

Bonnyrigg High School Annual Report



2017



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Introduction

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

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Principal

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Message from the Principal

2017 was another very successful year for the school. Success can be measured in many ways. One of the most important is community confidence demonstrated through increasing enrolments. The school population in Year 7 and 11 jumped dramatically as local children either chose us for their schooling or in the case of Year 11 enrolled into Bonnyrigg as a local student. The school population increased to 1506. What is notable is the number of out of area requests received to enrol into Year 7, 2017. The popularity of our school increases as a result of sound teaching and excellent academic results. This growth has meant the number of demountable classrooms has grown to 27; at the start of 2017 an additional 3 classrooms were added. Even more will be needed for 2018.

The HSC cohort performed very well with 16 of the students gaining an ATAR above 90 and a further 10% gaining an ATAR above 80. The Dux for 2017 was Alan Thai, achieving an ATAR of 97.35. From the information gathered, Bonnyrigg was one of the top performing High Schools in the Fairfield area in overall HSC results. Bonnyrigg has maintained a strong culture of non-ATAR HSC program for the senior years. Unlike many schools, Bonnyrigg has provided access to multiple TAFE courses for its students. The non ATAR component was 65 of 200 students (32.5%). Many of these students performed in the traditional NESA designed courses within the middle bands. Further, not all ATAR students applied for university; of the remaining 135, only 100 applied. 2017 saw the Selective Stream move into its eighth year at Bonnyrigg High School. There are 350 selective students across years 7 to 12. Our Selective High School Community of Schools continues strong partnerships with the other three new partially selective high schools. Combined planning days are ensuring we are all delivering the highest quality teaching to all of our students. Bonnyrigg has led the Partially Selective High school community for the last 9 years. This year, all schools participated in research activities aimed at increasing the understanding of how our particular students learn best. Curriculum has been adjusted to suit.

2017 saw Bonnyrigg High School's continued recognition as a High Value Added school for its demonstrated increase in student learning outcomes in NAPLAN testing. The results, that is, improvements, have put Bonnyrigg HS on the map. The school has the subject of research undertaken by Melbourne University and the Centre for Educational Statistics and Evaluation (CESE form the NSW Department of Education). The resultant publications will guide other schools in their endeavours to improve learning with in their schools.

Bonnyrigg High also became completely digitally interactive, having all classrooms equipped with the latest interactive data projectors or smart boards. Bonnyrigg continues to lead ICT innovations with all staff having their notebook laptop updated to enhance teaching and enable immediate access to the data projectors. The staff continued intensive use of computer software designed to enhance the learning of students. The teaching and learning practice is very modern and innovative at Bonnyrigg High School. The school embarked on a modernisation program for ICT across the school. All staff have a laptop, all permanent rooms are equipped with interactive data projectors and demountable classroom have access to portable data projectors. This has standardised the schools system. Further enhancements are planned for 2018. The employment of two computer experts ensure the staff training is as current and up to date as possible.

Once again the students performed exceptionally well in all Sporting and Creative Arts fields. Please read the Sports and Creative Arts reports for the significant details. The Bonnyrigg Live and Art Show are just two examples. A special mention must be made of the school swim team. The few students who train in swimming at Bonnyrigg HS excel in their performance. Bonnyrigg had more Age Champions than any other school in the Bernera Zone.

Our Bonnyrigg High School St John Ambulance Cadet Unit goes from strength to strength. The school based Cadet Division began the task of completing the only Community First Aid Centre located within a school in Australia. It is easily recognisable by the sign. Under the leadership of Mr Stan Walden (retired), the cadet brigade originally gained a community grant of \$25,000 and matched by the school, began the process of building and equipping the centre. The CFAC was opened in 2013 and completed in 2014. The Cadet Division organisation will be taken as a model to establish similar Cadet Divisions in other High Schools, another first for Bonnyrigg High School. Andrew Tran was awarded the NSW Cadet of the Year for 2013/4, a great honour considering our Division has only been in existence for a few years. Andrew became the OIC of the cadet brigade at the beginning of 2014 but had to leave due to work commitments in 2016. Miss Brooke Carrier, of Year 12 and Sergeant of the Division took over for the remainder of the year and remains. The division is still one of the strongest and largest in NSW. Brooke Carrier was awarded the NSW Cadet of the Year in 2015, giving the Division two such awards in its very short life. This is a remarkable achievement; congratulations to the Cadets.

Building improvements in 2017 saw the complete refurbishment and extension of the Industrial Arts block. This project was 15% funded by the Department of Education and 85% funded by the school. The ANZAC Memorial installed by Anzac Day 2015 was extended with a garden, fencing and beautification in 2017, making Bonnyrigg High still the only school in NSW with its own official memorial. New and additional seating was installed near the main cola. In addition, artificial turf and seating was installed between the hall and main cola. The final major improvement was the completion of the Dance Performance Studio and additional classroom. The Dance Studio was available for use at the beginning of Term 2, 2017. The space will provide a much need facility for our dance ensembles and groups for years to come. Work commenced on the refurbishment of the school's sports centre and the addition of a fitness centre. The refurbishment will be 100% school funded, approximately \$850,000.00 when completed and equipped. The addition of the Fitness centre will add a state of the art training facility to be used by students of the school.

Bonnyrigg was selected as one of only 229 schools across NSW to participate in the Empowering Local Schools initiative. This has allowed us to be far more active in the implementation of finances and staffing of the school. The implementation commenced in 2013 with many promises. The fifth year of implementation did not see any real improvements in the workability of the 3 systems. We continue to push on, determined to manage the processes for the benefit of the students. At the end of 2017 all schools in NSW were on the new financial systems. The entire way funding is allocated to the school is changing and is based upon the FOEI (Family Occupation and Education Index) which is the Gonski or equity money. School based funding is through a Resource Allocation Model (RAM). Bonnyrigg received a substantial amount of equity funds and an increase in the school base funds due to increasing enrolments; see the financial report.

Sister school relationships are developing strongly. A change in leadership at Peel necessitated a hold on the exchange program for 2017. Both of our previous visits were very successful and we have decided to lengthen the stay to 5 days. Bonnyrigg, through the DoE, began the negotiations with China for a sister school. The opportunity arose to apply for a Confucius Classroom for Chinese language and culture learning. Bonnyrigg was successful in being granted a Confucius classroom and a sister school. Our sister school is The High School Affiliated to China University of Mining and Technology. We're making contact and planning to visit in April 2018. As part of the Confucius classroom, we have been provided with a teacher, Miss Layla Ren to assist our staff and students. Towards the end of 2017, Bonnyrigg High School began negotiations with Dong Do Middle School, Seoul Korea to establish a sister school relationship. Negotiations will continue in 2018 towards a Memorandum of Understanding for interschool visits.

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

Message from the students

SRC Report 2017

The Student Representative Council have wrapped up 2017 with another successful year and have been busy working hard to achieve a range of goals and objectives. The SRC have also participated in numerous whole school events and worked accordingly to promote a positive community atmosphere. For example, hosting Valentine's Day was a very exciting and rewarding event as it gave students the opportunity to exchange roses and teddy bears. Within four committees – Amenities, Environment, School Image, Student Voice and Welfare, the SRC have all worked collaboratively to implement various events and programs in the school over the 2016–2017 period.

The Amenities Committee have been hard working on creating visual signs throughout the school to enhance the look of the school. Moreover, they have been focusing on the students concerns throughout the school like refurbishments in the classrooms, the boys and girl's toilets, the fixture of blinds in the classrooms and many more. The Amenities Committee have many more goals planned for the year ahead and are looking forward to achieving these in the near future.

The Environment Committee successfully executed multiple charity events that contribute to the welfare of the environment. Clean Up Australia Day and Plant a Tree Day included approximately 150 students across all grades participating in making the school grounds cleaner and safer. In culmination, the committee campaigned in fighting global hunger by participating in 40 Hour Famine, which was very successful – raising just under \$1000 for the charity.

The School Image Committee have succeeded in producing a video that showcases the increasing diversity of the curriculum that Bonnyrigg High School provides. This video is available for viewing in the front office as well as via the school's Facebook page. The committee has also successfully implemented a noticeboard outside E-Block, creating convenience for all students by keeping them up to date with weekly grade sport routines and classroom changes. Furthermore, the School Image Committee has organised a sausage sizzle and cupcake store to raise funds towards future school events such as The Movie Night and thereby encourage school engagement.

The Student Voice and Welfare committee have also been working actively to achieve their goals. The committee have circulated the whole school regularly and removed old posters that are no longer needed. Trading card games are now held in the library. A new and exciting program that has been implemented is a Year 7 Bonding Day which was extremely successful. The program enabled the Year 7 cohort to enjoy a day filled with team building activities, as they got to know one another and engaged in an Aboriginal smoking ceremony. The success of the program ensured that it will be revisited in 2018.

The 2016–17 SRC members have diligently and tirelessly worked together to contribute and achieve our goals alongside the help of our coordinators; Mrs Magoutas and Miss Kay and are proud of their achievements this year.

SRC 2016–17.

School background

School vision statement

To provide quality teaching and learning through an inclusive and challenging curriculum, where students develop as effective and responsible global citizens who value life-long learning.

School context

Bonnyrigg High School is a partially selective, comprehensive and co-educational school in South Western Sydney. The school has an enrolment of 1433 students, including 92% from a non-English speaking background and 29 Aboriginal students. The school has exemplary student welfare programs and a focus on quality teaching. Bonnyrigg High School is a high performing school with a strong learning culture and high expectations of students. Learning priorities include literacy, numeracy, Gifted and Talented, vocational education and training programs and increasing student engagement. The school's caring and supportive environment builds learning capacity in a wide range of academic, sporting, vocational, cultural and co-curricular experiences.

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 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.

The results of this process indicated that in the domain of **Learning**, the balance judgement of the school is *SUSTAINING & GROWING*. With a specific focus on teaching and learning as stated in the school plan, our efforts have been focused on developing skills in students to become effective 21st Century learners.

Bonnyrigg High School strives to provide students with a high quality education in a supportive environment conducive to learning. The school implemented numerous successful wellbeing initiatives, including our CHEER Values strategy, Merit Award system, welfare and anti-bullying initiatives. In terms of our CHEER values, this strategy demonstrates our focus on reinforcing behavioural expectations and a positive **learning culture**. These values are ingrained in all facets of school life at Bonnyrigg High school. The school has initiated and refined our Merit Awards and House points systems, recognising student achievement in a number of pursuits including academic, sporting, cultural and school service.

As evidenced in this report, Bonnyrigg High School has developed a strategic and planned approach to address the cognitive, social, physical and spiritual **wellbeing** of students. Our Welfare Plan highlights this determined approach to support students in all aspects of their wellbeing. The Welfare plan is collaborative in its design and implementation. It is a comprehensive plan that incorporates numerous programs aimed at enabling students to connect, succeed and thrive at each stage of their development. Our anti-bullying strategy is an example of a successful whole school initiative to prevent and respond to incidents of bullying. It emphasises our belief that supported students are successful students.

There is a concerted focus in the area of **curriculum and Learning**. Curriculum provision is extensive and growing, meeting community expectations and providing academic opportunities for a variety of learners. The school has developed an integrated approach to quality teaching, curriculum implementation and assessment that focuses on learning excellence and caters for student needs. There are practices in place to actively collect and use data to inform practice and support students' successful transitions.

In terms of **assessment and reporting**, we have revised and improved assessment policies and procedures. The school has agreed upon assessment 'floor practices' and has delivered targeted professional learning to provide staff with the skills necessary to develop quality assessment tasks and provide effective student feedback in order to improve learning outcomes. The school continues to demonstrate a commitment to outcomes-based reporting and has systems and processes to identify and address student learning needs.

In the domain of **Teaching**, the balance judgement of the school is *SUSTAINING & GROWING*. Our main focus has been on professional practice. All teachers are trained in and committed to understanding and implementing the most effective teaching methods in maximising student engagement.

Student performance measures are analysed on a regular basis to identify student strengths and areas of development. There has been rigorous investigation of the RAP data (HSC and NAPLAN) to inform faculty programs and teaching strategies. Identified as one of the top performing high schools in the Fairfield area in terms of HSC results, the school consistently performs at high levels on internal and external performance measures.

Professional learning is embedded in the school professional learning plan to build the capacity of all staff in **data skills and use**. Initiatives have been developed across faculties to systemically evaluate performance data that informs teaching practice and leads to strategic school improvement.

Teachers at Bonnyrigg High school are committed to understanding and implementing the most **effective classroom practices** as outlined in the school's strategic plan. A focus has been placed on effective pedagogy and a high priority is given to evidence-based teaching strategies with teachers using student performance data to evaluate the effectiveness of their own teaching. Utilising the Quality Teaching Model, Quality Teaching Rounds have been introduced – on objective observations of classroom practice to inform and improve decision-making about student learning.

