

# Bonnyrigg Heights Public School Annual Report



2017



4594

## Introduction

The Annual Report for **2017** is provided to the community of **Bonnyrigg Heights** 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

### School contact details

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9823 7000

## 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. Student self–esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers and the community members actively involved in 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

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

## 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 differentiated teaching and learning programs. Teachers collaboratively designed teaching and learning programs focussing on modelled, guided and independent learning that resulted in improvements in all aspects of K – 6 student literacy achievements. In teams, teachers regularly analysed and reflected on a range of data sources resulting in the implementation of teaching and learning programs incorporating adjustments to learning meeting the range of student needs in all classes. Students were provided with explicit written and verbal feedback and feed forward increasing their engagement in the learning process. This encouraged the students to reflect and improve on the quality of their work samples. Parents and carers were encouraged to actively support student learning through: meetings to discuss school performance trends; the collaborative process of developing and evaluating individual student learning goals; and, participation in parent workshops in aspects of literacy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% of Year 3 and Year 5 students score in the top three skill bands in NAPLAN 2016.		85% of Year 3 students scored in the top three bands in literacy. 73% Year 5 students scored in the top three bands in literacy. Overall 79% students scored in the top three bands in literacy. All staff in grade and whole staff professional learning meetings were provided with professional learning enabling them to access and utilise PLAN, Best Start and NAPLAN data.
85% of student achieving stage benchmarks in literacy as evidenced by PLAN data.		<p>Teams met weekly for targeted professional learning and collaborative planning of teaching and learning programs. Staff utilised two planning days each term where they reflected on PLAN and other benchmarked data allowing for differentiation of the curriculum. Staff collaboratively planned teaching and learning programs to ensure consistent judgements were made across grades using evidence from assessment data. Rubrics were devised and used for consistency in assessing and reporting. Staff regularly updated and reviewed data according to school and departmental guidelines.</p> <p>Each term, PLaSPS were devised, implemented and reviewed collaboratively with the LaST, parents and class teachers to incorporate individualised goals for students identified as not meeting grade or national benchmarks. These were consistently monitored by class teachers and regularly reviewed in consultation with parents and caregivers.</p> <p>In collaboration with UTS, the Quality Teaching Rounds project continued with twenty-four new participants and was expanded to include an increased number of QT elements. Six, across school, PLCs (Professional Learning Communities) were formed; there were four rounds throughout the</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of student achieving stage benchmarks in literacy as evidenced by PLAN data.		<p>year. Staff feedback collated from the QTR Edmodo platform reflected the greatest benefit being able to work in a PLC where professional discussions centred on providing explicit feedback about the quality teaching elements. Significantly, staff reported that the quality teaching elements became part of their regular teaching practice as a result of project involvement. Concurrently, the Quality Lesson Studies project gave all remaining teachers the opportunity to improve their professional knowledge of the quality teaching elements and engage in discussion and reflection of teaching practice.</p> <p>Professional learning in the implementation of Conceptual Planning in English resulted in more focused, purposeful and engaging literacy lessons using richer texts. The Textual Concept Progressions made explicit what is important to teach and learn in the English syllabus and facilitated differentiation whilst giving students access to higher order thinking.</p> <p>All staff participated in best practice professional learning in literacy including Focus on Reading, guided reading, tiered vocabulary, grammar, spelling and writing. The targeted professional learning was designed to support professional learning goals and to improve student learning outcomes.</p> <p>As part of the spelling program Stage 1 staff introduced a phonics/phonemic awareness program and resources focusing on the sounds and hearing them in words designed to ensure an explicit systematic system of instruction occurred across the stage.</p> <p>The trialling of an Early Learning Intervention program provided further intensive support for students requiring additional literacy support in a 1:1 setting resulting in students making positive gains in their individualised learning goals documented in their PLASPS.</p>

## Next Steps

National Literacy Learning Progressions – professional learning in the use of this comprehensive, evidence-based teaching and learning resource to ensure lessons are effectively differentiated to cater for individual needs in literacy.

Revised Best Start Kindergarten Assessment – professional learning in the use of this revised resource which will link to the learning progressions and the use of capturing student responses directly on to ICT. PLAN2 – professional learning in the use of this updated resource.

2018 school Literacy initiatives:

Collaborative Planning– staff will continue to meet twice per term and in weekly team meetings to collaboratively plan teaching and learning activities in Literacy.

An increased emphasis will be placed on the role of assessment for, as and of learning in the planning cycle.

Best practice analysis of data – Continued professional learning meetings focussing on the utilisation of PLAN, Best Start

and NAPLAN data and use of NAPLAN Teaching Strategies to ensure explicit teaching in literacy K – 6.

BHPS PLaSPS updated proforma – will be implemented for students who have not reached national benchmarks incorporating SMART learning goals to increase student achievement in literacy.

QTR – Continued focus on QTR project across the school to include staff who have not already participated in previous years providing professional learning on the QTR model and the development of PLC forums for professional discourse about the Quality Teaching Elements.

Conceptual Planning – continued focus on the use of rich, quality texts in implementing the English syllabus.

