bullying plan; Social and Emotional Learning programs; and, a BHPS Rules and Values Notebook to support the School Discipline and School Management Policy and Playground Duty Responsibilities Policy across our whole school community.

Bonnyrigg Heights Primary School provides a quality learning environment to cater to the individual learning needs of students. Continuity of learning is achieved through the establishment of active partnerships with all staff who work collaboratively to ensure the success of learning for all students. Curriculum programs and teaching practices continue to develop the knowledge, understanding and skills of all students using evidenced-based assessment.

As evidenced above, Bonnyrigg Heights Primary School is both excelling and sustaining and growing in the Learning domain. To enhance performance, staff at Bonnyrigg Heights PS will endeavour to support student performance by incorporating greater opportunities for students to use reflective practices and goal setting, allowing them to have greater responsibility for directing their own learning. Professional learning in the areas of effective feedback and use of assessment data to drive teaching and learning will promote greater performance in this domain.

Teaching Domain

At Bonnyrigg Heights Primary School all teachers are committed to identifying, understanding and implementing effective evidence-based practice to improve student learning. Teachers are using data on a regular basis to monitor the effectiveness of their own efforts and to identify student achievement and progress. Collaborative practices across the school ensure school-wide consistency in teaching practice and improvement in student outcomes. Professional learning is aligned with the school plan and aims to support identified whole school priority areas as well as individual teacher needs. Teachers demonstrate responsibility for developing their professional standards and contributing to broader school programs.

Effective evidence-based practice is demonstrated and facilitated by the school leadership team through quality supervision practices; the BHPS Planning Cycle; and, our Supporting Professional Development Policy. Teachers regularly review learning with each student and provide effective feedback which ensures students have a clear understanding on how to improve their learning as outlined in the Guidelines folder.

Collegial discussions throughout the planning cycles at Bonnyrigg Heights Primary School indicate that teachers have a sophisticated understanding of and use of student performance data to monitor the effectiveness of their own practice, support students and their learning and drive whole school performance.

At Bonnyrigg Heights Primary School the establishment of school-based Professional Learning Communities facilitate substantive discussions about what matters in teaching within a collaborative environment. Quality Teaching Rounds demonstrate instructional leadership by promoting and modelling effective evidence-based practice where teachers have to make informed judgements about teaching and lesson quality using the Quality Teaching Framework.

The Supporting Professional Development of Staff Policy communicates a framework of high level support for all staff to foster continual growth through reflection and feedback. Teachers value the time allocated for reflection on teaching practice and have a high level of school-wide responsibility when it comes to working towards and attaining school goals and milestones as outlined within our three strategic directions.

As evidenced above, Bonnyrigg Heights Primary School is both excelling and sustaining and growing in the Teaching domain. To enhance performance all staff will gain a high level of understanding of the professional teaching standards and will develop their knowledge of current, effective evidence-based strategies to maintain and develop their teaching practices.

Leading Domain

At Bonnyrigg Heights Primary School, the school leadership team fosters a culture of high expectations and community engagement to sustain whole school improvement and improve the educational opportunities for students. School expectations and guidelines are aligned with the school's vision and the strategic directions of the funded school plan. In delivering the school plan we provide opportunities for all stakeholders to respond and provide feedback to promote

ongoing improvement.

The Guidelines folder clearly outlines administrative practices which provide explicit information about the school's management and functioning to promote ongoing improvement and the achievement of positive student learning outcomes.

Through participation in parent workshops and focus groups, the school community demonstrates commitment to the school's strategic directions and practices to achieve educational priorities. The position of CLO has strengthened relationships and promoted effective engagement with school and community stakeholders.

The BHPS student welfare policies clearly outline administrative practices which provide explicit information about the school's management and functioning to promote ongoing improvement and the achievement of positive student learning and wellbeing outcomes.

The school has implemented an effective monitoring, evaluation and review process which is undertaken routinely to support school expectations and aspirations for improving student learning.

Through the collaborative processes involved in the development of the School Plan, all staff have a broad understanding of the school's goals in enhancing student learning outcomes as well as the procedures set in place to ensure learning is differentiated. Through the Supporting Professional Development Policy, it is clear that processes are in place to regularly monitor and evaluate teaching and learning programs; assess student performance; and, cater to individual learning needs.

As evidenced above, Bonnyrigg Heights Primary School is both excelling and sustaining and growing in the Leading domain. To enhance performance, executive staff will continue to build the capacity of the whole staff to drive teaching and learning and be responsive to the needs of the school community.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

21st Century Literacy Engagement

Purpose

Facilitate high expectations of student achievement and engagement across all area of literacy. Build the capacity of student learning by ensuring that individual needs are met through differentiation and engagement.