A culture of **collaborative practice** is developing and teachers provide and receive constructive feedback in order to sustain quality teaching practice. This is occurring through initiatives like the Quality Teaching Rounds. Formal Mentoring processes are also in place to provide support to improve teaching and leadership practice.

Teacher **learning and development** is aligned with the strategic directions in the school plan. Teachers are diligent in the planning of their own professional development to ensure that it leads to an improvement in their performance. Teachers are supported in their professional learning; from early career teachers to those at various stages of their teaching career, including teachers experiencing difficulties and aspirational teachers..

Teachers exhibit professionalism in maintaining and developing their **professional standards**. Survey data for each staff development day is issued to support staff professional learning needs and to provide on-going professional learning which aligns with the school plan.

In the domain of **Leading**, the balance judgement of the school is *SUSTAINING & GROWING* in all elements except for Management Practices and Processes, where we are *DELIVERING*. Our priorities have focused on developing and maintaining a culture of high expectations. The school is committed to building sustainable leadership and promotes organisational best practice, develops leadership and succession planning.

Our **Leadership** team promote a shared vision which is negotiated through staff collaboration and consultation in terms of school strategic planning and evaluation. The importance of soliciting feedback on school performance is evidenced by the comprehensive self-assessment undertaken by all staff. The school builds capacity by supporting aspiring teachers and Head teachers through intensive mentoring and dedicated leadership programs. Opportunities are provided for staff to relieve in leadership roles.

In the area of **School Planning, Implementation and Reporting**, practices are in place to increase staff involvement in strategic planning and evaluations. Staff are committed to achieving the strategic directions in the school plan. The plan and its milestones are reviewed on a regular basis to ensure that the school achieves its objectives.

The targeted and effective use of **school resources** has allowed for targeted professional learning in specialty vocational subjects in order to address student learning needs. In addition, specialist physical learning spaces have been built, re-furnished and modernised in order to provide students with the opportunities to develop technical skills in a number of vocational areas.

Management systems and processes effectively support school operations and improve teaching and learning. The use of such systems allows the school to gather and interpret data to identify trends or areas of development in matters such as well-being and attendance. Streamlined processes build the capacity of the school community to use data and evidence for strategic school improvement. The school continues to establish processes to strengthen parental and community engagement.

Our self-assessment and the external validation 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

STUDENT LEARNING– Curriculum that is challenging, innovative and inclusive enabling students to be effective 21st Century global citizens

Purpose

To provide a range of learning experiences which results in students who are socially, culturally and environmentally aware, and who develop as ethical, critical and creative thinkers.

Overall summary of progress

The school has devised a number of successful strategies aimed at improving student learning outcomes. The Year 10 into Year 11 cohort actively participated in curriculum advice sessions to ensure the selection of appropriate HSC subjects. Students' pathways were clarified as per NESA guidelines. This has led to better engagement and retention of students, a reduction in the number of N–Awards and an improvement in non–submissions and late submission rates of assessment tasks. A whole school focus on assessment has led to the establishment of floor and ceiling practices, whereby the school has in place definite floor practices and draft ceiling practices for assessment tasks. The school places great importance on the collection of data. There is greater awareness amongst staff of the need to collect data to ensure performance measures are able to be accurately measured. This data includes: retention of students from 11 to 12; the number of students selecting and dropping VET subjects and numbers of students who change subjects in the first three weeks of Year 11.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Engagement and retention of students.	\$110, 500	Attendance rates are slightly above state average, with programs in place to promote positive attendance and address engagement and retention issues on whole school and individual levels.
Upward mobility of students in performance bands (ESSA, SMART).	\$205, 000	There is a improvement trend in NAPLAN results with 60% of students in year 7 and 9 achieving at the top 3 bands. In grammar and punctuation and spelling, more than 50% of students achieved at the top 3 bands. To target writing, the school continues to implement a whole school focus on effective writing strategies with the continuation of PEEL and the introduction of ALARM.
An increase of subjects offered in Stages 5/6, both ATAR and non–ATAR pathways reflected in retention rate of students in stage 6.	\$8, 000	The implementation of a range of new subjects and courses, and a wider variety of subjects offered has seen an increase in student retention in Stage 6. Students are able to select patterns of study which were more suited to their personal and academic needs as a result.
Increase in university and other further education placement; increase in post school employment.	\$4, 500	A larger percentage of students chose non–ATAR pathways, electing not to go to university. The school saw a significant proportion of students gain entry into university courses, 40%, which is comparable to last year. However, 34% of students were not able to be contacted to be surveyed, so this figure may not be accurate.

Next Steps

- Survey of viability of Z Elective.
- Analysis of N–Award warning data – with the view of reducing the number of non–submitted assessment tasks and N–Awards issued.

- NESAS (BOSTES) compliant documentation/checklists for assessments and programs.
- Evaluation of floor and ceiling practice in assessments.
- Continue to support LDI project in Formative Assessment.



Strategic Direction 2

TEACHER LEARNING LEADER LEARNING– Ongoing teacher professional learning to ensure consistent, high standards of quality teaching and educational practice.

Purpose

To implement for all staff a planned program of professional learning that reinforces school targets, enhances skills in classroom pedagogy, provides a range of learning experiences and fully reflects the Quality Teaching Framework

Overall summary of progress

Our teachers continue to engage in meaningful and relevant Professional Learning, aimed at improving pedagogical practices within classrooms, with a focus towards maximising student outcomes and achievement. All Professional Learning is underpinned by analysis of SMART and RAP data packages, as well as qualitative data collection. 2017 saw the development of many new rich and engaging programs across a range of faculties, as 2018 Stage 6 courses undergo the implementation of new syllabi.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students in the top two performance bands in all external exams by at least 2% per annum.	\$24, 400	Staff members effectively analysed HSC and NAPLAN data to inform their teaching and move students into higher bands. As a result, 16 students gained an ATAR over 90 with a further 10% gaining an ATAR over 80.
Decrease the number of students in the bottom two performance bands in all external exams by at least 2% per annum.	\$14, 800	There has been a general improvement trend in HSC performance. Between 2015 and 2017, there has been a reduction in the number of students in Bands 1 and 2 across many subjects such as English, Mathematics and Business Studies.
All staff have completed mandatory professional learning.	\$19, 800	100% of staff have completed mandatory Professional Learning.
Review program outcomes and achievement, mapping them against HSC results/ comparing them against results from region and state.	\$11, 900	Faculties are working towards developing differentiated teaching and learning programs across all stages that cater for the learning needs of all students. The new syllabus implementation for many courses, due to commence in 2018, ensured that many faculties have written new programs which catered to NESA syllabi requirements during 2017. All faculties have designed assessment tasks that incorporate floor practices and are working towards implementing ceiling practices.
Ongoing monitoring and evaluation of 5 year trends in performance and achievement trends in nationwide test data..	\$15, 800	Statistics are collated and analysed for HSC , NAPLAN and VALID data to inform teaching and learning practice.
All faculties and all individual staff members have Professional Performance and Development Plans (PDPs). The school system allows for participation in communities of interschool professional development and learning	\$22, 000	All teachers have prepared a Professional Development Plan, which is supported by Quality Teaching Rounds, and are seeking feedback and mentoring as an important part of their ongoing growth. The school accessed external consultants to professionally develop staff to address curriculum needs of the 21st century learner.

Next Steps

- Broadening the learning curriculum for students through implementation of STEAM project.
- Creation of Core Academies across all faculty groups.
- Use of NCCD, NAPLAN and HSC data to refine teaching and learning programs, which represents a differentiated curriculum.



Strategic Direction 3

SCHOOL LEARNING COMMUNITY– Connecting learning for all students in a dynamic, integrated and holistic way in school and community life

Purpose

To provide a learning environment which is purposeful, challenging, engaging and caters for the individual interests and needs of each student.

Overall summary of progress

The school has maintained the current trend in improved student attendance with all year groups averaging over 90% attendance rates. School values have been embedded into all facets of the school community as indicated by the effective use of the school's merit award system and have resulted in fewer suspensions. Students have been strongly encouraged to become involved in extra-curricular activities, with a variety of options available, to cater to a range of needs and interests, ranging from academic to social. Relationships between staff, students, parents and the wider community continue to strengthen, with positive interactions across all facets of school life. The school continues to engage positively with the local community through programs such as Big Buddy and Our Stories.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved attendance and retention rates.	\$13, 000	The school conducted analysis of attendance data to acknowledge students with positive attendance and identify those at risk. The LAT team meet with students and parents using a case management approach to support and maintain high attendance rates.
Minimisation of anti-social behavior (e-welfare and suspension data).	\$12, 500	CHEER values continue to be embedded into all facets of school life. This is evidenced by the effective use of the school's merit award system, which is underpinned by the CHEER values, in addition to promoting positive interactions between and amongst students, staff and the wider community.
Increased participation and achievement of individuals and groups in student recognition schemes, challenges and competitions.	\$7, 000	The House Points System gained traction in 2017, supporting school values and creating a culture of cohesiveness and inclusivity. Opportunities to participate in extra curricular academic and extension competitions and activities were presented to students from a range of faculties, with larger numbers of the student body participating and having their achievements celebrated through a range of means including formal assemblies.
Increased participation in extra-curricular activities and programs that facilitate social literacy.	\$13, 400	The Wellbeing Team continued its projects into 2017, and whole school activities advocated positive mental health, including Walk for Mental Health, Women's Health Week and R U OK Day.
Increased parent/community involvement–Parent/teacher night; parent forums.	\$11, 000	Implementation of Improved Student Engagement initiatives for Indigenous, Pacific Islander and Primary School students including Big Buddy Program, 'Our Stories', PCYC, Aboriginal parent barbeques and Year 6–7 transition programs continued into 2017. Increased involvement of parents was sought in the development of ILPs. More mentoring programs run by organisations such as High Resolves, WSU Pathways to Dreaming and NRL School to Work promoted and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent/community involvement–Parent/teacher night; parent forums.		fostered a culture of student and parental involvement in all aspects of school life.
Developing of Expectancy and Value in the Middle Years of Schooling (Survey of Bonnyrigg Community of Schools).	\$800	NCCD data collection was implemented to address specific individual student needs. The provision of SLSOs to address student needs was met, specifically in the middle years. Year 6 to 7 transition is completed on a school by school interview process. Year Advisors and LST are involved to ensure students needs and Primary School concerns are addressed. Cultural transition from Primary school is ensured by the Big Buddy program for Pacific Islander groups. Partner Primary schools are fully aware of Bonnyrigg HS school values and welfare programs.

Next Steps

- Provide additional opportunities for community involvement with the GAT Project Open Night and USyd STEAM Academy Partner School.
- Further development of wellbeing and engagement initiatives through Professional Learning on Wellbeing, Moodment Cup launch and LAT rewards system.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24, 198	<p>The school continues to employ an Aboriginal Education Worker to support and engage Aboriginal students and build strong relations with the Aboriginal community. The school celebrates Aboriginal culture provides opportunity for both Aboriginal and non-Aboriginal students to participate in cultural events.</p> <p>At the conclusion of Year 12, the all 3 Aboriginal students successfully achieved their HSC. Two of these students gained entry into university. Of the 8 students in Year 11, 7 have successfully transitioned into their HSC year.</p>
English language proficiency	\$361, 720	<p>In 2017, there were 1362 identified LBOTE students at Bonnyrigg High School. This equates to 90.3% of our school population coming from language backgrounds other than English. The percentage break down of LBOTE students who have been enrolled in Australian schools are:</p> <p>Less than one year – 2%</p> <p>Between one and three years – 4%</p> <p>Between three and seven years – 5%</p> <p>More than seven years – 89%</p> <p>563 of these LBOTE students have been identified as needing additional EAL/D support and have been assessed and phased as follows:</p> <p>Beginning – 2%</p> <p>Emerging – 11%</p> <p>Developing – 22%</p> <p>Consolidating – 66%</p> <p>In 2017, a staff member undertook a Graduate Diploma in TESOL and is now qualified as our school's EAL/D specialist. She worked extensively with the Head Teacher Teaching and Learning to ensure that our school met Level 1 of the EAL/D School Evaluation Framework. For 2017, the school developed targeted EAL/D classes in each year group, where a parallel model in delivering curriculum content was used. KLA teachers were chosen for these classes if they had a strong interest in working with EAL/D students in order to develop their literacy and language skills.</p> <p>EAL/D support teachers (1.8 teacher allocation) were assigned to these targeted EAL/D classes and followed the collaborative teaching model in addition to working with students in small groups to develop their</p>

English language proficiency	\$361, 720	literacy and language skills. For our Stage 6 targeted EAL/D students, these teachers were also involved in delivering additional English language skill classes once per week and were also provided with individualised teacher support during their study periods to ensure that they met the demands of their senior studies.
Low level adjustment for disability	\$350, 729	In 2017, 6 students received Link Support Program funding and 3 students received HSC Vocational Education and Training funding, which was used to assist students with a diagnosed disability to actively participate in work placement. 100% of senior students who received funding successfully participated in work experience and met outcomes associated with their relevant T VET subjects.
Socio-economic background	\$1, 255, 315	<p>Socio economic background has led to the implementation of a number of key initiatives:</p> <p>Multilit/Macqlit: Phonemic awareness testing of individual students with reading difficulties was carried out at the commencement of 2017 with 17 students being identified as having decoding deficits. These students were placed on the Multilit program, resulting in 41% successfully completing the program, with the remaining 59% of the students continuing in 2018. In term 4 2017 the Macqlit reading program was introduced, with the aim of improving reading skills of students.</p> <p>Men's Shed: 5 students from Bonnyrigg High were involved in the Men's Shed program, run by Open Family Learning and the PCYC Cabramatta, aimed at teaching students trade skills. 100% of student attending received their white cards and 40% receiving an apprenticeship. There was an improvement in overall school attendance of students in the program, by approximately 10%, whilst it was running.</p> <p>Party Program: 30 students attended the PARTY (Prevent Alcohol and Risk-Related Trauma in Youth) Program in 2017. This program is run by Liverpool Hospital, aimed at educating students on how to stay safe at parties or similar situations. As a result of attending the program students recognised risks and were better informed in making choices in the future.</p> <p>White Ribbon Day 27Th November 2017: 30 students attended the PARTY(Prevent Alcohol and Risk-Related Trauma in Youth) Program in 2017. This program is run by Liverpool Hospital, aimed at educating students how to stay safe at parties or similar situations. As a result of attending the program students recognised risks and were better informed in making choices in the future.</p> <p>RAGE/SCREAM: In 2017 Bonnyrigg worked</p>

Socio-economic background

\$1, 255, 315

closely with The Junction Works which facilitated RAGE for young men and SCREAM for young women. Both programs help students understand, learn how to control and express their emotions in healthy ways.