Guided Reading – purchase of more levelled texts to support teaching of K – 6 guided reading using quality levelled texts.

Professional Learning meetings will focus on deepening staff knowledge and understanding of effective programming using the new English Concept documents. Additionally, a focus on the role of grammar, punctuation and writing will continue. Current pedagogy in all aspects of English will be reflected in the updating of BHPS English School Guidelines. There will be a continued focus on developing the vocabulary skills of all students to support student learning outcomes in writing. The role of personal dictionaries to further support vocabulary development will be explored K – 6.

Yr 1 & Yr 2 phonics/phonemic awareness program & Early Intervention Program were successfully trialled and will be fully implemented for Stage 1 students from Term 1 2018.

Yr 3 & 4 LIPI2 withdrawal targeted group to continue to provide additional support for students who are not reaching national and school benchmarks in phonics and phonemic awareness.



## 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 for student engagement and achievement across of areas of numeracy through the consistent delivery of quality teaching and learning programs that are differentiated to cater for the individual needs of the students. All teachers have collaboratively designed explicit programs that are focused on modelled, guided and independent learning to ensure improvements in numeracy. Teachers have reflected on and utilised a wide range of data to make adjustments and modifications to their teaching and learning programs. Students have been provided with clear, explicit feedback which enabled them to reflect upon and improve the quality of their work. Teaching and learning programs provided students with the opportunity to be actively involved in the development of problem solving and critical thinking skills. Parents and caregivers have been encouraged to actively support students through meetings to discuss student progress, 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)	Funds Expended (Resources)	Progress achieved this year
65% of Year 3 and Year 5 students score in the top three skill bands in NAPLAN 2016.		83% of Year 3 student scored in the top three skill bands of NAPLAN in Numeracy 75% of Year 5 student scored in the top three skill bands of NAPLAN in Numeracy Overall, 79% Year 3 and Year 5 students scored in top three skill bands of NAPLAN in Numeracy All staff met weekly with their grade for professional learning as well as to collaboratively plan teaching and learning programs. All staff participated in two planning days each term where they reflected on and evaluated PLAN, SENA, Best Start and NAPLAN results as well as whole grade work samples which informed their numeracy planning. This allowed for differentiation of the curriculum to ensure that the needs of all students across the grade and within each class were met. 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 reviewed by the class teacher and LaST in consultation with parents and caregivers. All students showed progress in their numeracy skills. Additional teacher support was timetabled for classes with students who required extra assistance. All staff participated in either whole school or targeted professional learning in quality numeracy pedagogy. This ensured that they were up-to-date with current mathematical practice to drive the delivery of quality teaching and learning programs which was evidenced in improved students learning outcomes.
85% of student achieving stage benchmarks in numeracy as evidenced by PLAN data.		90% of students have achieved stage benchmarks in numeracy as evidenced by PLAN data. Staff have utilised the K-6 Numeracy continuum and K-6 Mathematics syllabus to collaboratively plan and write systematic and explicit programs in numeracy

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of student achieving stage benchmarks in numeracy as evidenced by PLAN data.		which meets the needs of students across the grade. Staff have accurately assessed all students on the K–6 Numeracy continuum and regularly update and review data according to school and departmental guidelines.

## Next Steps

Focus on explicit teaching and high expectation 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.

Professional learning will be provided for all teachers on quality mathematics pedagogy, multi-step problem solving and the language of mathematics. Targeted professional learning will be delivered to teachers on implementing and analysing the data from SENA 3 and 4 assessments.

Continue to collaboratively reflect on student progress 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 Mathematics Syllabus, Numeracy continuum and Numeracy Skills Framework to inform programming, differentiate the curriculum and track the progress of students in numeracy.

Continue to develop the capacity of all staff to critically 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.

Continue to review and update school guidelines and scope and sequence in accordance to departmental guidelines.





## 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 2017, all staff were provided with professional learning to enable them to effectively and authentically integrate ICT into teaching and learning programs. There was a particular emphasis on assessment. Data has been continually compiled and analysed to inform future directions for teaching and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs successfully embed the authentic use of technology for the 21st Century learner.	\$70000 plus additional funds (\$43000) provided for touch screens. The majority of funds were spent on: touch screens, listening posts and upgrading/maintaining existing projectors.	The committee members led their grades in authentically integrating technology into teaching and learning programs. The leaders used grade meetings to discuss the use of technology and its role in teaching and learning. Student progress on the ICT Continuum and directions for future learning was a frequent point of discussion. Teachers have continually developed their knowledge of current technologies through the use of sites such as BHELP and social media sites as well as word of mouth. Teachers are more aware of the usefulness of the digital community to self-educate when a learning need is identified. BYOD is beginning to be used effectively across stage 3, with teachers at different stages of ability and the fluctuating number of students bringing in their devices. Updating the individual ICT Continuum Tracking sheets was proving time consuming for staff and the information derived from the collation of that data was class specific rather than student specific. The decision was made to alter the collection of data to be more time efficient and identify areas where whole classes need explicit instruction and practice. There was an evaluation of the current Continuum which resulted in the incorporation of markers specifically related to student typing ability starting from year 1. Formative and summative assessment with the use of staff iPads was a major focus during 2017. Teachers trialled different ways to use iPads to assess students in the areas of reading, writing and numeracy. Some teaching tools that proved successful included: Plickers, Kahoot, Survey Monkey, Edmodo, recording reading groups and Padlet. Conducting some assessments in this format allowed for more effective consistent teacher judgement across the grade and for authentic discussions on student learning and the development of future programs. Hardware is in the process of being upgraded across the school with Kindergarten, Year 2 and the library operating with new touch screen LCD panels. Year 4 have been utilising listening posts to allow up to eight students to listen to one iPad at the same time, thereby