Overall summary of progress

The school has facilitated high expectations of student engagement and achievement across all areas of literacy through the consistent delivery of quality teaching and learning programs that are differentiated to meet individual needs. All teachers are able to collaboratively design explicit programs that are focussed on modelled, guided and independent learning that ensure improvements in literacy. Teachers clearly demonstrate the ability to reflect on and utilise data to make adjustments to teaching and learning programs and enhance the quality of their own practice to drive high expectations across the school. Students are provided with explicit feedback, verbal and written, which enables them to reflect upon and improve the quality of their work to achieve individual learning goals. Teaching and learning practices clearly demonstrate opportunities for students to be actively involved in creative and collaborative problem solving to develop critical thinking skills. Parents/carers have been encouraged to actively support student learning through: meetings to discuss student performance, collaboration to develop and evaluate individual learning goals and workshops on priority areas in literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
65% of Year 3 and Year 5 students score in the top three skill bands in NAPLAN 2016.	<p>84% students of Year 3 students scored in the top three bands of NAPLAN in Literacy.</p> <p>69% of Year 5 students scored in the top three bands of NAPLAN in Literacy.</p> <p>Overall 72% of Year 3 and 5 students scored in top three skills bands of NAPLAN.</p> <p>All staff meet weekly with their teams for professional learning as well as collaborative planning of teaching and learning programs. Staff also have two planning days each term where they reflect on and evaluate PLAN and other data to inform their planning for literacy. This allows for differentiation of the curriculum to meet the needs of all students across the grade and within each class.</p> <p>All staff, in grade and whole school professional learning meetings, have been provided with professional learning on how to access and utilise PLAN, Best Start and NAPLAN data to inform their teaching and learning programs and meet the needs of students in their class and across the grade.</p> <p>Students not meeting grade or national benchmarks in literacy and numeracy were identified and personalised learning and support plans were developed to meet their individual learning needs. These were consistently monitored by the class teacher and LaST and reviewed with parents. All students showed progress in their literacy skills.</p> <p>Quality Teaching Rounds were implemented and</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>65% of Year 3 and Year 5 students score in the top three skill bands in NAPLAN 2016.</p>	<p>24 teachers across the school participated in QTR. The school collaborated with UTS to have this professional development project registered at Proficient level with BOSTES. Feedback from the evaluation indicated that all participants valued the opportunity to observe and engage in discussion about teaching practice across the school. All those who participated in this professional development strongly indicated that it had a positive impact on their own teaching practice.</p> <p>Quality Literacy Studies gave all teachers the opportunity to improve their professional knowledge of the Quality Teaching Model and engage in discussion and reflection of teaching practice and learning within their grade.</p> <p>All staff participated in professional learning in the areas of literacy to ensure that they were fully aware of current trends in education and delivering evidence based practice that would improve student learning outcomes. The professional learning was delivered across the whole school or to targeted groups of teachers to meet their identified professional development goals.</p>	
<p>85% of student achieving stage benchmarks in literacy as evidenced by PLAN data.</p>	<p>All staff collaboratively plan and write systematic and explicit programs in literacy to meet the needs of students across the grade in identified areas of literacy.</p> <p>All staff have the capacity to accurately assess all students on the K–6 Literacy continuums and regularly update and review data according to school and departmental guidelines.</p> <p>All staff have the capacity to utilise the K–6 Literacy and Numeracy continuums to inform programming and to differentiate the curriculum.</p>	

Next Steps

- Relentless focus on explicit teaching and high expectations in the area of literacy in keeping with the State Literacy Strategy 2017–2020, through evidence based early intervention strategies that will improve student learning. This will include the implementation of a synthetic phonics program in stage one and targeted literacy interventions for students who are performing below expected benchmarks. Professional learning will be provided for all teachers on evaluating data to identify and target the support needed. Student performance will be closely monitored so that impact of programs can be monitored and evaluated for future directions.
- Continue to collaboratively reflect on whole school and grade data to plan and write systematic and explicit programs in literacy which reflect the priority areas of the school plan and meet identified areas of need across the grade.
- Use the K–6 Literacy continuum to inform programming, differentiate the curriculum and track the progress of all students in literacy to continually improve student outcomes.
- Develop the capacity of all staff to evaluate and reflect on PLAN, Best Start and NAPLAN data to develop and implement explicit teaching and learning programs that significantly improve learning outcomes for all students.
- Continue Quality Teaching Rounds (QTR) and Quality Literacy Studies (QLS) across the school to deepen knowledge of the Quality Teaching Framework and develop collaborative professional learning communities where teachers actively engage in coding of practice, professional readings and collegial discussions about what quality teaching should look like in the classroom and how it impacts on student performance.

Strategic Direction 2

21st Century Numeracy Engagement

Purpose

Facilitate high expectations of student achievement and engagement across all area of numeracy. Build the capacity of student learning by ensuring that individual needs are met through differentiation and engagement.

Overall summary of progress

The school has facilitated high expectations of student engagement and achievement across all areas of numeracy through the consistent delivery of quality teaching and learning programs that are differentiated to meet individual needs. All teachers are able to collaboratively design explicit programs that are focussed on modelled, guided and independent learning that ensure improvements numeracy. Teachers clearly demonstrate the ability to reflect on and utilise data to make adjustments to teaching and learning programs and enhance the quality of their own practice to drive high expectations across the school. Students are provided with explicit feedback, verbal and written, which enables them to reflect upon and improve the quality of their work to achieve individual learning goals. Teaching and learning practices clearly demonstrate opportunities for students to be actively involved in creative and collaborative problem solving to develop critical thinking skills. Parents/carers have been encouraged to actively support student learning through: meetings to discuss student performance, collaboration to develop and evaluate individual learning goals and workshops on priority areas in numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
65% of Year 3 and Year 5 students score in the top three skill bands in NAPLAN 2016.	<p>71% of Year 3 students scored in the top three skill bands of NAPLAN in Numeracy.</p> <p>69% of Year 5 students scored in the top three bands of NAPLAN in Numeracy.</p> <p>Overall 72% Year 3 and 5 students scored in top three skills bands of NAPLAN.</p> <p>All staff meet weekly with their teams for professional learning as well as collaborative planning of teaching and learning programs. Staff also have two planning days each term where they reflect on and evaluate PLAN and other data to inform their planning for literacy and numeracy. This allows for differentiation of the curriculum to meet the needs of all students across the grade and within each class.</p> <p>All staff, in grade and whole school professional learning meetings, have been provided with professional learning on how to access and utilise PLAN, SENA, Best Start and NAPLAN data to inform their teaching and learning programs and meet the needs of students in their class and across the grade.</p> <p>Students not meeting grade or national benchmarks in numeracy were identified and personalised learning and support plans were developed to meet their individual learning needs. These were consistently monitored by the class teacher and LaST and reviewed with parents. All students showed progress in their numeracy skills.</p> <p>All staff participated in professional learning in</p>	All literacy funds were spent.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
65% of Year 3 and Year 5 students score in the top three skill bands in NAPLAN 2016.	numeracy to ensure that they were fully aware of current trends in education and delivering evidence based practice that would improve student learning outcomes. The professional learning was delivered across the whole school or to targeted groups of teachers to meet their identified professional development goals.	
85% of student achieving stage benchmarks in numeracy as evidenced by PLAN data.	<p>All staff collaboratively plan and write systematic and explicit programs in numeracy to meet the needs of students across the grade.</p> <p>All staff have the capacity to accurately assess all students on the K–6 Numeracy continuum and regularly update and review data according to school and departmental guidelines.</p> <p>All staff have the capacity to utilise the K–6 Numeracy continuum to inform programming and to differentiate the curriculum.</p>	All numeracy funds were expended.