The program, designed with a series of hands on practical sessions, enabled young people to develop the skills to deal with anger. Data collected highlighted 50% of participants will be able to apply the workshop strategies to their life, 90% felt encouraged to participate in discussions, 90% learnt something new and 100% of participants would recommend this workshop to others. Overall a successful program suited to meeting the needs of the students at Bonnyrigg High School.

Eye Care Program: In 2017 30% of students at Bonnyrigg High school attended the program. Of the 411 students who participated it was discovered that 70 (17%) of students required glasses or needed an update to their prescription. The senior year students are at greatest risk of eye conditions going undetected, with year 12 being the highest group that were prescribed glasses or an up-date in prescription. 2.1% of students tested were detected with a colour vision deficiency, 0.5% were referred to eye specialist and 0.5% were referred to an optometrist for further management.

Vaccination Program with NSW Population Health: The vaccination program in 2017 saw the school coverage for girls, for the Human papillomavirus (HPT), was 81% and 61% for boys. The Diphtheria, Tetanus and whooping cough (dTpa) school coverage was 77%, and the chicken pox coverage was 72%. Year 11 and 12 received the meningococcal vaccine and coverage rates were 65% for year 11 and 73% for year12.

Youth Frontiers Mentoring Program: 6 students in years 8 and 3 students in year 9 participated in a NSW Government Youth Frontiers mentoring program. 100% of students were successful in completing the program, which focused on leadership, community engagement and civic achievements. All participants successfully completed group projects with all demonstrating confidence to plan and deliver a project within their community.

Life Skills: 12 students continued with the Life Skills program in 2017, with no new students being placed on the program in year 7 or 8. 100% of students in year 10 and year 12, on the Life Skills curriculum, successfully received their Life Skills Rosa or Life Skills HSC.

Boys Group continued in 2017 with sixty boys participating from a range of cultural backgrounds, predominantly focused on

<p>Socio-economic background</p>	<p>\$1, 255, 315</p>	<p>Islander culture. The programs engaged the partnership of New Leaf and inspire 180 representative Tony Hoang. Programs were run for groups from Year 7 to Year 10 focusing on a range of topics including goal setting, future pathways, bullying, behaviour, value of education, self awareness and respect, how to be a good role model and inspire 180.</p> <p>Outcomes of the program included building teamskills, communication and leadership skills, creating a haka, building a fence in the school, improved school attendance and engagement in learning and to strengthen values.</p> <p>Student response to survey showed that 100% of participants believed they had made progress towards making a change in their life, the program helped them make these changes and are working towards achieving goals they had set themselves.</p> <p>Big Buddy Program: Students showing leadership qualities in the Year 10 Boys Group program from the previous year were chosen to work with Years 5 and 6 from Mt Pritchard PS, Harrington Street PS and Bonnyrigg PS. These are three of our feeder schools, with almost half of our Year 7 intake coming from these schools.</p> <p>Outcomes included building leadership skills and awareness of positive role modelling, primary students build confidence and develop positive rapport with senior students attending the high school they have chosen to come to, and Year 7 students knowing that they have a Big Buddy to support and mentor them.</p>
<p>Support for beginning teachers</p>	<p>\$106, 339</p>	<p>Bonnyrigg High School follows the NESA's Great Teaching, Inspired Learning Blueprint for Action which involves improving teaching quality and student learning outcomes.</p> <p>Our school follows the Initial Teacher Education program. The program manager works with various universities in supporting our pre-service teachers with a detailed induction program to the school. For 2017, our school had:</p> <ul style="list-style-type: none"> – 7 pre service teachers and 12 pre service support learning officers from the University of New South Wales – 4 pre service teachers from Western Sydney University – 4 pre service teachers from the University of Technology, Sydney <p>Some of our permanent staff members have been matched with temporary teachers who are in their first two years of teaching. They are involved in the Entry into the Profession</p>

<p>Support for beginning teachers</p>	<p>\$106, 339</p>	<p>Mentoring program. In 2017, 18 teachers commenced with the program, whilst three beginning teachers continued to be supported into the second year of the program. All beginning teachers had their lessons observed, were provided structured feedback and worked with their mentors in implementing effective classroom management practices.</p> <p>All beginning teachers who participated in the program were required to submit their portfolio of evidence to NESA by the end of the year. All our teachers completed the portfolio and obtained Proficient Level Accreditation in terms of the Australian Professional Standards for Teachers.</p> <p>Bonnyrigg High School fosters an environment where professional learning is valued to develop teaching skills and knowledge in order to improve the overall performance of students.</p> <p>All teaching staff at the school had access to \$800 each towards professional learning courses. This was to ensure that all staff were able develop and maintain their practice in an area that they identified as a need in their Professional Development Plan. A number of staff chose to develop their skills and knowledge in their Stage 6KLA subject area, as new syllabus are being implemented in 2018.</p> <p>Whole school staff development days and nights focused around professional learning of staff in the areas of developing further knowledge development in NCCD and Autism, report writing, ICT, ALARM and assessment.</p> <p>Quality Teaching Rounds (QTR) continued in 2017. Eleven teachers who were involved in 2016 continued to be involved in QTR with 20 additional teachers joining the program in 2017. All teachers involved in QTR appreciated the professional conversations around classroom practice and valued the opportunity to observe diverse teaching strategies to improve their classroom practice.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$1989</p>	<p>In 2017 all students who have a refugee or new arrival status were supported with student assistance to ease their transition into Bonnyrigg High School.</p>
<p>Well-Being Framework</p>	<p>\$1000</p>	<p>This years focus for the Wellbeing team was staff morale and self-reflection of mental health. This is informed by the wellbeing framework. By assisting staff, they can better help students to identify their own wellbeing situations. At each of the Staff development days in 2017 there was a focus on Wellbeing to start the term with this concept at the forefront of teachers' minds. SDD1 was a return to school activity and interaction with new staff and</p>

Well-Being Framework	\$1000	peers. Staff were asked to make connections with each other to assist in morale. the learning for this day focused on personal reflection and mindfulness. the second SDD focused on being active together. Staff had the choice to participate in a wellbeing activity that directly correlated to their interest and physical activity. The counsellors shared with us a seven day strategy that they use with students that is now being used around the school. On SDD3 staff were provided with a BBQ lunch before completing a survey that identified their strengths. Staff shared these strengths and considered how these could assist in making Bonnyrigg High school a better connected and stronger school. At each of these staff development days, staff were required to reflect on how they could implement these strategies in their classrooms and student interaction.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	665	696	715	756
Girls	542	618	673	747

Student attendance profile

School				
Year	2014	2015	2016	2017
7	97	97.1	96.1	95.8
8	95.5	95.5	95.1	94.1
9	94.3	95.7	92.3	93.6
10	92.3	94.5	93.1	91.1
11	92.2	94.3	92	92.5
12	93.4	94.6	91.5	91.6
All Years	94.2	95.4	93.5	93.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Non-attendance issues in the school are handled via effective and early intervention, to minimise any negative impacts on student learning and wellbeing. Strategies have included weekly monitoring of students of concern (as indicated by data produced in the LAT report), interviews with students causing concern with the support of the Home School Liaison Officer where applicable, and identifying specific welfare and learning needs of students with poor attendance rates to connect students to appropriate programs and avenues of support within the school. Attendance Encouragement programs are in place to reward and acknowledge students with positive attendance patterns.

2017 saw an overall improvement in school attendance of close to 5% for the year which can be attributed to programs specifically designed to improve student

attendance. Such programs include:

- Attendance focus weeks which promote and foster a culture of positive attendance within the school, leading to a recognition amongst the student body of the importance and value of attending school daily
- The continuation of Project 10, an attendance initiative which aims to target the attendance rate of students towards the end of their ROSA year by involving them in educationally valuable experiences which develop their real world knowledge and skills. This has been received positively by students with a significant reduction in absenteeism.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	2	1.6	9
TAFE entry	0	1	6
University Entry	0	0	40
Other	0	0	8
Unknown	0	0	34

Year 12 students undertaking vocational or trade training

Bonnyrigg High School offered six curriculum frameworks in 2017, including Business Services, Construction, Information Digital Technology, Hospitality (Kitchen Operations), Entertainment and Sports Coaching.

74 students selected curriculum framework courses as part of their senior pattern of study, with an additional 12 students undertaking vocational training with external providers. 29 students had their VET course included in their ATAR and 1 student completed their HSC with the inclusion of a School Based Apprenticeship.

Year 12 students attaining HSC or equivalent vocational education qualification

Out of the 199 students in year 12 in 2017, 186 students received the Higher School Certificate. One student is undertaking a pathways pattern of study and 12 students received a Record of Student Achievement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	15
Classroom Teacher(s)	73.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	16.17
Other Positions	1.2

*Full Time Equivalent

In 2017, there were 4 staff members with an Indigenous background. This included an Aboriginal Education Officer, two SASS members and a teacher.

Workforce retention

Bonnyrigg High School has a core of stable staff, and growing community of new and early career teachers.

The retirement of one deputy at the conclusion of 2017 has seen the appointment of a new deputy into the Senior Executive team. The position of Head Teacher Administration (Lateness, Attendance and Truancy) was successfully appointed. One staff member left the school during the course of the year for a promotional position as Head Teacher Home Economics, and the current Head Teacher of Home Economics retired at the conclusion of 2017, whilst the Head Teacher of English concluded her year to commence maternity leave in 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

Bonnyrigg High School fosters an environment where professional learning is valued to develop teaching skills and knowledge in order to improve the overall performance of students. All teaching staff at the school had access to \$800 each towards professional learning courses. This was to ensure that all staff were able to develop and maintain their practice in an area that they identified as a need in their Professional Development Plan. Staff mainly chose external courses which focused on the development of skills and knowledge in their subject area, classroom management or meeting student needs through differentiated learning.

Whole school staff development days and nights focused around professional learning of staff in the areas of literacy and numeracy (through NaLL IT BHS program), assessment (developing marking guidelines, effective delivery of tasks and standardised assessment booklets), NCCD (Disability Standards online modules) and Quality Teaching to Quality Teaching Rounds (QTR). In 2017, QTR continued at the school. Teachers involved in QTR appreciated the professional conversations around classroom practice and valued the opportunity to observe diverse teaching strategies to improve their classroom practice. 11 teachers initially involved in the program continued their involvement with QTR, with an additional 20 staff member joining the program in 2017.

In 2017, there were sixteen staff members working towards Proficient Teacher Accreditation under NES. These teachers collected and annotated evidence samples of their work that demonstrated the Australian Professional Standards for Teachers. By the end of 2017 these teachers obtained their proficient teacher accreditation. During this time, there were also seven teachers who completed maintenance of their proficient teacher accreditation. Over the last five years, these teachers had to be involved in high quality professional development and write a report reflecting how their teaching practices align with the Australian Professional Standards for Teachers. All teachers maintained their proficient teacher accreditation.