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs successfully embed the authentic use of technology for the 21st Century learner.		improving the effectiveness and productiveness of this technology. The talented year 6 art group have been utilising the 3D printer to design and create their own sculptures. Interest is being sparked among the other grades when they are exposed to the 3D printer in action.

## Next Steps

Increase the number of staff effectively using formative assessment data to guide their teaching and learning across all Key Learning Areas. Continue to provide students with authentic and engaging learning experiences through the BYOD program. Ensure all staff are participating in and keeping up-to-date with current technologies and applications to create engaging teaching and learning experiences. Continue to update current hardware in the school to keep up with the increasing demands and changes of technology in education. Investigate the use of innovative ways to maintain and facilitate convenient interactions with parents and community members as well as sharing student work samples in a timely manner.



## 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 2017, we implemented quality student welfare policies, plans and programs that effectively met the needs of all students. We revised our current and developed new Child Protection, Peer Support and Nutrition programs, plans and policies. We ensured that all stakeholders participated in the implementation, development and revision of policies, plans and programs. As a school community, we supported students to become responsible, reliable, successful and active participants in their learning through 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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff effectively and consistently implement student welfare policies, plans, programs and procedures.		A final Anti Bullying plan was successfully implemented across the school throughout the year. Child Protection, Peer Support and Nutrition policies, plans and procedures were implemented throughout the year. These were monitored to ensure that effective and consistent implementation occurred.
100% of staff implement a whole school program to support the social and emotional learning of students.		The SEL program was monitored throughout the year with minor adjustments made to meet the needs of the students and the school community. This ensured the successful and effective implementation of the program. There was a refurbishment and beautification of the school playgrounds. This included the addition of buddy benches which were strategically placed to cover all playground areas. We added playground art to our active and passive areas which included various games and activities to support and promote our school values, rules and SEL program.
100% of staff complete Kids Matter component 4 training—'Helping children with mental health difficulties'.		Staff were provided with professional learning on the Kids Matter Framework and successfully completed component 4 'Helping children with mental health difficulties'. The school community participated in a parent workshop which focused on helping children build resilience. The introduction of happy music replacing our standard school bell has further enhanced our positive school culture. Kids Matter was reinforced with a school celebration which included a performance for all students about Making Friends.
100% of staff implement a whole school program to support student leadership.		Student leadership procedures, roles and responsibilities were evaluated and revised to raise the profile, increase the visibility and value the role of student leaders within the school. Student leaders attended a leadership training day to increase their confidence and give them the skills required to be active and responsible leaders.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff implement a whole school program to support student leadership.		Student leaders have embraced increased responsibilities and decision making opportunities across the school.

## Next Steps

In 2018 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 2018:

Staff, students and school community continue to monitor current welfare policies, plans, programs and procedures.

School community will support students to become responsible, reliable, successful and active participants in learning.

Staff, students and the school community maintain and improve current student leadership policies and procedures. Increase community engagement by developing and fostering positive learning partnerships between home and school.

Ensuring student success by promoting positive school attendance and access to quality, differentiated and supportive learning environments.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10697	Quality PLPs implemented and evaluated. PLAN data reflects improvement in students outcomes.
<b>English language proficiency</b>	\$20061	EaLD framework reflects improvements in student learning outcomes.
<b>Low level adjustment for disability</b>	\$212444	Improved student learning outcomes as evidence by PLAN data.
<b>Socio-economic background</b>	\$501387	Improved student learning outcomes as evidenced by PLAN data.
<b>Support for beginning teachers</b>	\$50000	Quality teaching and learning practices evident in beginning teacher programs. Professional learning is annotated and registered with NESA. Accreditation process at proficient level completed.
<b>Professional Experience Hub</b>	\$145000	Successful school plans developed across network schools for 2018.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	537	585	587	567
Girls	464	504	527	534

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	92	91.7	92.1
1	94.2	90.6	93.2	93.6
2	95.3	94.3	92.4	93.1
3	95.8	93.3	93.6	92.5
4	94	94.2	94.3	93.7
5	95.2	93.8	94	93.5
6	95	93.6	93	93.6
All Years	94.8	93.1	93.2	93.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Head Teacher(s)	0
Classroom Teacher(s)	42.86
Teacher of Reading Recovery	1.05
Learning & Support Teacher(s)	1.6
Teacher Librarian	1.6
Teacher of ESL	4
School Counsellor	1
School Administration & Support Staff	11.47
Other Positions	3.4

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

#### Professional Learning

Throughout 2017, 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, Comprehension and Super six strategies, Vocabulary, Phonics, Phonemic Awareness and Conceptual Planning and Effective Early Reading Strategies. In Technology, we had a continued focus on the Effective use of ICT to maximise learning and the use of technology to embed effective assessment and reflective practices in teaching and learning programs

across the school. In the area of Student Welfare, our focus on the Kids Matter program and Framework continued, looking at component four "Helping children with mental health difficulties". Workshops addressing Staff Wellbeing and the Live Life Well program were also delivered. In addition to the above stated topics there was continued professional learning around the new History and Geography syllabus documents, Teacher mentoring and providing quality feedback. 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 2017 was \$650.00.