Next Steps

- Relentless focus on explicit teaching and high expectations in the area of numeracy in keeping with the State Numeracy Strategy 2017–2020, through evidence based early intervention strategies that will improve student learning. This will include the implementation of a synthetic phonics program in stage one and targeted numeracy interventions for students who are performing below expected benchmarks. Professional learning will be provided for all teachers on evaluating data to identify and target the support needed. Student performance will be closely monitored so that impact of programs can be monitored and evaluated for future directions.
- Continue to collaboratively reflect on whole school and grade data to plan and write systematic and explicit programs in numeracy which reflect the priority areas of the school plan and meet identified areas of need across the grade.
- Use the K–6 Numeracy continuum to inform programming, differentiate the curriculum and track the progress of all students in numeracy to continually improve student outcomes.
- Develop the capacity of all staff to evaluate and reflect on, SENA, PLAN, Best Start and NAPLAN data to develop and implement explicit teaching and learning programs that significantly improve learning outcomes for all students.



Strategic Direction 3

21st Century Technology–Innovative Learners

Purpose

Facilitate ongoing professional learning for all staff to effectively integrate quality, authentic technology practices into teaching and learning.

Overall summary of progress

Throughout 2016, staff were provided with professional development in areas which were identified as a result of an online survey. This professional development targeted the upskilling of staff on the practical and authentic use of various technologies and applications. The technology team took ownership of this strategic direction and were the driving force in monitoring the implementation of these technologies into teaching and learning programs. As a result, staff are more engaged with the authentic use of technology to improve student outcomes. The ICT continuum allowed teaching and learning to be specific to the needs of the students in the school and was a major focus in 2016..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching and learning programs successfully embed the authentic use of technology for the 21st Century learner.	<ul style="list-style-type: none">• The Technology Committee provided quality professional learning to upskill all staff members in using a variety of technologies. This resulted in an increased authentic use of technology, particularly in literacy and numeracy and for assessment.• An online learning platform, BHELP, was established as a bank of video tutorials for staff to use when programming for ICT.• The ICT team member effectively led their grade in the development of teaching and learning programs to compliment the ICT Continuum.• Teachers were beginning to utilise iPads for assessment using them to record student achievement on rubrics, the continuums as well as for assessing students with their reading.• Staff updated their ICT Continuums to show each student's achievement across a range of technology skills which allowed for staff to direct their teaching towards areas of need.• BYOD was trialled in two year 6 classes with great success leading to the implementation of BYOD across all stage 3 classrooms in 2017.•	\$70000 has been spent on technology.

Next Steps

- Our staff will continue to be trained in order to take full advantage of all iPad capabilities making teaching and learning programs more engaging and authentic and assessment practices more efficient and purposeful. A BYOD implementation across stage 3 will begin early 2017.
- Our direction is to support teachers on the continued successful implementation of the ICT Continuum. Teachers will be provided with necessary professional development and direction, guided by the grade/team technology committee member, as well as opportunities to engage in collegial discussions to refine their knowledge when interpreting, implementing and assessing against this continuum.
- Relevant professional learning will be provided to all staff continuing to showcase practical uses of new and innovative technologies. BYOD will be utilised more effectively in grade teams for personal professional development. This practice will allow us to target the skill development areas of staff.

Strategic Direction 4

Student Welfare for the 21st Century

Purpose

Implement a quality student welfare policy that effectively meets the needs of all students. Ensure that all stakeholders participate in the development and implementation of the new policy.

Overall summary of progress

Throughout 2016 we implemented a quality student welfare policy that effectively met the needs of all students. We developed and revised our current Anti bullying Plan and our School Social and Emotional Learning Program. We ensured that all stakeholders participated in the implementation, development and revision of policy, plans and programs. As a school community we supported students to become responsible, reliable, successful and active participants in their learning through the continued implementation of the Kids Matter Framework. As a result, there is whole school ownership of student welfare policies, procedures, plans and programs and all stakeholders are invested in ensuring consistency and success across the school. We have continued to build a positive school culture where every student is valued and connected to school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff effectively and consistently implement student welfare policies, plans, programs and procedures.	<p>Student welfare policy presented to the school community ready for full implementation.</p> <p>The policy and procedures were monitored throughout the year to ensure effective and consistent implementation occurred.</p>	
100% of staff implement a whole school program to support the social and emotional learning of students.	<p>A working committee was established to revise current social skills programs and investigate other social and emotional learning programs.</p> <p>A draft SEL program was developed.</p> <p>The new SEL program was presented to stakeholders for trial implementation, feedback and review.</p> <p>Final SEL program presented to the school community ready for full implementation in 2017.</p>	
100% of staff complete Kids Matter component 4 training–‘Helping children with mental health difficulties’.	<p>Staff were provided with professional learning on the Kids Matter Framework and successfully completed component four ‘Helping children with mental health difficulties’.</p> <p>The school community participated in a parent workshop and focus group which focused on Social and Emotional Learning and the reinforcement of our school welfare policies.</p> <p>‘Kids Matter’ was celebrated with a school celebration which included a performance for all students on building resilience and promoting positive mental health and wellbeing.</p>	
100% of staff implement a whole school program to support student leadership.		

Next Steps

In 2017 we will see full implementation of quality student welfare policies, plans, programs and procedures that effectively meet the needs of all students and ensure that all stakeholders participate and contribute positively to student wellbeing.