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 (\$)
Opening Balance	2,612,605
Revenue	15,657,103
Appropriation	14,699,948
Sale of Goods and Services	127,100
Grants and Contributions	786,932
Gain and Loss	0
Other Revenue	0
Investment Income	43,122
Expenses	-15,415,516
Recurrent Expenses	-15,354,507
Employee Related	-13,292,466
Operating Expenses	-2,062,041
Capital Expenses	-61,009
Employee Related	0
Operating Expenses	-61,009
SURPLUS / DEFICIT FOR THE YEAR	241,587
Balance Carried Forward	2,854,192

Bonnyrigg High School has an established Finance Committee with representatives from all levels of staff. Applications for funds are made at the end of each year for the following year. All faculties and programs need to apply for funding. The applications are made to and approved by the Finance Committee. The budget is presented to the Parent Group at the first available meeting.

No under spending occurs. All government funds are expended. Any excess that does occur is in community funds. The school actively raises funds for student use. These funds are used for maintaining the school bus, and upgrading school facilities. Currently the school is refurbishing the indoor sports centre with the addition of a fitness centre. In addition, significant purchases of computers, laptops and interactive data projectors for classrooms has been made. Future projects include the upgrade of the school oval in late 2018. A program of refurbishing the kitchenette areas of staffrooms is underway as many are the original areas from the 1960's.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	12,409,277
Base Per Capita	212,077
Base Location	0
Other Base	12,197,200
Equity Total	1,821,460
Equity Aboriginal	21,494
Equity Socio economic	1,300,000
Equity Language	206,226
Equity Disability	293,740
Targeted Total	67,893
Other Total	190,273
Grand Total	14,488,903

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.

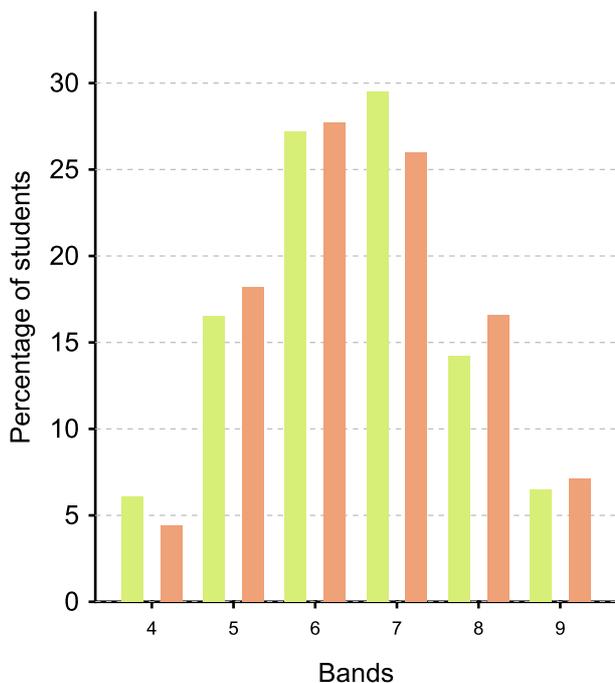
School performance

NAPLAN

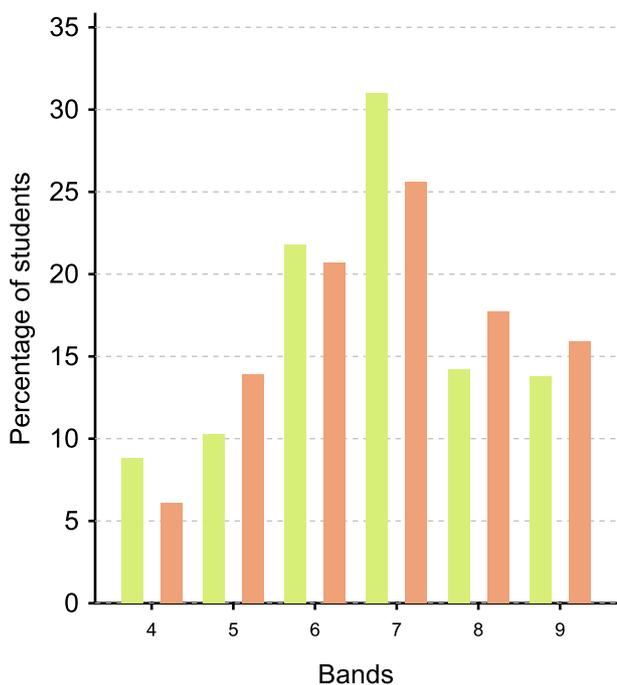
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The school continues to work towards improvement in literacy results for NAPLAN, with spelling identified as a particular strength for more than 60% of both the Year 7 and Year 9 cohorts, who performed in the top three bands. Year 7 students in the area of grammar and punctuation performed well, with over 60% of the cohort performing in the top 3 bands. Over one half of the year 7 group also performed in the top three bands in the area of reading. Approximately half of our year 9 students achieved in the top 3 bands for the reading and spelling and punctuation. The school has continued the implementation of whole school literacy and writing programs such as PEEL, and A.L.A.R.M (a learning and responding matrix) was launched in 2017, as part of a whole school focus and strategy to improve student writing.

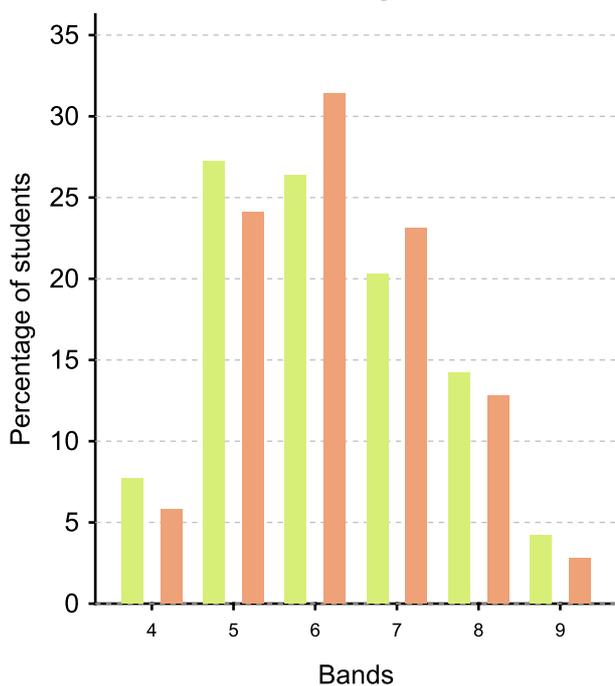
Percentage in bands:
Year 7 Reading



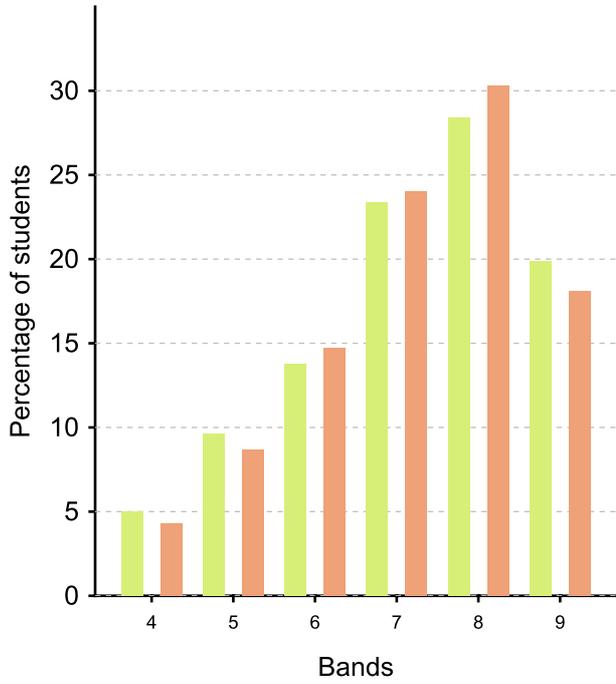
Percentage in bands:
Year 7 Grammar & Punctuation



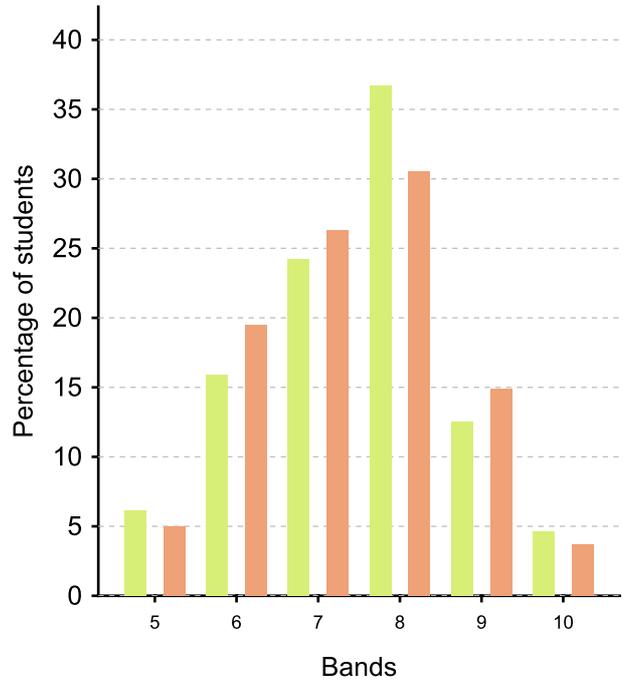
Percentage in bands:
Year 7 Writing



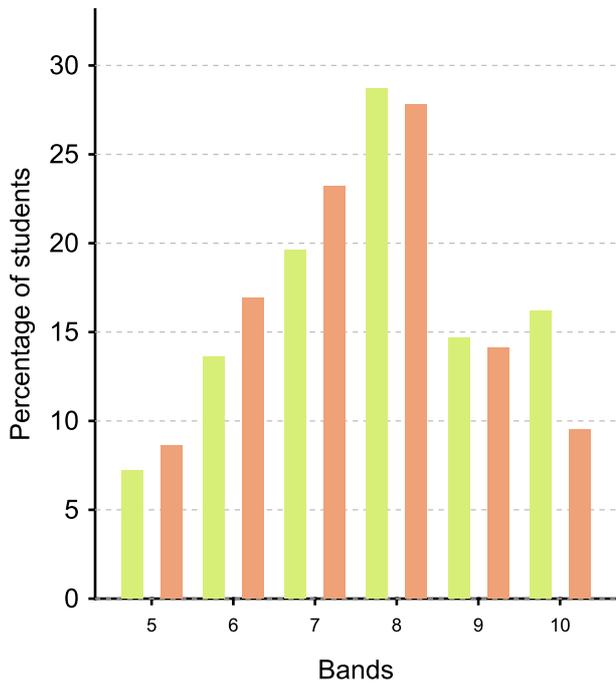
Percentage in bands:
Year 7 Spelling



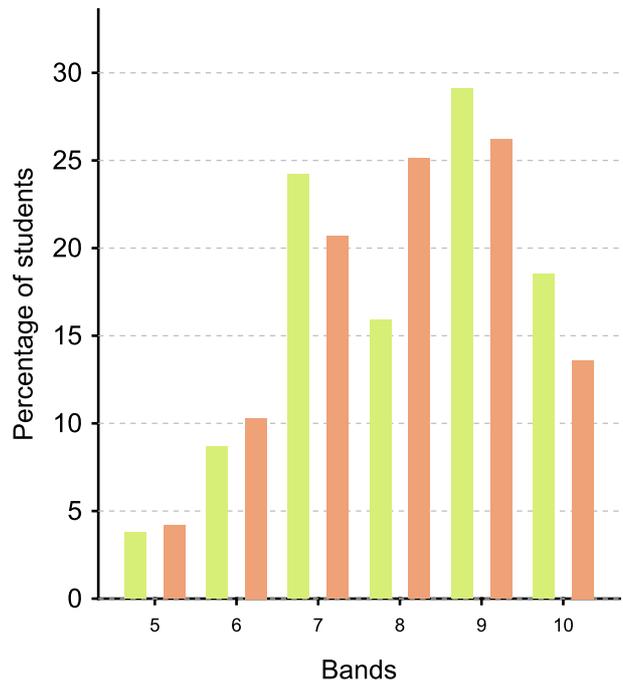
Percentage in bands:
Year 9 Reading



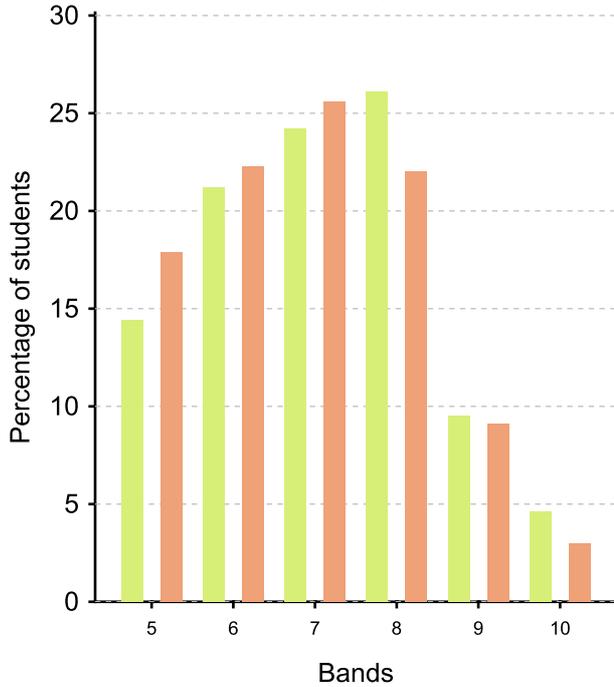
Percentage in bands:
Year 9 Grammar & Punctuation