### Teacher Accreditation

During 2017, 3 permanent teachers and 3 temporary teachers worked towards and achieved their accreditation at Proficient level. These staff were supported by two Teacher Mentors and participated in quality professional learning including workshops, staff meetings and courses run by external providers. The Teacher Mentors worked closely with these teachers during regular, scheduled meetings, to reflect on their professional growth as Early Career Teachers and to prepare their accreditation evidence and annotations. Five teachers completed their Maintenance of Accreditation Report in 2017 in which they documented how they are continuing to align their practices to the proficient teaching standards. Thirty-six teachers are maintaining their accreditation at Proficient level. Staff were updated with current accreditation procedures and requirements ensuring they will be prepared for mandatory accreditation beginning January 2018.

### Early Career Teachers

Early Career Teachers have been strongly supported in 2017. A comprehensive induction program was provided to all Early Career Teachers as part of the Great Teaching, Inspired Learning initiative. Two mentor teachers worked closely with Early Career Teachers throughout the year to enhance their practices and improve student learning outcomes. Teacher Mentors worked with these teachers during regular, individual meetings to discuss teaching and learning practices. Teacher Mentors also worked in the classrooms to provide support through team teaching, demonstration lessons, observations and through providing feedback. Early Career Teachers also had opportunities to observe other team members and staff teaching, therefore enhancing their knowledge of quality teaching and learning practices. Early Career Teachers were further supported through regular, professional development sessions and reflective meetings which provided a forum for these teachers to share their practices and reflect 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 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	612,080
<b>Revenue</b>	9,941,062
Appropriation	9,576,523
Sale of Goods and Services	49,585
Grants and Contributions	308,620
Gain and Loss	0
Other Revenue	0
Investment Income	6,335
<b>Expenses</b>	-9,615,889
Recurrent Expenses	-9,615,889
Employee Related	-8,849,850
Operating Expenses	-766,039
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	325,174
<b>Balance Carried Forward</b>	937,254

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	6,476,178
Base Per Capita	174,586
Base Location	0
Other Base	6,301,592
<b>Equity Total</b>	1,209,570
Equity Aboriginal	10,697
Equity Socio economic	522,392
Equity Language	426,357
Equity Disability	250,125
<b>Targeted Total</b>	951,430
<b>Other Total</b>	685,128
<b>Grand Total</b>	9,322,305

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

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

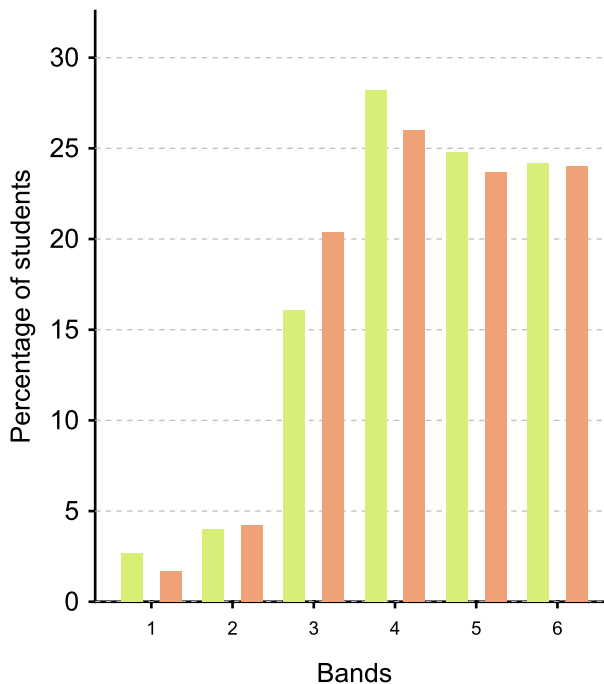
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

85% of Year 3 students scored in the top three bands in literacy.

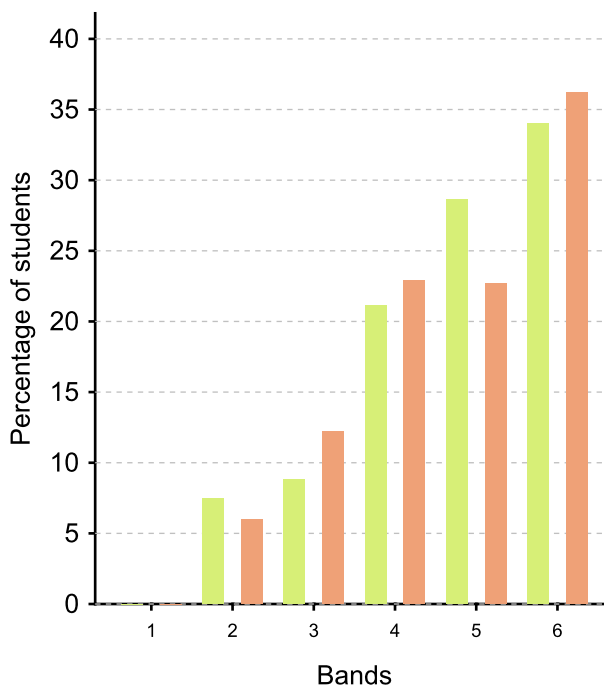
73% Year 5 students scored in the top three bands in literacy.