Our key focus areas for 2017:

- Staff, students & school community to be introduced to new welfare policies, plans, programs and procedures for full implementation.
- School community will support students to become responsible, reliable, successful and active participants in learning.
- Students, staff and school community revise current Student Leadership policy and procedures.
- Staff, students and the school community revise current peer support program and develop a whole school program to be implemented across the school year.
- Staff, students and the school community revise current nutrition program and develop updated nutrition program K-6.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	100% of parents involved in the delivery, review and implementation of PLPs. Increased achievement by all students evidence in PLAN data.	\$5158 SLSO employment Celebrations
English language proficiency	Quality teaching and learning programs implemented to support EaLD students. Student engagement facilitated through SLSO Ethnic support in classrooms.	\$2284 SLSO Ethnic Support
Low level adjustment for disability	Individual needs assessed and quality teaching and learning programs implemented to support students.	\$191139
Socio-economic background	Increased awareness of quality teaching and learning practices that supports student learning and parent participation. Engagement and achievement levels of students evident through PLAN data.	\$193554 Est 3 APs Est 1 x DP Est Community Liaison Officer Est Speech program
Support for beginning teachers	Quality teaching and learning practices were evident in teacher programs. Mentoring support provided to teachers to support teaching and learning and the development of Accreditation processes.	\$50000
Professional Experience Hub	Successful school plans developed across network schools for 2017. Communication forum used consistently by PECs. Targeted PL delivered to PECs. Schools utilising their \$5000 funding.	\$145000



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	519	537	585	587
Girls	442	464	504	527

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	94.3	92	91.7
1	94.3	94.2	90.6	93.2
2	95.3	95.3	94.3	92.4
3	93.7	95.8	93.3	93.6
4	95.9	94	94.2	94.3
5	96.1	95.2	93.8	94
6	94.4	95	93.6	93
All Years	94.8	94.8	93.1	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

If a child has an attendance pattern at %85 or below, the child is referred to the Learning Support Team and then referred to the Home School Liaison Officer.

Class sizes

Class	Total
B4	21
C4	20
B3	21
C3	21
B2	21
C2	21
B1	19
L2	21
L6	21
L1	21
L5	21
T22	21
L4	21
L3	21
D1	25
T23	26
D4	25
D3	25
D2	26
C1	25
T4	30
T2	29
T7	30
T6	30
T5	30
J1	31
K2	31
K1	30
M2	30
J2	29
M1	31
T16	31
T9	31
T15	31
T18	30
T17	31
T20	31
A6	30

T19	30
T10	30
T21	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	47.11
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.6
Teacher of ESL	3.8
School Counsellor	0
School Administration & Support Staff	11.47
Other Positions	0

*Full Time Equivalent

At the commencement of 2016, an Aboriginal beginning teacher was appointed to the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

Professional Learning

Throughout 2016, all staff were involved in extensive and quality professional learning. All professional learning aligned with the three school priority areas of Literacy / Numeracy, Student Welfare and Technology.

Professional learning was delivered in a variety of formats including face to face sessions in the form of

Staff Development Days, staff meetings and workshops, mentoring, online modules and professional learning communities set up within the school.

In school professional learning in the areas of Literacy and Numeracy covered a range of topics including CMIT, Numeracy Continuum, Numeracy Skills framework, Working with EaLD students, Comprehension and Super six strategies and Differentiation. In Technology, we had a continued focus on the Effective use of ICT to maximise learning and in the area of Student Welfare our focus on the 'Kids Matter' program and Framework continued, looking at component three, "Social and Emotional Learning".

In addition to the above stated topics, there was continued professional learning around the new History and Geography syllabus documents.

Fifteen staff members, including class teachers, school leaders and SLSO's participated in the Autism online training module which was supported and delivered by an accredited trainer in the form of our Assistant Principal Learning and Support Teacher.

We continued our partnership with UTS focusing on Quality Teaching Rounds and the Quality Teaching Framework. This was a hugely successful initiative which involved 24 staff members from across the school.

The average expenditure per teacher on professional learning in 2016 was \$750.00.

Teacher Accreditation

Throughout 2016, six temporary teachers worked toward and achieved their accreditation at Proficient level. These staff all participated in quality professional learning which included staff meetings and workshops provided by the school and external providers. Teacher Mentors worked closely with these teachers during the year to reflect on their professional growth as an Early Career Teacher and to prepare their accreditation evidence.

Five teachers completed their Maintenance of Accreditation Report in 2016 highlighting how their teaching practices align to the teaching standards. Thirty-two teachers were maintaining their accreditation at Proficient level.

Staff were updated with current accreditation procedures during a staff meeting to inform them of upcoming changes which will require all staff to be accredited by 2018.

Early Career Teachers

Early Career Teachers have been strongly supported in 2016. All Early Career Teachers were involved in a comprehensive Early Career Teacher Induction program as part of the Great Teaching, Inspired Learning initiative. Three Teacher Mentors worked closely with Early Career Teachers throughout the year to enhance their practices and improve student learning

outcomes. Teacher Mentors and Early Career Teachers participated regularly in team teaching and lesson observations. Early Career Teachers were also involved in visiting other programs running at the school such as Reading Recovery and also attended Early Career Teacher conferences. Weekly professional development sessions and reflective meetings were held. Teachers shared their practices and reflected on their professional growth.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	606 649.06
Revenue	9 588 206.77
(2a) Appropriation	9 180 601.28
(2b) Sale of Goods and Services	53 780.49
(2c) Grants and Contributions	342 828.36
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	10 996.64
Expenses	-9 582 775.56
Recurrent Expenses	-9 582 775.56
(3a) Employee Related	-8 517 986.02
(3b) Operating Expenses	-1 064 789.54
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	5 431.21
Balance Carried Forward	612 080.27

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	6 459 138.49
Base Per Capita	59 785.47
Base Location	0.00
Other Base	6 399 353.02
Equity Total	924 930.44
Equity Aboriginal	7 438.55
Equity Socio economic	240 982.17
Equity Language	417 920.42
Equity Disability	258 589.30
Targeted Total	1 030 544.24
Other Total	523 195.44
Grand Total	8 937 808.62