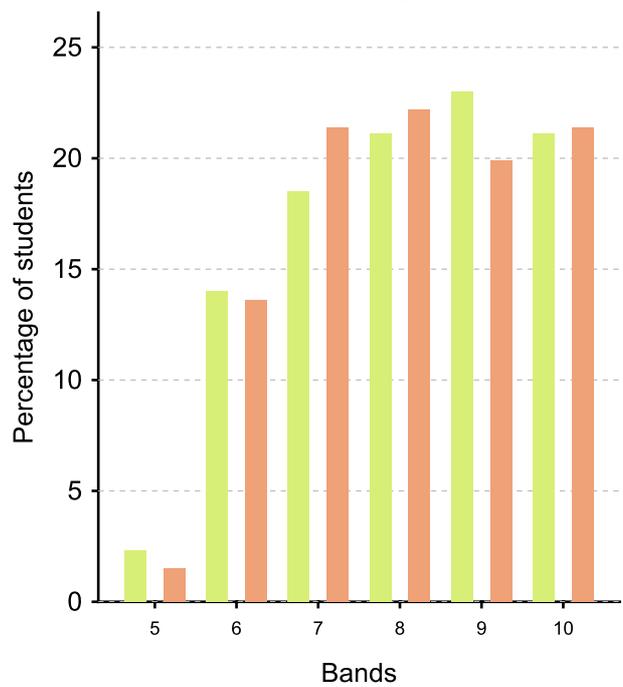
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



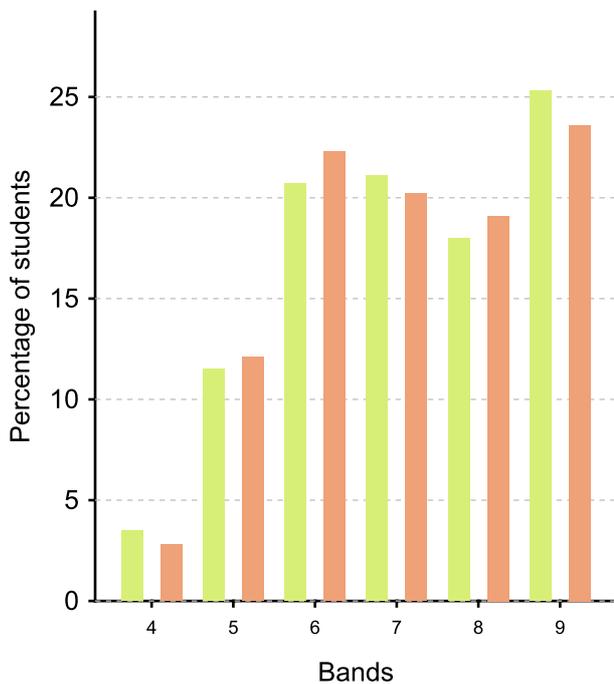
Percentage in bands:
Year 9 Numeracy



In Numeracy, students continue to perform consistently, with 60% of students in both the Year 7 and Year 9 cohorts achieving in the top three band levels. The school has continued to lift students out of the lower bands through the use of Mathletics and providing additional support to students in the form of practice questions and skills development.

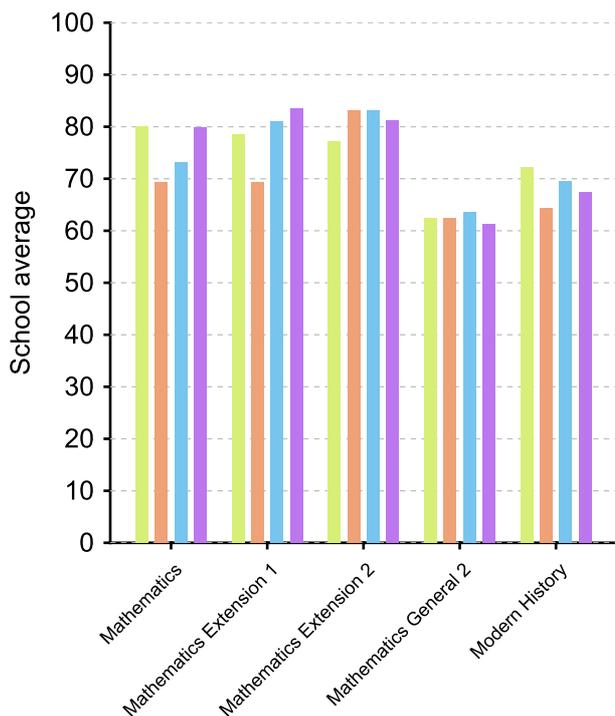
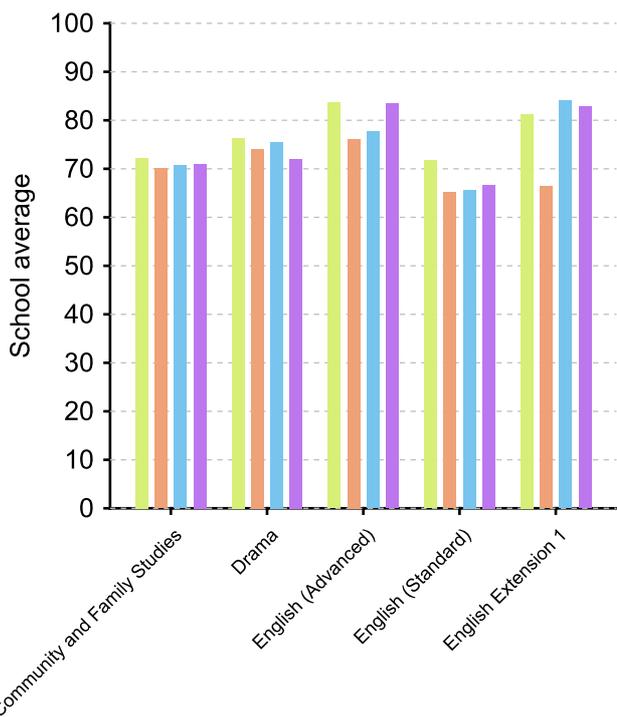
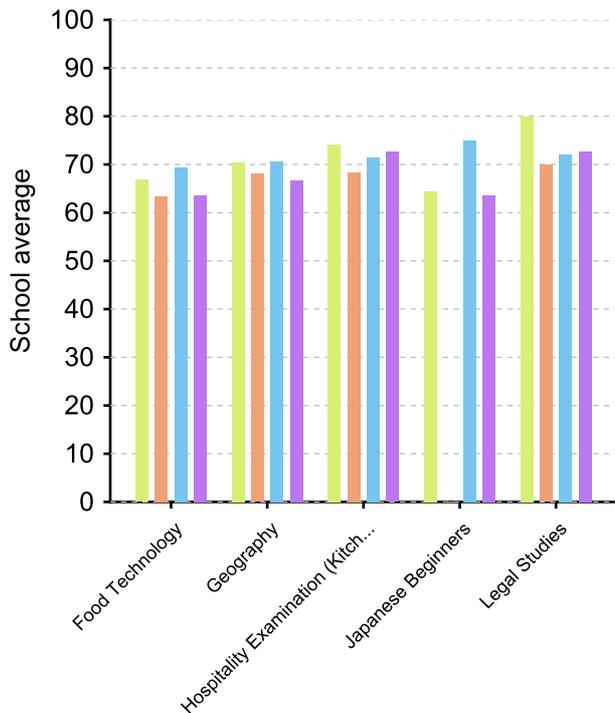
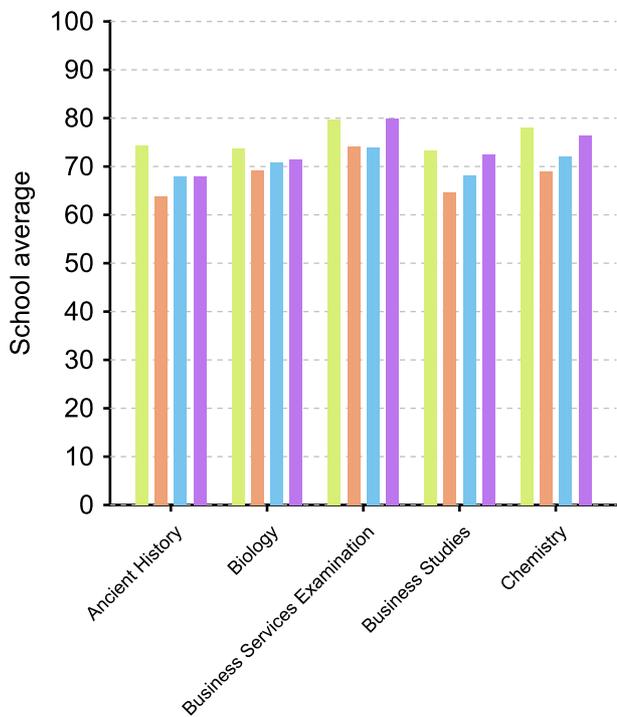
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au>, and insert the school name into the "Find a school" search field. Select "GO" to access the data collected from the school.

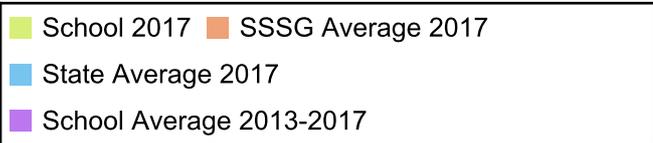
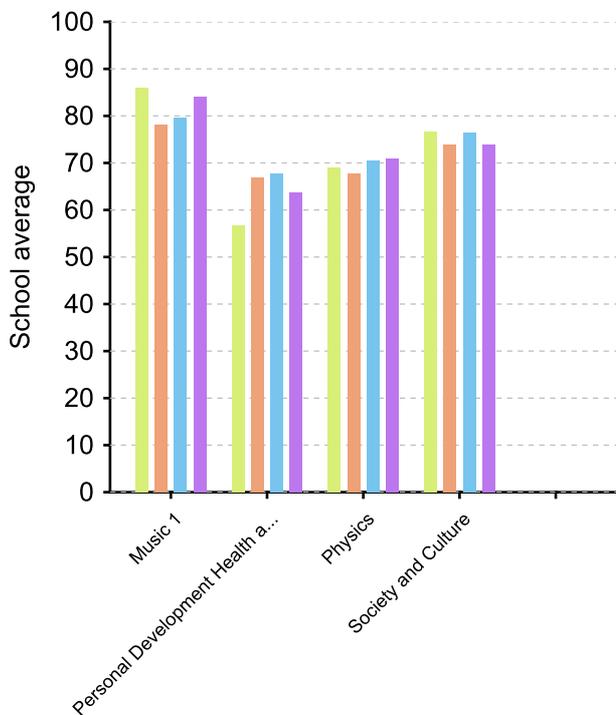
Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





Parent/caregiver, student, teacher satisfaction

In 2017, Bonnyrigg High School sought the opinions of students, parents and teachers through a survey called *Tell Them From Me*. The survey focused on teacher, student and parent engagement at school. 1143 students participated in the survey. 65% of student felt accepted by their peers and others, 80% felt they had friends they could trust o help them make positive choices, 80% believe school is useful in their everyday life and will have a strong bearing on their future, 91% of students display positive behaviour at school and 22% of students participated in extra school curricula, such as music, drama, and art. 36% of students have high levels of happiness (which was below NSW Government norm), with data showing boys were happier than girls.



Policy requirements

Aboriginal education

Bonnyrigg High School continues to make a strong commitment to Aboriginal Education. The school promotes Aboriginal culture by celebrating many cultural activities. NAIDOC Week was marked by a traditional Welcome Dance by the students for the parents, as well as a series of Formal Assemblies where Aboriginal culture was celebrated. Bonnyrigg's Aboriginal students performed at Harrington Street Public school's NAIDOC celebrations. In addition, many of our Aboriginal students were involved in sharing culture through dance by teaching Aboriginal dancing to students at the local primary school.

In 2017, the student body and staff elected an Aboriginal student, Mikaela Bergen, as School Captain– the top student leadership position. Mikaela proved to be an exceptional and highly motivated leader who coordinated numerous successful activities and was significantly involved in the life of the school.

One of our Year 12 students, Mark Heath, was triumphant in winning the prestigious ADF Long Tan Award. This award recognises students who have demonstrated leadership and teamwork both within the school and broader local community.