Overall 79% of students scored in the top three bands in literacy.

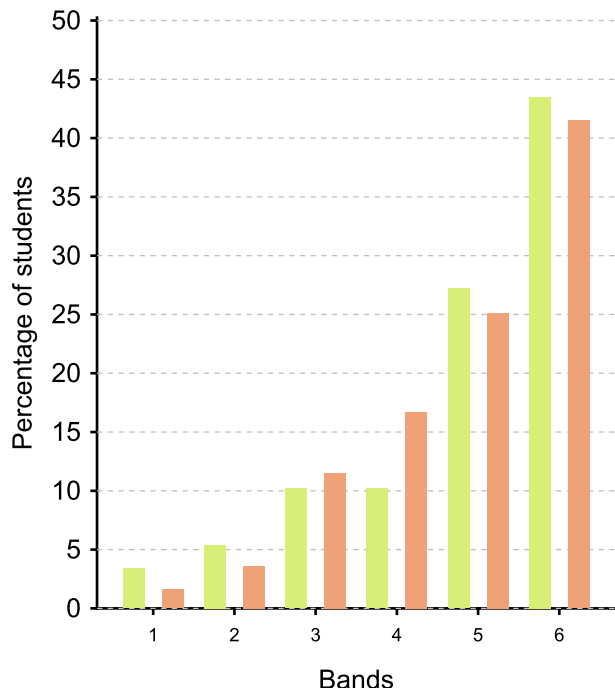
**Percentage in bands:**  
Year 3 Reading