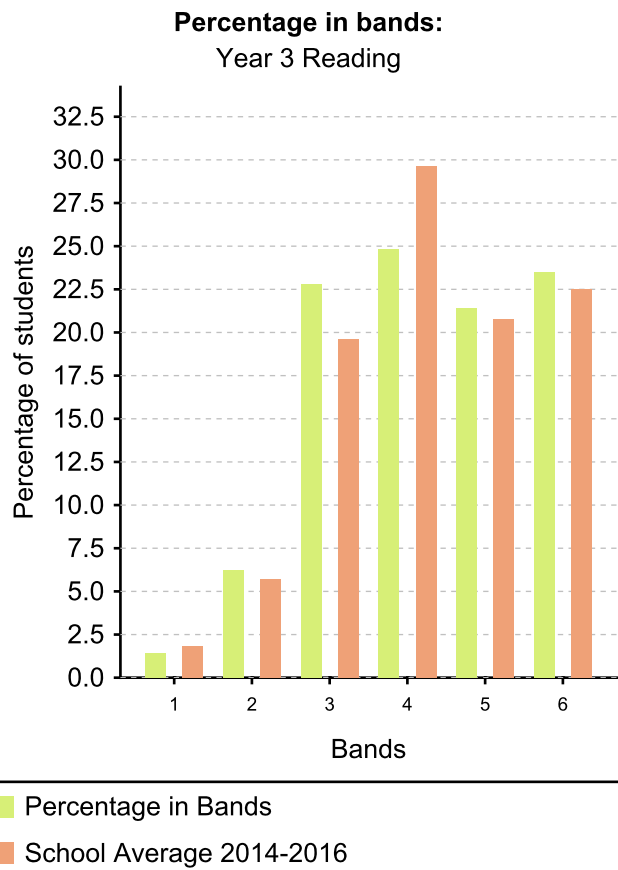
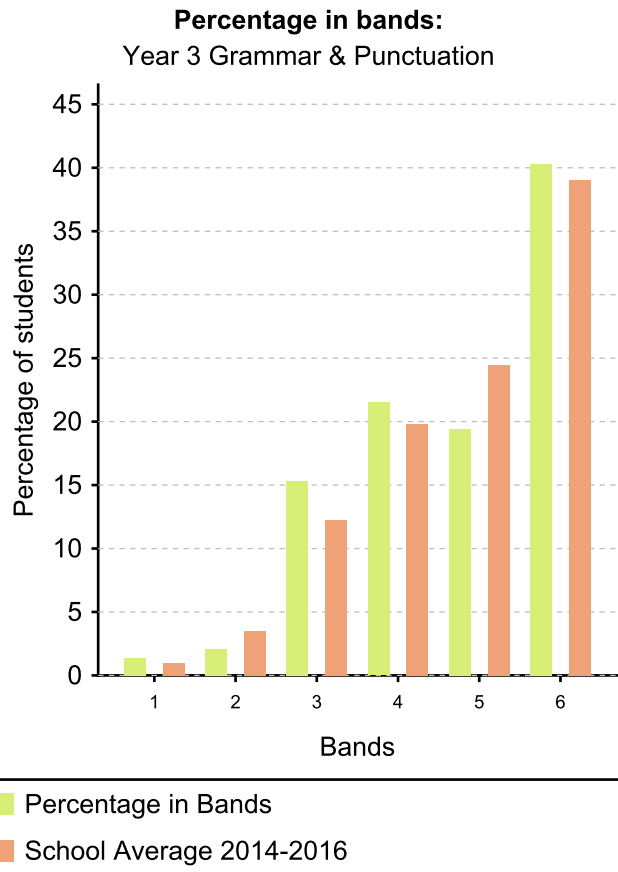
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

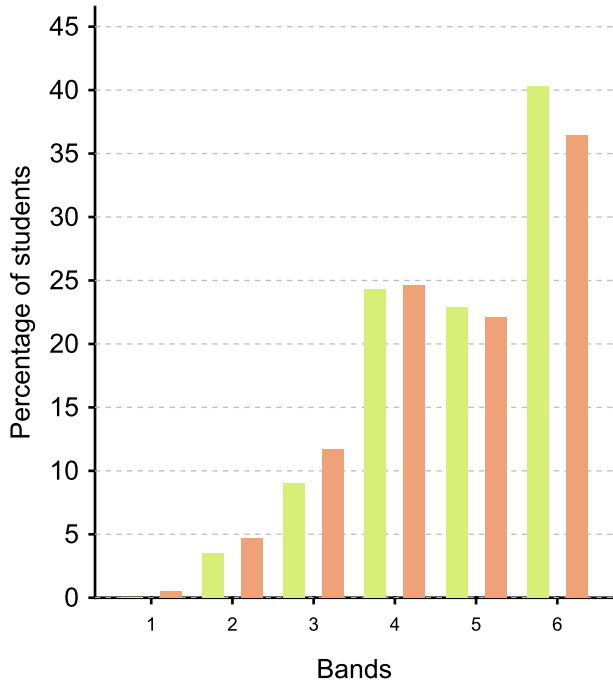
NAPLAN

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

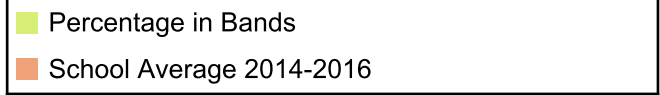
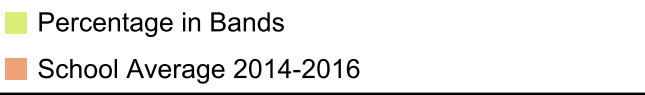
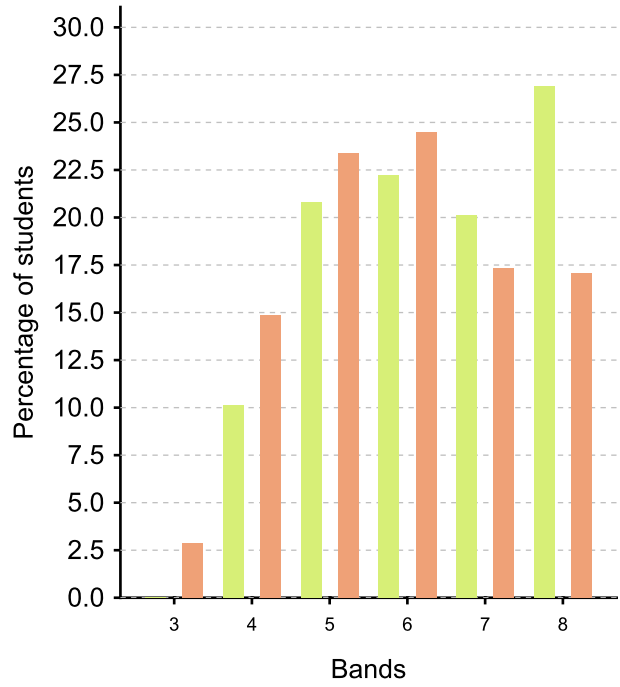
65% of year 3 and year 5 students scored in the three top skill bands of NAPLAN