Four of our female senior students were supported by local organisation KARI when they made their debut. Personnel from KARI, the local Fairfield LAC, and many parents and community members made the night a huge success. Strong ties continue with external educational groups who have worked with our students throughout the year. These include UWS–Pathways to Dreaming—who worked with Year 8 and 9 and AIME from Sydney University who worked with years 10 and 11. Year 10 student Robert Wilkins is to be congratulated, having been awarded the Most Outstanding Performance of the Year and the Too Deadly Award winner for his involvement in the AIME Program.

5 students participated in the NRL School to Work program which supported our students in Year 12. These students forged strong links with these organisations, and were also provided with the opportunity to meet other young Aboriginal students who are also pursuing their career goals.

A Bonnyrigg High School Aboriginal debating team took part in the Aboriginal Great Debate, held at NSW Parliament House. The team argued their case with conviction, persuading members of the audience of the validity of their perspectives. The team performed extremely well, showcasing the varied talents that our Aboriginal students possess.

Our students continue to take part in a multitude of events. In 2017, this included Aboriginal Awareness and Prevention Shield, where our Aboriginal basketball team placed second. A great day was had by all, particularly as one of our Year 7 students, Tuilburra O'Hara, was nominated as the 'best and fairest' player.

The school continues to support Aboriginal students through the implementation of programs such as Sista Speak and Men's Business. Sista Speak was run in term 2 and these workshops inspired and motivated our students about the importance of education in addition to raising their awareness about the diverse career paths available to them, focusing specifically on issues of self-esteem, identity, friendships, careers, health, culture and leadership. For the Aboriginal boys, Men's Business was a successful wellbeing program which helped the boys embrace their Aboriginal identity and achieve their life goals. In addition, local elder Maureen Clayton shared her knowledge of traditional Aboriginal land management with Year 10 Science. Students were able to make useful links with what they learnt, how the Aboriginal people conserve the environment and the continuing relationship they still have with it.

During term 4, representatives from Fairfield Liverpool Youth Health Team and Traxside Youth Services Campbelltown presented successful workshops in the areas of self-esteem, indigenous games, drugs and alcohol, health and nutrition. Twenty two of our Aboriginal students participated in this valuable Health in Schools program.

Two students in Year 11 were successful in their application to participate in the NRL Youth Leadership summit, where they took part in various cultural and leadership workshops. The summit provided our students with valuable insights, enabling them to take advantage of opportunities which present themselves after school.

Two of our Year 11 students continue to work towards attaining a Certificate 2 in Business Services through Aboriginal Educational Services. This traineeship in Business Services Administration includes a work placement component, completed through Westfields PTY LTD.

Two students were successful in their application to the UTS Galuwa program, which specialises in providing students with the opportunity of studying visual arts and visual design. This program introduces them to the undergraduate design programs at UTS in the areas of photography, digital design and animation. This was a rich experience for the students involved.

The school continues to foster positive links with the Aboriginal community, hosting regular events to communicate with our Aboriginal families. During term 4, a successful gathering took place during a morning tea. On this occasion, members of our Aboriginal Education Team outlined the Aboriginal Education program for our guests, and sought feedback from the community. The Aboriginal Education Worker continues to engage tirelessly with our students and their families.

Once again, Aunty Mae Robinson, an esteemed local elder, made a valuable contribution to our end of year Presentation Night. She welcomed us to Darug land, presented awards to various students, both Indigenous and non-Indigenous, whilst promoting values of education, excellence and hard work.



Multicultural and anti-racism education

To maintain an inclusive learning environment for both staff and students, a trained teacher fulfils the role as the Anti-Racism Contact Officer (ARCO). There were minimum reports pertaining to issues of alleged acts of racism at BHS as teachers and students appreciate and celebrate the diverse nature of the school. The occasional reports made within the year were swiftly acted upon via investigations and interviews with the parties involved. Resolutions were firmly established and students affirmed their understanding that racism is not tolerated school. Education for the students was also implemented in order for them to realise the values of BHS and increase their level of empathy, which they themselves can practise within the community. Follow-ups on the incidents were made to ensure that there was no repeat behaviour.

Other school programs

Creative and Performing Arts

Creativity and higher order thinking is well fostered at Bonnyrigg High School. We have a long tradition of providing opportunities for students to express themselves through a wide variety of forms within the Creative and Performing Arts Faculty. Students are encouraged to explore and extend their talent and skills across disciplines using many diverse methods according to their interests and talent. They are also urged and motivated to excel as an individual or to work collaboratively to explore, experiment, create and perform.

Achievement within the 2017 HSC Creative and Performing Arts students was highly commendable. In particular Music 1 results were again outstanding with an increase of students achieving at the highest Band in the HSC. Out of the 14 candidates presenting for the examination, 5 students achieved Band 6 results, an increase of 10% on top of the previous 25% of the 2016 results. 7 students achieved Band 5 and 80% of the candidates achieved their best result in Music above all their alternate, examinable subjects. The Visual Arts cohort gained solid achievement with 56% of the students gaining their highest result in the subject. Both Music and Visual Arts HSC results were above state average, Music 3.8% and Visual Arts 1.4%. It should also be noted that across both areas of Music and Visual Arts, no student had the subjects as their lowest achievement for the HSC.

The Annual Art Exhibition ("ART Vantage") gave Visual Arts HSC students the opportunity to present their completed Body of Works in a public forum, validating their efforts and enabling them to receive critical input into the final submission to the Board of Studies. This year saw a significant leaning towards the integration of technology in many of the works through Graphic Design and through students' art making practice for the Body of Works. Stage 4 and Stage 5 selected works included in the display, indicating the potential for the continuation of a strong and thriving art culture within the school. We were fortunate to again be able to include work by Loribelle Spirovski, an ex-student who was nominated as an exhibiting artist in the 2017 Archibald Prize. This inclusion allowed students to appreciate the real world importance of the Arts within Australia in a direct and relevant manner.

Our evening of Music, "Bonnyrigg Live" clearly demonstrated the highly honed skills of the students in performance technique and accomplishment across all items, and gave Music HSC students an additional and valuable opportunity to practice and fine-tune their repertoire for their practical examination. Music at Bonnyrigg High school continues to be an area where students are able to create and express themselves with confidence and proven success.

Throughout 2017, Music performances were well received by a variety of audiences. Participation in Recognition Assemblies, Presentation Night, and Graduations gave students many opportunities to

perform and promote the Arts within the school community.

Creative and Performing Arts students participated in a wide range of excursions to exhibitions, community displays, performances and incursion workshops including: The National Arts School and IAM recording studio session. These experiences enable students to appreciate the Arts in a real world context, giving vocational credence to the various disciplines offered within the school.

Dance

Dance at Bonnyrigg High School has continued to flourish and grow as a subject and extracurricular activity throughout 2017. With the completion of the state of the art BHS Dance Studio, Dance has been provided with a platform to enhance the technical and performance ability of the students. The studio boasts a professional sprung floor, is fully fitted with professional barres, mirrors and surround sound system, and has the added benefit of a substantial storage room and change room facility.

Dance has continued to expand as an elective subject in years 9–10 and HSC subject for years 11 and 12. Audition numbers are continuing to rise for the Junior and Senior Dance Ensemble and the strength of the Dance Leaders program has been measured by the interest and performance growth of both the student leaders and performers. The Year 10 dance students have been integral to the development of the 'Senior Dance Leaders program' which is in its fifth consecutive year. This initiative enables the senior dance students to develop their leadership skills by mentoring junior students in years 7 to 9 under the guidance of the dance teachers, Miss Joanne Gilmour and Miss Nicole Press.

For the second time, in 2017, BHS had 4 items represented at the Ultimo regional Dance Festival Dance Ensemble, performing at the Seymour Centre with schools selected from across the Ultimo region. Works from Year 9 and 10 elective were presented, and the Junior and Senior Ensemble performed with pride in the professional venue.

The students were fortunate this year to be able to represent BHS as they demonstrated the Finale routine of the Southern Stars Arena Spectacular, as choreographed by BHS Dance teacher Joanne Gilmour. This opportunity developed students' confidence, fine tuned their technique and showcased the talents of BHS students to hundreds of schools across NSW. The students were part of the choreographic process and filmed the routine, which was delivered to all participating schools as a learning tool. The selected students were the demonstrators of the movement for the rehearsals, held in front of thousands of performers at the arena style event.

Dance has enabled students the opportunity to excel in Performing Arts, through an array of experiences and opportunities offered throughout the year. The elective classes, ensembles and interest groups consist of both males and females from a range of cultural

backgrounds and individual needs.

This year, the dance students represented Bonnyrigg High School at the following events:

- 2017 NSW Schools Spectacular Combined Dance
- Southern Stars Arena Spectacular
- Ultimo Regional Dance Festival
- 2017 Annual Bonnyrigg High School Dance Night
- NSW Aboriginal Dance Company

Ensemble and elective dance students attended a variety of excursions including a trip to the city to view '2016 Callback', professional musical theatre performances and Sydney Dance Company performances at the Roslyn Packer Theatre. All of these experiences assist in exposing them to a variety of styles with which to develop their movement vocabulary, supplementing the course work explored within the classroom.

2017 was the third year students from BHS were represented in the prestigious NSW Aboriginal Dance Company, tutored by members of the Bangarra Dance Theatre. Abbey–Jane Bergan in Year 9 represented BHS with pride and developed her traditional Aboriginal dance technique and skills.

For the fourth consecutive year, 10 selected Dance students were successful in their audition to perform in the NSW Schools Spectacular, held at the Qudos Bank Arena. The event showcases the talent of the highest calibre of performing arts across dance, music and drama and is invaluable in shaping the development of the students' performance skills.

This year's annual BHS Dance Night was held in Term 3. The evening was a huge success with a variety of dance styles performed by students from Year 7 through to 12, featuring solo, duo and group performances covering a variety of styles and cultural representation.

For the second time, the Drama and Dance HSC classes combined to perform for family and friends in a showcase of their HSC works, in preparation for their practical HSC Dance and Drama examinations. The 6 HSC dance graduates were the fourth graduating Dance class at BHS and the first class to complete the dance course through years 9–12. The students showed great progression throughout the 4 years and developed their skills in performance, composition and appreciation and successfully completed the HSC examinations, achieving their personal best across all facets of the course.

2018 is already shaping up to be another busy year of Dance at BHS with the appointment of a second permanent dance teacher, Miss Nicole Press.

English

2017 has seen the English faculty again expand in numbers. We have one of the largest faculties in the school, encompassing 19 teachers, 15 of whom are permanent appointments. As the student numbers in the school grow, so too must the teaching staff, with English the only compulsory subject to HSC level.

In 2017 the English Faculty continued with the overhaul of curriculum and assessment in preparation for the implementation of the New English Syllabus. All teaching programs were solidified and backward–mapped from assessment tasks connected to outcomes set by the New South Wales Educational Standards Authority (NESA). 2017 continued to oversee the workshopping of new syllabus documents for Stage 6 English, as well as the integration of the English Textual Concepts in all Year 11 Programs. The faculty is confident that the curriculum designed for the students is inclusive, engaging, innovative, challenging, and meets all cross–curricula priority areas set by the Australian Curriculum. New text selections have also been cemented, reflecting the New English Syllabus modules, rubric and expectations with more tangible links to texts studied at HSC level.

The English Faculty had some success in the HSC in 2017. Some results were outstanding, especially in Advanced, Extension 1 and Extension 2 English. In Advanced English, six of the 47 candidates received a Band 6; In Extension 1, two of the 13 candidates received a Band E4. I am pleased to report that Advanced continued a trend of growth as our students achieved 2.18% above State average. But the standout in 2017 was our Standard cohort who successfully achieved above State average for the first time in several years. This is extremely pleasing to see, and we are confident the trend will continue as our school continues to grow. Our examination of the Results Analysis Package data (RAP data) released by NESA informs our pedagogy for the coming year, with clear direction on where to focus our efforts for further improvement.

During 2017, students from Bonnyrigg High School participated in a variety of competitions that extended their learning, from spelling, reading and writing to debating and public speaking. Many students participated in the University of NSW International English competition. We yet again had more Year 7 students than ever before participate. We had some great results with five distinctions, nineteen credits, six merits and 23 participations.

Furthermore, 2017 saw students demonstrate their active interest and engagement in debating and public speaking programs. Two teams of Senior and Junior students participated in the NSW Premier's Public Speaking Program. The Junior team consisted of: Chloe Athanasiou, Siham Chahine, Issabella Ferraro, Michael Hughes, Ivan Jied, Nezaket Okzus, Kimberley Pham, Massimi Russo, and Abbey Murphy. With the guidance of their coach, Mr Stewart, the team was able to reach the Quarter–finals of the Regional Finals. In addition, the Senior team consisted of: Mikki Ogden, Sang Ho, Kevin Tran, James Dobkowski, Anita Tomic,

Stefan Vujanic, Manar Al-Ogaidi, Mandy Bui. With the ongoing support of their coach, Ms Hollinger, they successfully reached the Semi-finals of the Regional Finals. An outstanding result.