**Percentage in bands:**  
Year 3 Spelling

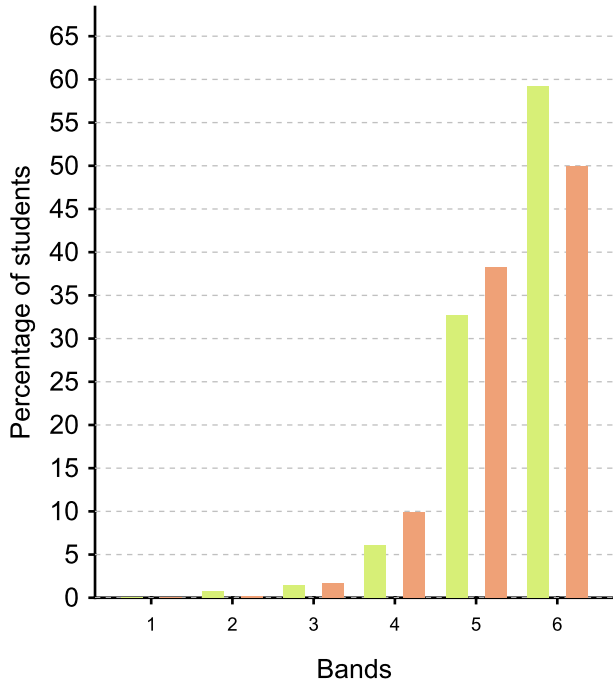


**Percentage in bands:**  
Year 3 Grammar & Punctuation

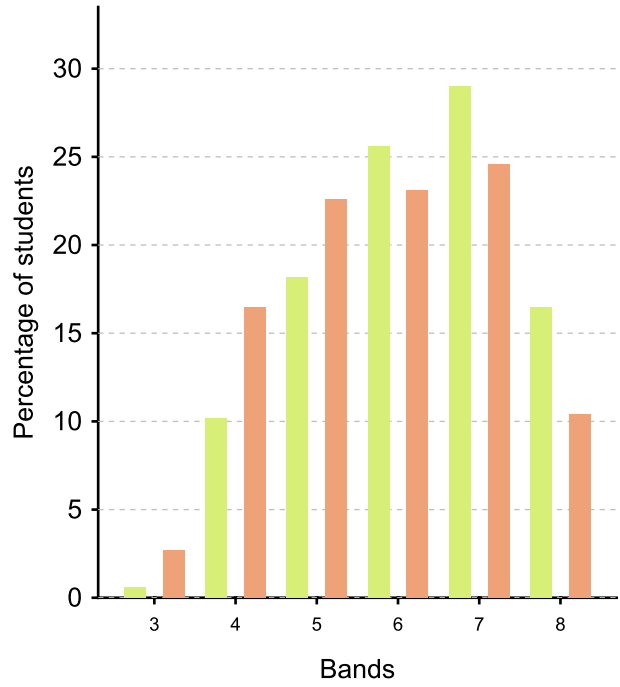




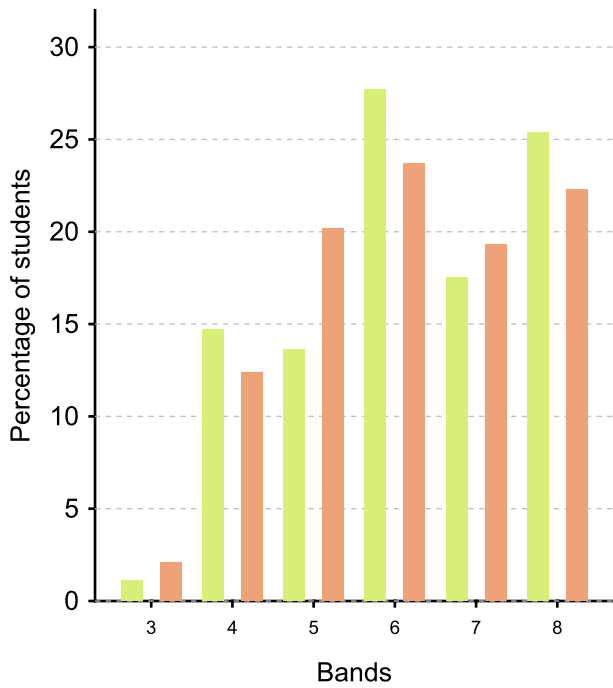
**Percentage in bands:**  
Year 3 Writing



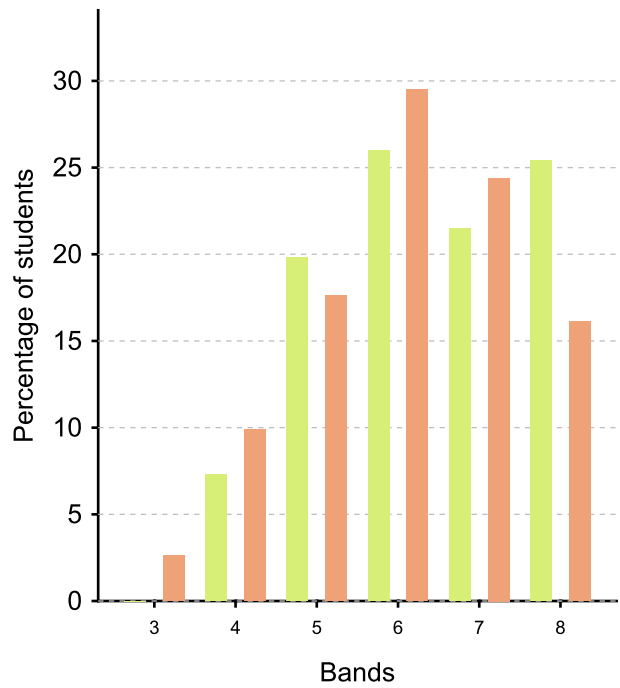
**Percentage in bands:**  
Year 5 Reading



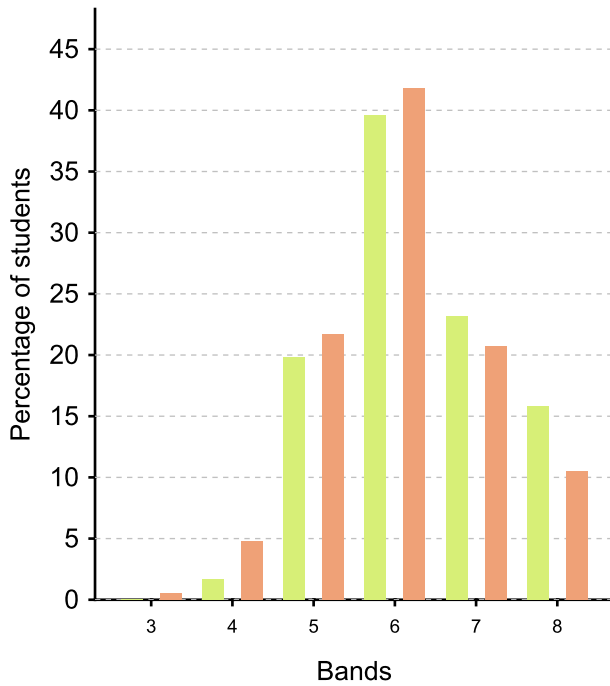
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing