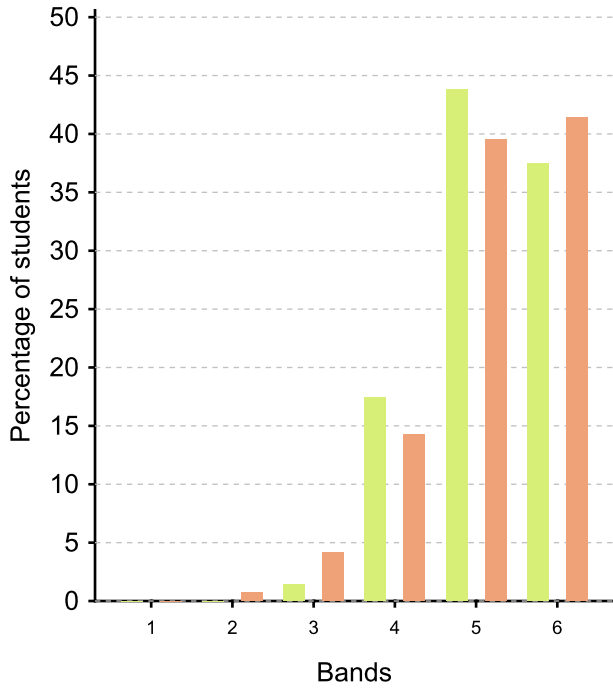
Percentage in bands:
Year 3 Spelling



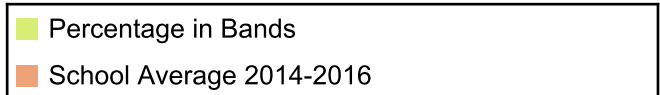
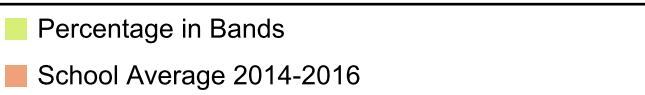
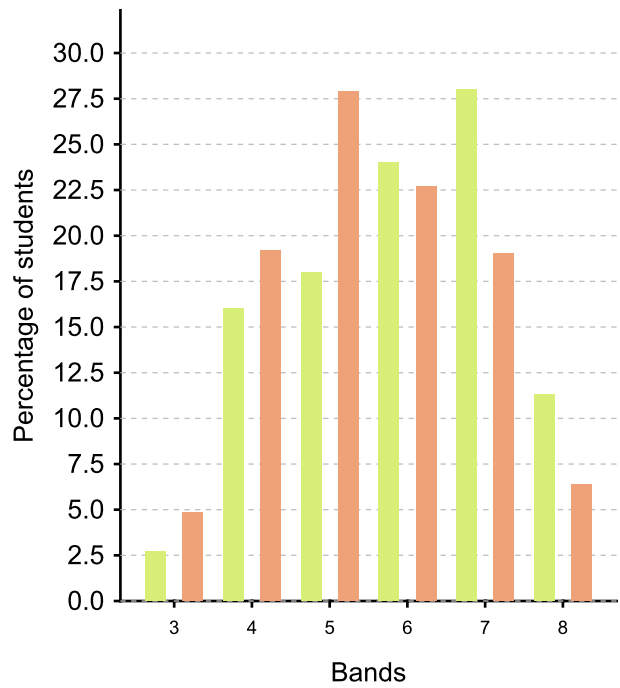
Percentage in bands:
Year 5 Grammar & Punctuation



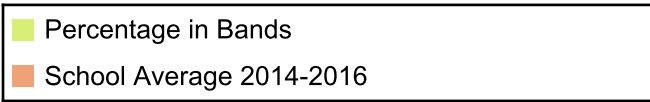
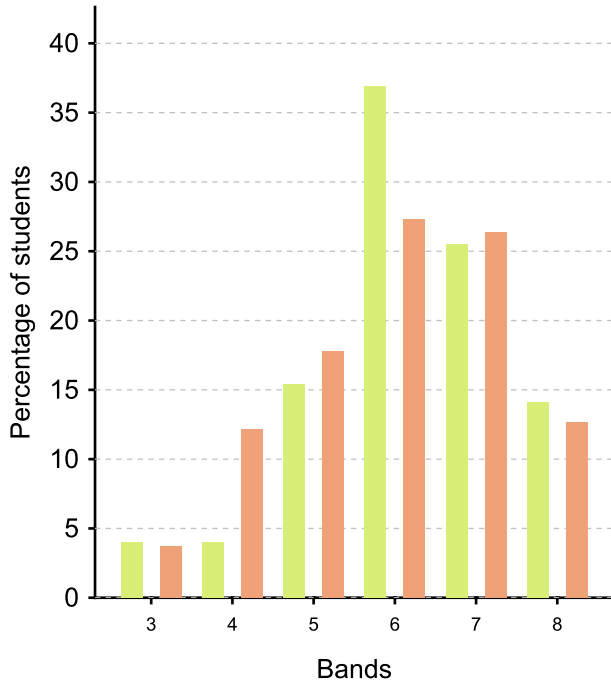
Percentage in bands:
Year 3 Writing



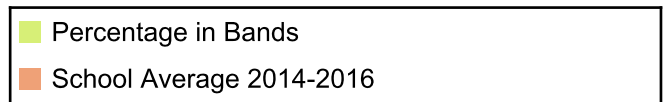
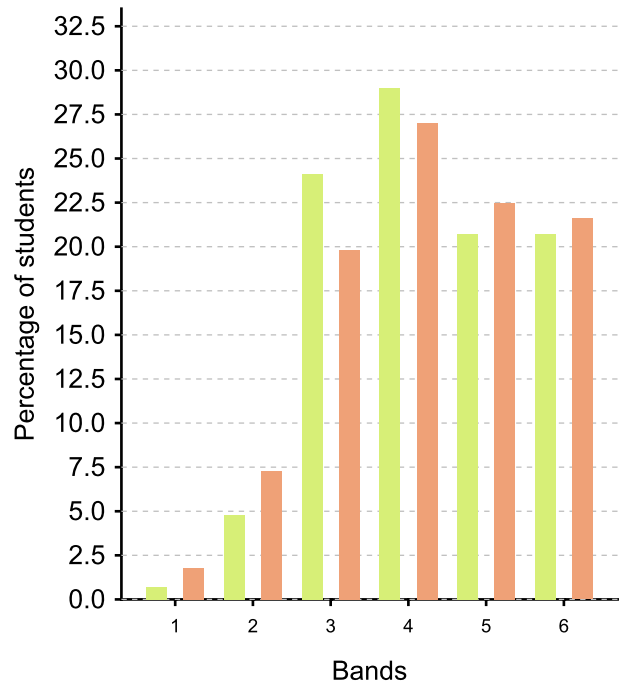
Percentage in bands:
Year 5 Reading