Faculty members continued to extend themselves in areas outside of the school during 2017. Mrs Nightscales assumed the role of Project Leader as part of the MESH initiative, a state wide program that designed support materials for the new 2019 English Stage 6 Text Prescriptions. The program is set to be published on the NESA website in November 2017. Mrs Nightscales continued to collaborate with other English teachers to present at the annual ETA Extension 2 English students day at Beverly Hills Girls High School. A number of members of the English faculty also engaged in external marking operations during 2017, ranging from NAPLAN, to HSC Standard English and Extension 2 English, with Mrs Nightscales again undertaking the role of Senior Marker at Extension 2 marking.

Moreover, Mrs Nightscales and Ms Le were fortunate enough to work on a HSC Examination Committees, where they worked with other teachers from various schools across New South Wales to write the HSC exam for 2017.

There was much participation in external Drama activities in 2017, with students from Years 7, 8, 9 & 10 achieving the great honour of performing at the State Drama Festival. In addition, Ms Hollinger and Ms Van Muster had the auspicious opportunity to be involved with the first ever school spectacular Drama segment. Both staff and students found the chance to practice, present and perform to the state to be an enthralling and entertaining exercise.

In addition, several Year 9 students were successfully selected as one of six finalists in the Sydney Water's 'Brand without a bottle' short film competition. In the competition they called on their creative skills to write a compelling short script that shifted public perceptions and encouraged people to choose tap water over bottled water. Despite over 50 scripts being submitted, Liz Minor, the Sydney Water's senior advisor commended Bonnyrigg students for their ingenuity and creativity.

Bonnyrigg High School's involvement with the Sydney Story Factory grew in 2017 with students involved in several projects. Isabelle Fischer, Vanessa Vuong, Anne Trinh, Victoria Basset-Wilton, Issabella Ferraro, Sarah Hoang, Betty y, Jennifer Le, Megan Nguyen, Katie Campbell, Mary Temmo and Stefan Vujanic were involved in Photo Faction, a collaboration between The University of Sydney, The Australian Centre for Photography (ACP) and The Sydney Story Factory in which the students composed stories based on photographs taken by other schools in South West Sydney. After being trained by the ACP, the students took photographs which were used as inspiration for stories by students from Canterbury Boys High School, before composing stories inspired by images created by students from Liverpool Girls High School. The work was published online, with audio interviews at <http://www.sydneystoryfactory.org>.

[au/programsummary/photo-faction](http://www.sydneystoryfactory.org).

Additionally, Bonnyrigg High students were lucky enough to participate in Sydney Story Factory's State of Mind project. This project involved 750 students from 35 schools from all over NSW, with Kevin Ngo, Michelle Do, Isabelle Fischer, Divashli Dayal, Deborah Nguyen, Teba Naeem, Thao Nguyen, Rachel Huynh, Jenny Thai, Sophina Xu, Robert Wilkins, Aditya Patil, Erik Jankovic, Errol Yusuf, Jennifer Vu, Isabel Corte, Robert Kirkbride and Jessica Le representing Bonnyrigg High School. This work was published in a small anthology, while Jenny Thai's short story was published in the official State of Mind anthology. Both of these publications are available in the school library.

Amazingly, Bonnyrigg had two students publish novellas at the end of 2017. Isabelle Fischer's *Starshifter*, and Victoria Basset-Wilton's *Rose* were the result of a years' work and mentorship from the brilliant staff and volunteers from the Sydney Story Factory. Each of these books are available to borrow in the library and both are excellent reads from our burgeoning authors. Both girls are involved this year again; where Victoria is working on a brand new idea, while Isabelle is working on her much anticipated sequel to *Starshifter*.

Moreover, Mrs Freeman returned to the helm of the Newspaper Group in 2017. The students worked on news articles for Champion Schools, having their articles published in special editions of the local paper. The Champion Schools team consisted of four members of committed students who meet with students from Canley Vale, Cabramatta, Prairiewood and Bossley Park High Schools to create interesting news articles about local school communities under the guidance of Christopher Bolous –Editor of the Fairfield Champion. Isabella Ferraro (Year 8), Kelly Nguyen (Year 8), Sophina Xu (Year 9) and Rachel Huynh (Year 9) had articles published in the Fairfield Champion throughout 2017 that focused on successes achieved by students at Bonnyrigg High School.

The student newspaper group also composes and publishes the 'Bonnyrigg Bulletin' once a term to further showcase the successes of students across the Bonnyrigg High School Community. Mariana Borsoum (Year 10) and Faith Moala (Year 10) helped to create the student newspaper and will be participating in the Champion School's writing program in 2018.

Finally, the Peer Support program coordinated by Mr Elafros, Mrs Freeman and Mr Stewart underwent an overhaul in 2017, with all of the Year 9 cohort undertaking the Peer Support Leadership Training. This was a successful tool to ensure that students were given the opportunity to partake in an extra-curricular activity that showcased their leadership capabilities. The 60 successful students are now Peer Leaders at and will work with groups of Year 7 students to aid in their transition to High School through the development of positive peer relationships.

History

The History Faculty and our students have enjoyed much success in 2017. Our subjects have continued to enjoy improved results, particularly in this year's HSC. Both Ancient History and Legal Studies achieved results markedly above state average this year, and many students achieved a well-deserved result. Of particular note, students achieved Band 6 results in Modern, Ancient and Legal Studies, an impressive 6 students achieved a mark over 90 in Legal Studies, and another 15 students achieved a mark above 80 – some of our best results to date. One Legal Studies student was offered early entry into the University of Wollongong to study Law. Well done to all of our hard working HSC students!

History students in years 7–10 were hard at work this year, engaging in a series of learning activities aimed at improving student writing and literacy results within the context of our subjects. All students have been using the PEEL strategy to improve their paragraph and extended writing, and we have seen some excellent improvements and results from students of all abilities as a result. Our students have also continued the trend of creativity in History this year, with many students submitting high quality artistic representations of historical events and trends, demonstrating a wonderfully diverse range of talents.

Once again we have continued to maintain our high level culture of Remembrance at Bonnyrigg High School, with students reflecting on the past and observing ANZAC Day and Remembrance Day at whole school ceremonies. These ceremonies are run by the History Faculty and engage student ANZAC Ambassadors to deliver speeches and read poetry for all students, encouraging a high level of respect for traditions and the sacrifices made by those who have served at war. Our ANZAC Ambassadors have also represented Bonnyrigg High School at several community remembrance ceremonies this year, including The Battle for Australia Memorial. All students thoroughly enjoyed the events and learned about the importance of upholding these traditions, while making links with the community.

Year 10 History student Stefan Vujanic has excelled this year, submitting an excellent digital presentation as an entry for the Premier's ANZAC Memorial Scholarship. Stefan was successful in his application, earning a coveted position on the 2017 Premier ANZAC Memorial Tour of France, Belgium and England. Stefan was one of only 22 students across the state to successfully win the scholarship, and found the tour insightful, moving and an incredible learning experience. Stefan was able to share his experiences with the school at the 2017 Remembrance Ceremony and was applauded by the whole school community for representing Bonnyrigg High School to such a high standard. Well done, Stefan.

Several Year 10 Elective History and Mandatory History students have also submitted entries in the Simpson Prize. The Simpson Prize is a national competition for Year 9 and 10 students. The competition encourages

participants to explore the significance of the Anzac experience and what it has meant for Australia. Winners of the Simpson Prize travel to overseas battlefields the year after they submit their entry, and we eagerly await the results of the competition and wish the best of luck to our entrants.

Home Economics and Hospitality

The Home Economics and Hospitality faculty had another successful year, where students were provided with opportunities to explore, refine and excel in a variety of subjects in Stages 4, 5 and 6. We continue to teach an exciting curriculum, recognising the valuable role a diverse range of courses can have in promoting the wellbeing of students both now and in the future. The key focus is on practical and production work to enhance students' skills in today's society. We offer courses in Food Technology, Textiles Technology, Hospitality Kitchen Operations (Commercial Cookery) and Computing, as well as the Year 9 and 10 Z elective special interest subjects of Cake Decorating, Café Skills and Costume Design. The faculty has continued to grow, with an increasing number of students selecting these elective subjects, as food knowledge and preparation skills gain popularity.

Our Hospitality Trade Training Centre continues to operate successfully, with students gaining active industrial work experience in providing Hospitality service through catering many school functions. The facility has also been used by Stage 5 students to run school café, providing hot beverages and full sit down breakfast service for school staff.

The Year 12 Hospitality students catered a Buffet lunch for the Selective Principal's meeting held at our school in February. Mr Ferguson's Year 11 students produced and served a three course meal to the members of the school executive team. Mrs Pandey's and Mrs Sharma's Year 11 classes catered for almost one hundred attendees for the White Ribbon Day event organised by the Welfare team, preparing and serving a selection of finger food in the school hall.

The Annual Regional VET award for Hospitality (Kitchen Operations) was awarded to Kelly Wen as the school finalist. Kelly Wen also achieved a Band 6 result in HSC Hospitality exam, being the 7th highest result in the State.

Excursion highlights in 2017 included, Sydney Tower revolving restaurant for Year 12 Hospitality and Food Technology students, and fashion drawing workshops at the Whitehouse Institute of Fashion Design in Sydney for senior Textiles students.

The year ended with the retirement of our Head Teacher Mrs Bond and our senior Textile teacher Mrs Chareunsouk-Heartly taking a promotion at another High School.

Industrial Arts

In the last twelve months, the faculty has been building its technology resources and equipment following a lengthy rebuild of the Industrial Arts block. There has

been a number of staff changes and an expansion of courses delivered within the KLA.

Teachers are continuing to follow processes for setting up classroom spaces in order to create engaging learning experiences. New technology including 3D printers, a laser cutter, a 3D mill, a vinyl printer and 30 new PCs have been sourced to equip the faculty with tools to provide relevant learning practices. These machines give students better practical opportunities to prepare for the changing nature of small-scale industries commonly found throughout modern Australia.

The faculty is preparing for the introduction of a new National Stage 4 Technology syllabus, by experimenting with broader technologies and developing strategies that enlighten the learner. This approach gives students more meaningful learning challenges expected of the twenty-first century learner.

HSC results are trending more positively, especially in Industrial Technology Furniture, while the foundation year of Engineering Studies has been moderately successful. Computing courses including IPT and SDD continue to have steady results, while VET related courses are becoming more popular with students interested in pursuing vocational pathways.

IST and a range of Z-electives continue to be popular. Professional learning has been undertaken by the faculty to continue to impress upon students the value of technology in everyday living.

The faculty continues to refine, clarify and develop school-focused strategies to improve overall HSC results in a growing school population made up of diverse ethnic and lower-economic backgrounds. These strategies include PEEL from the floor up and ALARM from the ceiling down. More importantly the faculty will continue to provide students with opportunities to learn from project-based experiences, which in turn expand creative and collaborative thinking, expected of the modern twenty-first century learner.

ICT

Bonnyrigg High School continues to significantly use technology in all aspects of its teaching and learning.

This year, upgrade of faculty laptops for student use has commenced. Our computer technicians are currently rolling out these new resources, which will see further access to students for their learning. The school currently employs 2 technicians to support students and staff with their technology needs.

New fibre has been run to the hill area to further support the new portables and dance studio with a fibre optic backbone and gigabit managed switches.

The school continues to employ a social media coordinator to ensure Facebook, the school website, Skoolbag, the electronic LED board, Parent and student portal and the school calendars are updated in a timely fashion to further improve communication

between the school and community.

Parents and students have access to the SENTRAL portal as a means of communication with the school. This allows the BHS community to check timetables, reports, student attendance and assessment tasks. There has been a positive response from our community, with at least 85% of students and parents utilising the software.

The BHS BYOD policy has continued. The policy allows students from years 7 to 12 to bring their preferred technology device to school. BYOD options include smart phones, tablets and laptops and no operating system has been specified.

Languages other than English

2017 was a significant year of growth for the Languages faculty. With the demand of Languages building in Bonnyrigg High School, more Languages teachers were brought on board. Thanks to the hard work and enthusiasm of the faculty members, who are more than willing to demonstrate their knowledge and experience, the students at Bonnyrigg High School have developed their cultural understanding and foreign language skills.

In 2017, the Languages classes continued to grow, with multiple junior and senior classes in Chinese, Japanese, Vietnamese, and Spanish classes. This has been the greatest variety of languages ever taught at Bonnyrigg High School. Students completed the HSC Spanish, Chinese, Vietnamese and Japanese courses, with HSC Spanish being taught for the first time in many years. With the rise of interest in languages, the teachers organised multiple excursions and incursions to help students embrace the cultures they were studying. These excursions and incursions were linked to student assessment tasks.