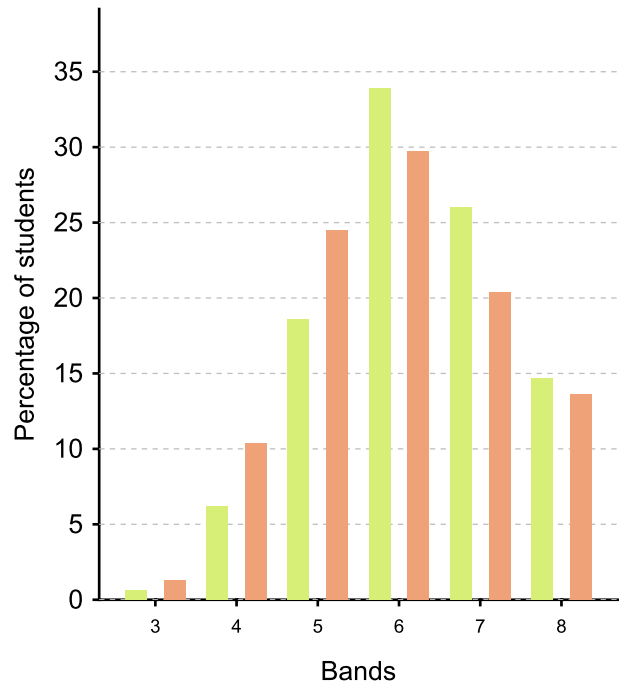


83% of Year 3 students scored in the top three skill bands of NAPLAN in numeracy

75% of Year 5 students scored in the top three skill bands of NAPLAN in numeracy

Overall, 79% of Year 3 and Year 5 students scored in top three skill bands of NAPLAN in numeracy.

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

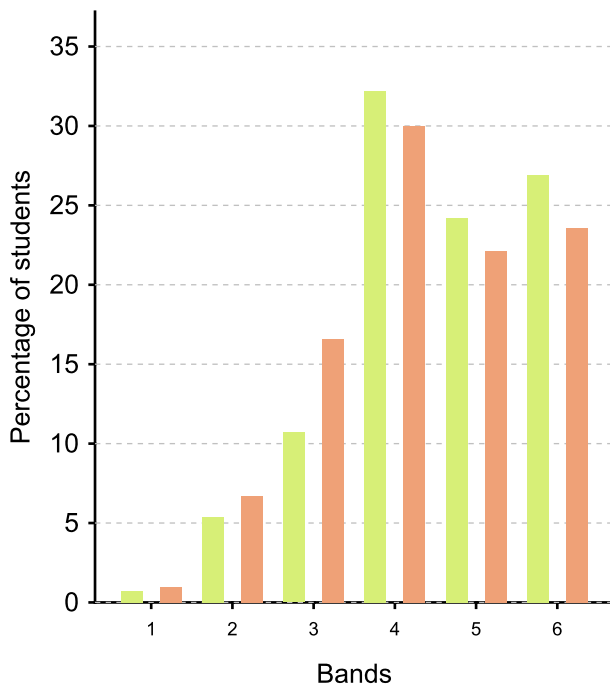
100% of parents were involved in the review of PLPs focusing on improving student learning outcomes in Literacy and Numeracy. PLPs reflected the accurate assessment of individual needs of students being supported through the implementation of quality teaching and learning Literacy and Numeracy programs. End of year results collected and analysed reflected increased achievement and engagement as evidenced in PLAN data. Ongoing classroom support and the continued development of programs tailored to specific student learning needs in Literacy and Numeracy will be implemented and regularly reviewed to support student-specific learning needs.

## Parent/caregiver, student, teacher satisfaction

### 2017 Early Literacy Initiative Review

Bonnyrigg Heights Primary School encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. This initiative encourages parents and teachers to be collaboratively involved in the students' learning. A major emphasis is on the development of literacy to ensure that these students are provided with the skills for future success.

**Percentage in bands:**  
Year 3 Numeracy



During 2017, Bonnyrigg Heights Primary School had the opportunity to provide ongoing professional learning for one teacher and support two more teachers in implementing the Early Literacy Initiative program.

Throughout the year, a total of 20 students were accepted onto the program with 100% (20 out of 20) of students successfully discontinuing. The first intake of 9 students remained on the program for an average of 18 weeks. In the second intake, 9 students remained on the program for an average of 13 weeks. In the third intake, 2 students remained on the program for an average of 9 weeks.

The rate of progress during the lesson series for each student was influenced by the Early Intervention strategies, their level of maturity, learning partnership with the parents, punctuality, regular attendance, collaboration with the class teacher, buddy reading program, balanced class literacy programs, individual strengths of the students and continual monitoring of their progress.

The end of year data, for the students on this program, indicate that most Year 1 students have exceeded their class reading targets. Those students who are at risk of not meeting their reading targets will be monitored by their 2018 class teachers and the support staff.

The ELI Program has enabled the discontinued students to integrate into the classroom and successfully use the strategies they have acquired. These students are continuing to develop their literacy skills in the class with growth evident in the NAPLAN results and improved PLAN data.

A parent workshop on "How to help your child at home with reading" was offered and assisted parents in helping their child with their reading and phonics knowledge at home. Parents built up strong partnerships with teachers through the joint development of Personalised Learning and Support Plans and implementing strategies in the home setting. This led to the overall success and improvement in student learning outcomes.

## GOALS FOR 2018

With the development of the ELI Program, BHPS has the ability to continue to cater for and provide reading intervention for targeted students.

Our goals include:

- Providing for and supporting the students who require intervention.
- Continuing to communicate with kindergarten teachers in order to identify students at the end of the school year that may be in need of the ELI Program the following year.
- Continuing to establish a list of targeted students prior to the start of 2018 in order to quickly assess and get the intervention program underway.
- Continuing to monitor discontinued Reading Recovery and the ELI students from 2016 and 2017.
- Continuing to inform and support the parents

whose children have been targeted for the program.