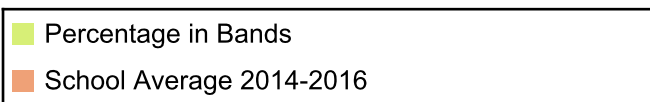
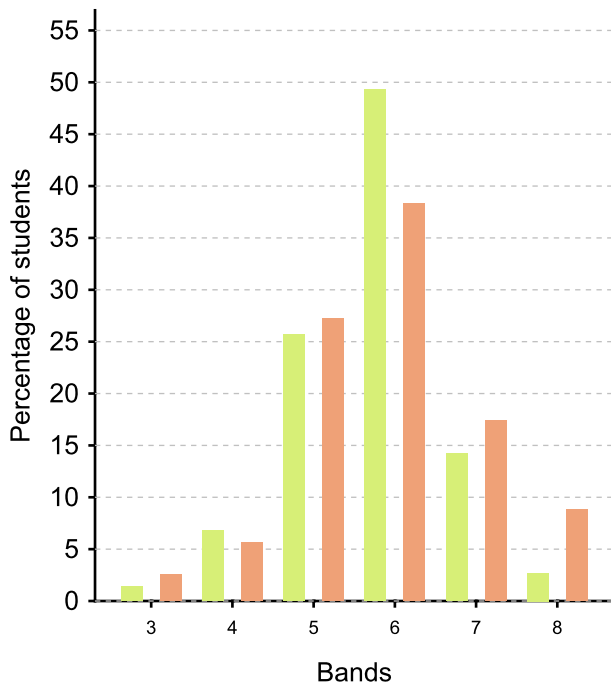
Percentage in bands:
Year 5 Spelling



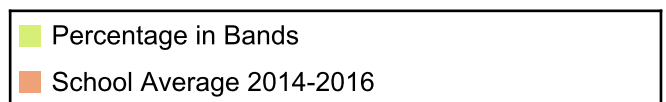
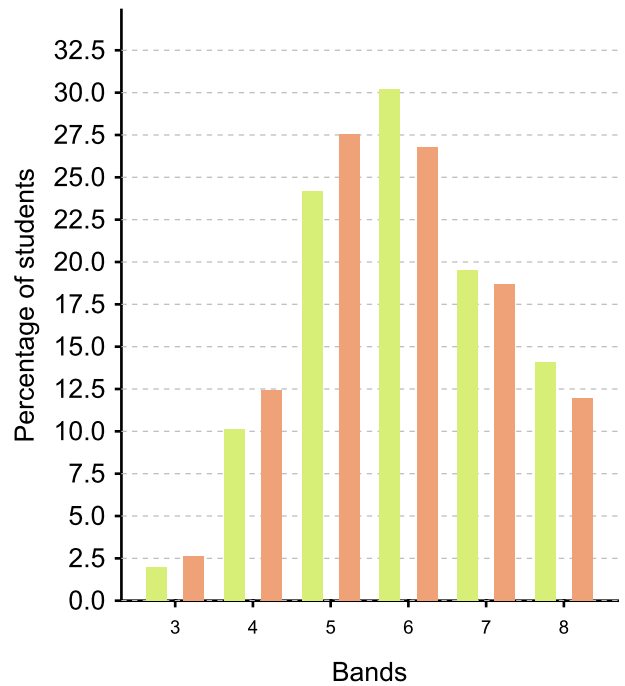
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



71% of year 3 students scored in the top three skill bands

69% of year 5 students scored in the top three skill bands

88 % of year 3 students scored in the top 2 skill bands of reading

87% of year 3 students scored in the top 2 skill bands in numeracy

63% of year 5 students scored in the top 2 skill bands of reading

61% of year 5 students scored in the top skill bands in numeracy



Parent/caregiver, student, teacher satisfaction

Bring Your Own Device (BYOD)

At the beginning of 2016, our school initiated a BYOD program with one year 6 class and later one additional year 6 classes. Students were able to use these devices across all Key Learning Areas. The class who started at the beginning of the year had an average of 81% of students regularly bringing devices whilst the class who started towards the end of the year had an average of 64% bringing devices regularly.

To ensure safety, our school developed a BYOD Student and Parent Agreement as well as a school BYOD Policy which outline the responsibilities and requirements of the school, the student and the parent. All students needed to sign and return this agreement before they could participate in the BYOD program. Students were required to sign in their device upon arrival to school and not take it out onto the playground. These devices were then locked securely inside classrooms when the classroom was not in use.

To also develop the awareness and skills of parents using devices, the school held a number of parent sessions where parents were shown some of the apps that the students would be using inside the classroom.

Benefits of the BYOD program in 2016 included students:

- developing their technology skills and sense of

- responsibility,
- taking more responsibility for the direction of their learning,
- showing initiative to complete work outside of school hours,
- developing their ability to work co-operatively with other class members,
- being able to present their work to their parents, and
- becoming more aware of their role as global digital citizens.

Areas which continue to be developed in order to maintain a successful school BYOD program include training staff in the successful integration of technology (devices and apps) into their teaching and learning, developing the technology skills of the students in our school starting in kindergarten and continued parent sessions to ensure that they are aware of how these devices are being utilised in the classroom. The school will continue to commit funds towards the purchase of additional technologies (Wi-Fi base stations) to maintain the success of the BYOD program into the future.