Bonnyrigg High School was given the privilege of hosting a prestigious event called China Day. Bonnyrigg was host to a Chinese Principal and Deputy Principal, who were the representatives for the schools in China. 13 Confucius Classroom schools across NSW attended Bonnyrigg High School to witness this event. With activities such as dumpling making, pattern paper cutting, Chinese knot patterns, playing Chinese instruments, Lion Dance training, mask and fan making and calligraphy practice, teachers and students were immersed into Chinese culture. Feedback from multiple schools indicated that this event was an excellent success. A special thank you to our volunteer teacher for the year Jasmine (Jun Xia) Hao who helped arrange and organise the event with Elaine Lin.

China Immersion Day and Languages Day were full of fun-filled activities where the students of Year 8 were introduced to a variety of cultural activities. The Chinese classes participated in various cultural activities. Japanese, Spanish and Vietnamese classes alternated their activities to showcase the diversity of cultures we teach at Bonnyrigg High School. As part of the Spanish activities students made masks in relation to El Dia delos Muertos (The Day of the Dead). The Vietnamese activity was the creation of paper lanterns

while the Japanese activity was making sumo magnets.

Year 10 Japanese students had a wonderful experience visiting a Japanese style accommodation (Ryokan) in Term 3. Gojuyan Ryokan in Balmain is the only Japanese style accommodation in Sydney. The visit was a valuable experience as they had been learning about the Japanese house during the term in the classroom. Students were taken on a tour by the owner of the Ryokan, where they learned about different features of a Japanese style house and the expected etiquette.

The Chinese students were taken to the Blue Mountains and China Town in the city to broaden their understanding of Chinese culture. Students were able to engage in meaningful conversations with members of the public in Chinese.

With the help of Mrs Arapi (Ms Magela Arapi's mother) and Ms Obradors (SLSO), students participated in Spanish Cooking Day. They were able to experience authentic recipes from South America and Spain. The aim of this day was to help students differentiate foods from Spanish speaking countries to their own. Undoubtedly, this was a success with all students participating in mixing, making and eating Empanadas and Buñuelos.

A special congratulations to Maria Ellis for mentoring Manar Al-Ogaidi of Year 10 through an essay contest. The 2017 Australia Japan Relations Essay Contest for NSW and NT Secondary School Students is organised by the Consulate General of Japan, Sydney. Manar placed 1st out of 104 entries in the senior division category and received a prize of a return economy class air ticket to Japan with 3 nights accommodation in Tokyo.

The Languages faculty look forward to greater growth and increased participation of students at Bonnyrigg High School in years to come.

Mathematics

2017 was yet another outstanding year for our students in Mathematics. An increasing proportion of our students successfully attempted the more challenging courses for the HSC. General Mathematics was the second largest subject in the HSC followed by Mathematics advanced (4th largest) and, surprisingly, Extension 1 Mathematics (5th largest).

In Mathematics 60% of our students achieved a band 5 or band 6 result at the HSC exams; an increase from 2016, with the average exam mark higher than the state average. In Extension 1 Mathematics, 73% of the students finished in the top 2 bands with 38% (18) receiving a band E4; this course was also above state exam average. In Extension 2 Mathematics, all but two students were placed in the top two bands (E3 and E4), with 87% of the class achieving in the two highest bands; the average exam mark for the students was slightly below state average. Extension 2 Mathematics was the school's best result in the HSC based on a subject by subject comparison.

The HSC results were very pleasing, as The Sydney Morning Herald list of best Mathematics Faculties (published on December 15th 2017) reported. Bonnyrigg High School presented 135 students in total at Mathematics, Extension 1 and Extension 2. 33 of these students achieved Band 6 or E4 level passes. This result ranked Bonnyrigg just outside the top 100 Mathematics Faculties in NSW. Congratulations to all the students and of course, their dedicated and diligent teachers.

Excellence in NAPLAN results has been visibly demonstrated. In the top band across Year 7 and Year 9, Bonnyrigg High is approximately 10% above state average. With students required to achieve a band 8 result or better to receive their HSC (three years later), 2 out of 3 students in year 9 achieved this benchmark in Mathematics Naplan in 2017.

The Mathematics program and resources from the Mathematics lab have assisted the students at Bonnyrigg High School greatly in achieving significant improvement in their Naplan results.

In 2017, Bonnyrigg High School competed in the Australian Mathematics Competition (250 students), up significantly on previous years. 12% of these students achieved a Distinction result: 29 out of 247 in the Junior and Intermediate levels, with a further 114 students receiving a credit.

This year saw an increase in the number of Bonnyrigg students attempting the APSMO (Australian Problem Solving Mathematics Olympiad) series of tests with a number of very pleasing results achieved; this included Bonnyrigg High School finishing in the top 25% of the state.

2017 is the sixth year of our student Acceleration program. In 2017 we had Year 11 students complete the HSC course and sit their HSC exams. Of the 17 students who attempted this, 8 earned a band 6 result and 7 earned band 5 results. Additionally, 9 of these accelerated students sat the very challenging Extension 1 course, and 5 of them earned an E4 result (the highest) representing a score of 90% or better. Congratulations to the students and their hard working teachers. Also Year 9 students completed the 5.3 course in Mathematics (Advanced Maths) by the end of the year. The program has proved so successful that well over 100 Year 8 students sat the entrance exam for only 30 places.

In 2017, the faculty has written programs and resourced the new National Curriculum for years 11 and 12, to be implemented in 2017 and 2018. We believe that with these new programs the faculty is committed and geared towards the very best outcomes for all our students

PDHPE

2017 was another gratifying year for the PDHPE faculty, with staff and students participating successfully in a range of subjects, carnivals, sporting and dance events.

Within the PDHPE faculty, we had students successfully complete the HSC in Personal Development, Health and Physical Education, Community and Family Studies, Dance and Sport, Lifestyle and Recreation. We had a number of students also complete their VET qualifications in Sports Coaching.

In Years 7 to 10, students participated in their mandatory PDHPE lessons, whilst students in years 9 and 10 also had the opportunity to partake in the electives; Physical Activity and Sports Studies, Dance, Fitness and Bootcamp. All subjects allowed students to develop lifelong skills enabling them to live healthy and productive lives.

Science

Supporting all students including the highest achieving academic students.

The Science faculty which comprises of 11 teachers have over 130 years of experience between them and have demonstrated a long term commitment to the school. Subjects taught include Stage 6 Biology, Chemistry and Physics, Stage 4–5 Science and a Z–Elective ‘CSI Bonnyrigg’.

In 2017, 7 students attempted year 12 HSC Chemistry. This has resulted in 2 band 6, 3 band 5 and 2 band 4 achievements. In 2018, there are 11 students who have moved on to the HSC Chemistry course. The Science faculty is looking forward to the results of these students.

Accelerated Science in Years 9–12 continues to be extremely successful. The school continues to apply a comprehensive selection process with options for students to return to a non–accelerated program if that becomes the most appropriate option for them.

During 2017 the Science faculty continued to implement Stage 4 and 5 programs, with a focus on including enrichment and extension activities; to cater for the selective streams, Life Skills (Stage 4–5) students, as well as catering for the literacy and numeracy of all Science students. This included accountability procedures involving the collection and documentation of evidence in relation to NCCD. The faculty also continued implemented whole school initiatives such as PEEL and the explicit teaching of the verbs used in Science as part of the verb continuum initiative in this subject.

During May 2017, 236 students in years 7–10 participated in the 2017 Big Science Competition. This helps to provide valuable experience in sitting for Science Exams and has resulted in improvement in the number of High Distinctions, Distinctions and Credits achieved compared to 2016. The 236 Students in Years 7–10 from Bonnyrigg High School achieved 15 High Distinctions, 18 Distinctions, 51 Credits and 152 Participation awards, with over a third of participants earning a credit or higher.

The 2017 Year 8 VALID exam (an interactive, multimedia online diagnostic Science exam completed

in November 2017 by Year 8 students) ensures students at BHS perform at the State Comparison Mean. Students are tested on their knowledge and understanding of science, understanding and skills in the process of scientific investigation, which includes using a simulated experiment, ability to evaluate evidence, make judgments and think critically and ability to access information and communicate scientific ideas using a variety of strategies.

The results for 2017 illustrate a reduction in students achieving band 1 or 2, a slight increase in student achieving a band 3 or 4, and an increase in students achieving a band 5 or 6. These results support the improvement in student outcomes as a result of the implementation of the “Verb Continuum” initiative in the faculty.

During 2017 the STEM team attended Sydney University as part of the “Stem Teacher Enrichment Academy”. This involved key members of each of the STEM faculties attending planned in–servicing and mentoring from our new partner in this initiative (USyd), to build capacity of staff in explicitly teaching STEM activities. This led to implementing a planned trial STEM day involving year 8 students. The team is also looking at implementing other STEM initiatives with other years in 2018 and establishing an iSTEM elective in Stage 5 as a long term goal.

Social Sciences

2017 was both extremely productive and successful for the Social Sciences faculty, and both students and staff must be congratulated for their efforts.

We begin with Geography:

In March, year 12 Geography class visited Port Stephens for a three–day camp to study **tourism as an economic activity**. These students had the opportunity to see first–hand how various businesses operate in this area to deliver tourist activities to people, such as sand boarding, dolphin and whale cruises, as well as general hospitality services. This class also took part in a compulsory field trip to Pymont to study the nature and **impacts of urbanisation in Sydney**.

Year 11 Geography also undertook compulsory fieldwork to The Blue Mountains to study the **Interactions within the Biophysical Environment**.

Year 10 Geography studied a similar unit of work **Urban Growth and Decline**. This contemporary geographical issue was studied with reference to local case studies and students became teachers, by creating ICT–based educational resources that could be used to deliver this topic. Interactive multimedia presentations as well as short videos were created by students.

The Australian Geography Curriculum began in 2017 for years 7 and 9. Year 7 students were introduced to the topics of **Landscapes and Landforms**, where they studied the various landscapes and landforms found throughout the world and the processes that shape them and **Place and Liveability**, which addressed the

factors that influence people's perceptions of the liveability of places. Year 9 Geography began the course with the topic **Sustainable Biomes**, which examines the physical characteristics and productivity of biomes, while the topic **Changing Places** addresses the patterns and trends in population movements and the increasing urbanisation of countries.

Year 8 Geography enjoyed studying the topics of **Global Change** and **Global Inequalities**. These topics opened their eyes to the differences in life opportunities of individuals throughout the world and developed their empathy towards those whose life opportunities are significantly lower than their own.

Numerous Geography students also took part in the **Australian Geography Competition** and were extremely successful in their efforts. Five students scored a High Distinction mark; four students scored a Distinction mark while twelve achieved a Credit score.

Business Services VET

Business Services is a relevant subject which teaches students office skills and allows them to achieve TAFE qualifications at its completion. **Work Placement** is a compulsory component of this course and allows students year 11 and 12 students to apply their knowledge into a practical working environment.

Commerce

While year 10 Commerce visited the Police and Justice Museum and the District Court to supplement the topic of **Law in Action** and see first-hand how the law works in Australia, year 9 classes went to the Easter Show and to the CBD to study the importance of small business to the local community. Students implemented their knowledge of the Electoral System in Australia and took part in class elections. Candidates designed and presented their platform and peers voted for their preferred candidate.

Work Education

Year 10 Work Education students took part in **Work Experience**. This worthwhile program allowed students to experience the world of work and develop their interpersonal and enterprise skills. It was fantastic to hear the positive feedback that students received from their employers. **The Real Game** was also delivered to teach students the benefits of budgeting and the financial dangers associated with overspending.

Year 9 students were introduced to **resume writing** and took part in **mock interviews**, practising their communication and interpersonal skills.

Business Studies

Business Studies students studied the key business functions of **Operations, Marketing, Finance and Human Resources** and developed their Business Report Writing. Various students used their content knowledge to compete in the Australian Business Studies Competition run by the University of NSW.

Economics

Students of Economics looked at **Australia's Role in the Global Economy** and the Economic Policies set by the Federal Government to deal with various economic issues such as unemployment, economic growth and inflation.

Society and Culture

Society and Culture students developed their social and cultural research skills to undertake their **Personal Interest Project**. This 'labour of love' for students required them to formulate a topic of interest, pose a relevant hypothesis, undertake both primary and secondary research and ultimately report on their findings. Topics included whether a Middle Child Syndrome actually exists; how gender roles have changed in the Tongan society within Australia; and whether online gaming can be considered a 'real' sport. Our visit to the NSW State Library assisted with this project.

HSC Results

Success also came at the end of the year with some outstanding HSC results from our students including:

- 1 Band 6 and 15 Band 5s in Business Studies
- 2 Band 6s and 2 Band 5s in Business Services (VET)
- 1 Band 5 in Economics, 2 Band 5s in Geography
- 3 Band 5s in Society and Culture and
- 2 Band 6s and 1 Band 5 in Studies of Religion (1 unit)