## Policy requirements

### Aboriginal education

Bonnyrigg Heights Primary School maintains a strong awareness of Aboriginal and Torres Strait Islander histories and achievements. The diversity, ownership and richness of Aboriginal cultures is acknowledged, respected and valued in all aspects of school life. All teaching and learning programs are inclusive of cross-curriculum priorities, including Aboriginal and Torres Strait Islander history and culture. Current and appropriate professional learning and resources have been made available to inform the development of quality teaching and learning programs that provide supportive and culturally inclusive learning environments for Aboriginal students to ensure the best learning outcomes and their successful participation in education. Each of the ATSI students has a Personalised Learning Plan (PLP), which is a compulsory requirement of the department. Each student has specific goals which relate to their individual learning needs and encompasses their abilities, interests and strengths. The school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they have equal access to the curriculum and can excel and achieve in every aspect of their education. 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 and 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 all school activities. In 2017, a cultural visit was arranged to celebrate NAIDOC week. The performance was delivered by Anthony Freedman. Students were given the opportunity to explore and experience Aboriginal culture. The whole school was involved in watching a traditional smoking ceremony to celebrate NAIDOC week. During the week, teachers and students completed NAIDOC activities to strengthen knowledge and understanding of Aboriginal and Torres Strait Islander history and culture. The school will continue to provide relevant training and resources to ensure improved educational outcomes for Aboriginal and Torres Strait Islander students and deepen

understanding of their history, culture and achievements within the school community.



### Multicultural and anti-racism education

This year, 91% of our school population were from an EAL/D (English as an Additional Language or Dialect) background representing over 45 different cultures. Our inclusive programs ensured that all students were encouraged to share their multicultural heritage throughout the year and the Harmony Day activities were a classic example of colourful, ethnic celebration and unity within our school community. Quality mainstream educational programs were enhanced by additional EAL/D teacher support for students who required further assistance to meet their individual learning needs. EAL/D teachers were able to support classroom teachers by working collaboratively in team teaching situations, working with smaller groups of students and providing parallel classes to ensure best possible student outcomes. Bi-lingual EAL/D teachers were also able to translate for students and teachers when required. The New Arrivals program continued in 2017 and over 33 students attended the classes each day. Students were able to study Standardised Australian English (SAE) and Australian culture. Mathematics and the language of mathematics was taught during this time, along with cooking and gardening. The Community Languages Program ensured that the majority of students were able to maintain their first language and culture. Languages offered in 2017 were Vietnamese, Arabic, Serbian, Assyrian and Chinese. Additional classes were offered in Asian Studies and Cultural Studies. The Community Liaison Officer and Bi-lingual Learning Support Officer ensured that all parents and carers had a point of contact if required to discuss school issues. Workshops were presented to parents and the wider school community and addressed such issues as: helping your child at home with homework, NAPLAN readiness and preparing nutritional meals. Parent school excursions were organised and families enjoyed attending the river cruise and shopping day this year. Throughout the year, ongoing strategies and social learning promoted anti-bullying and anti-racism through the implementation of quality educational programs. A zero tolerance policy towards racism and discrimination was embraced by all staff. The Anti-Racism Officer (ARCO) was diligent in addressing all complaints and dealt with racist or discriminating behaviours when required.

### Refugee Students

In 2017, refugee student enrolment increased and most of these students came from Iraq and Syria with little or no schooling. The New Arrival class was timetabled for 2 hours every morning to cater for the specific needs of these students. Students enjoyed learning the English language and being exposed to Australian culture. Refugee students participated in a variety of hands on teaching and learning experiences. Excursions to the beach and Featherdale Wildlife Park were met with much excitement as students studied the ocean and Australian animals. Cooking classes were delivered and students enjoyed preparing various meals. Due to the increase of refugee student enrolment, targeted professional learning was provided to classroom teachers as they completed the program 'Teaching Students from a Refugee Background'. Participants were able to further develop their understandings of the educational needs of refugee students in order to provide effective teaching support. The position of bi-lingual SLSO increased and refugee students who required the most support in the mainstream classroom were assisted by Assyrian/ Arabic translation. Parents of refugee students also greatly valued the availability of the refugee bi-lingual SLSO to assist them with communicating about school issues. This year, our school offered the Beginning School Well Program to refugee children starting kindergarten next year. This program assisted refugee families by supporting and preparing them for school. Children participated in quality play activities and information was given to parents about child development, healthy lunch meal ideas and school expectations. BHPS also partnered with STARTTS (Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (NSW) and refugee families were able to access the counselling service when required.

## Other school programs

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. 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. 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. In line with our culture of high expectations we have created and implemented an ICT continuum that we currently use to track student progress in the area of technology. To maximize student's 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 APPs in the class, iPads and Interactive Whiteboards. 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 student progress using a digital English tracking system based on the English Framework and English Continuum. We have also developed a PDP for our SLSOs. There are five permanent school learning support officers that work in the support unit and have actively participated in the development of their PDP Proforma this year. Currently, they are learning how use it effectively to improve the standards in their educational role.