Policy requirements

Aboriginal education

The school maintains a strong awareness of Aboriginal and Torres Strait Islander histories and modern achievements in all aspects of school life. All staff attended professional learning on cross-curriculum priorities, including Aboriginal and Torres Strait Islander history and culture, to build their capacity to embed these priority areas in all teaching and learning programs. Appropriate and current resources are available to accurately inform the development of quality teaching and learning programs that are inclusive of all students and their learning needs.

Each of the ATSI students has a Personalised Learning Plan (PLP), which is a departmental requirement. Each student has specific goals which relate to their individual learning needs and encompass their abilities, interests and strengths. Plans are developed and reviewed in consultation with parents, students, class

teacher, Learning and Support teacher and the school executive. The plans are monitored and reviewed by the Learning Support Team and new goals are developed as required.

The school has ensured that Aboriginal students participate in and have equal access to extra curricula activities such as: PSSA, dance groups, choir, debating, robotics, gardening club and other school activities.

In 2016, a cultural visit was arranged to celebrate NAIDOC week. The performance was delivered by Anthony Freeman. Anthony used music and interactive traditional dances to tell stories of his people. All students and teachers were given the opportunity to attend the performance. The performance deepened understanding of Aboriginal and Torres Strait Islander histories and cultures amongst teachers and students.



Multicultural and anti-racism education

Multicultural Education and Anti-racism

In 2016, 90% of the school's population came from an EAL/D (*English as an Additional Language or Dialect*) background. 45 cultures were represented within our vibrant multicultural community and this was particularly noticeable on Harmony Day. The school's inclusive programs enabled children to be proud of their national identity while learning about and embracing the wider Australian culture.

Bonnyrigg Heights Primary School provided quality educational programs to all students and gained extra funding for additional EAL/D support in the mainstream classes. Qualified EAL/D teachers were able to support the teachers and students by offering team teaching, group work and parallel classes when required so that the students could obtain the best learning outcomes. These teachers were also responsible for identifying the students' EAL/D phases, analysing data and supporting targeted language needs of individual students.

The New Arrivals Program expanded in 2016 with the

arrival of refugees from Iraq and Syria. A morning class was established for all new arrival students from Year 1 to Year 6. The students received explicit instruction in Standardised Australian English (SAE) and they also studied mathematics and the language of maths. New arrival students also attended the cooking class once a week and learnt how to prepare healthy meals and snacks.

The Community Languages Program continued to support students by enabling them to maintain their first language and culture. Languages offered in 2016 were: Vietnamese, Arabic, Serbian, Chinese and Assyrian. Unfortunately Italian language was no longer able to be offered to the students as the school did not have enough native Italian speakers to continue the program.

The Community Liaison Officer was available each day to speak with parents and external agencies and this assisted in creating an inclusive school community. Mrs McGann successfully organised many social and fundraising events, parent morning teas and targeted workshops for parents. She raised thousands of dollars for the Cancer Council by organising and catering for a fantastic afternoon tea, which many people attended and enjoyed. A bi-lingual support officer was also employed to facilitate communication between the school and the home. Mrs Yusef was exceptional in interpreting for the school and parents when required.

The staff at Bonnyrigg Heights Primary school embraced all of the school community and adhered to a zero tolerance policy towards racism and discrimination. A variety of strategies and social learning programs were utilised, as well as upholding the anti-discrimination policy. Teachers promoted acceptance of the Australian cultural, linguistic and religious diversity. The Anti-Racism Officer (ARCO) was available to respond to any complaints and ensured consequences were applied when dealing with offensive, racist or discriminating behaviours.

Other school programs

Support Unit

Bonnyrigg Heights PS is valued by its community for providing meaningful values and dynamic educational environment for students with special needs in a safe, supportive and caring atmosphere with a strong focus on inclusion where each student has the opportunity to participate in the school life and develop social and communication skills.

Bonnyrigg Heights PS caters for students with moderate to severe intellectual disabilities, kindergarten to year 6. Many of the students have additional needs such as physical, sensory, autism and challenging behaviours.

This year, 35 students were placed into 5 classes. There were 12 students enrolled with a severe intellectual disability, 17 students with moderate intellectual disability and/or high sensory needs, 6 students enrolled with a diagnosis of severe autism and challenging behaviours.

language and this assisted the refugee students to become active members of the classroom, understand the school routines and engage in social interactions.

One of the things our support unit staff excels at is the relationship with parents; who are invited to the school to negotiate students' individual goals in term 1 and also meet with the class teachers at least twice a year to discuss students' progress.

Ongoing high standards of Individual Learning Plans (ILP) have been maintained throughout the school years. Teachers in consultation with parents develop focused and individualised learning plans that target specific skills development for each student. These plans range in their focus depending on the needs of the individual students.

Rigorous teaching, learning and data recording inform the process guiding the development of future plans once skills are established and generalised.

Participation in these activities has given students great opportunities to develop their social and communication skills throughout the year.

In line with our culture of high expectations, we have created and implemented an ICT continuum that we currently use to track student's progress in the area of technology. To maximize students' participation and engagement in the learning cycle we enhance students' communication skills through the use of technology in the classroom focusing on the regular use of Proloquo2go and POOD Apps.

As part of our professional training and collaborative approach to best meet the needs of the students; teachers have actively and successfully participated in the implementation of the Australian Curriculum, quality teaching practices and syllabus implementation.

Currently we track students' progress using a digital English tracking system based on the English Framework and English Continuum.

Refugee Students

In 2016, extra funding was received to support the complex needs of our refugee students. Refugee students were targeted to receive additional bi-lingual support in their mainstream classrooms when they were not attending the New Arrival Class. An Arabic/Assyrian bi-lingual SLSO helped the students to access whole school programs and provided assistance to the families of these students.

Teaching staff participated in professional learning sessions in reference to refugee issues and how trauma affects the student's behaviour and learning. Teachers were trained in differentiating for the individual needs of all their students and they were made aware of services and agencies they could utilise when required to assist refugee students.

Teachers implemented individualised learning programs for all refugee students and these focused on language development and breaking down the content of the curriculum so that the refugee students could function in the classroom effectively. Refugee students were partnered with a peer buddy who spoke their