

# Bonnyrigg Heights Public School

## Annual Report



2018



4594

## Introduction

The Annual Report for **2018** is provided to the community of Bonnyrigg Heights as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Daryl McKay

Principal

### School contact details

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9823 7000

## School background

### School vision statement

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

### School context

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### **Learning:**

The school has judged to be excelling in the majority of elements across the Learning domain, with the understanding that in the assessment and reporting element we are sustaining and growing. There is strong emphasis for the 2019 school plan to facilitate quality assessment and reporting practices.

#### **Teaching:**

The school has judged to be excelling in the majority of elements across the Teaching domain, with the understanding that in the element of learning and development we are working on embedding quality innovation into teaching and learning practices.

#### **Leading:**

The school has judged to be excelling in all elements of Leading domain. The school will strive to maintain this level of excellence by acknowledging and rewarding best practice through the delivery of quality expectations.

## Strategic Direction 1

### 21st Century Literacy / Numeracy / Curriculum Engagement

#### Purpose

**Literacy** – To create a stimulating learning environment with a high level of engagement in Literacy through 21st Century teaching practices, underpinned by high expectations using effective mechanisms and strategies, in addition to a culture of reflection and continuous improvement, to meet the diverse needs of our students with a differentiated curriculum.

**Numeracy** – To create an engaging, student-centered learning environment that guides, challenges and motivates all students to become effective, skilled problem solvers who can confidently apply numeracy skills across all key learning areas and in their everyday lives. This will be underpinned by high expectations of teachers to deliver a curriculum that is differentiated, flexible, reflective and relevant to meet the needs of the students and community.

**Curriculum** – To engage all students in the curriculum in authentic and meaningful contexts with an emphasis on providing opportunities to develop understanding based on evidence, research and reason. Students will develop innovative ideas and solutions for personal, social and environmental issues to contribute to the world as active global citizens.

#### Overall summary of progress

##### Literacy

In 2018, we effectively delivered targeted professional learning in the areas of English concepts, phonics, complex sentences (3–6), L3 process for writing and engine room for guided reading (K–2). This increased the competence of all staff in their use of evidence based teaching and assessment, in addition to optimizing the learning progress of all students. Guidelines were reviewed and adjusted to reflect current policies and best practice. The process for collecting end of year literacy assessment data was streamlined and formalised, for effective hand-over for 2019.

##### Numeracy

The school has facilitated high expectations for student engagement and achievement across of areas of numeracy through the consistent delivery of quality teaching and learning programs that are differentiated to cater for the diverse needs of each student. Students are supported to become effective, skilled problem solvers and are encouraged to apply their mathematical knowledge and skills across all key learning areas and in their everyday life. All teachers have collaboratively designed explicit programs that are focused on modelled, guided and independent learning and instruction to ensure improvements in numeracy. Teachers have reflected on and utilised a wide range of data to make adjustments and modifications to their teaching and learning programs. Students have been provided with clear, explicit feedback which enabled them to reflect upon and improve the quality of their work. Parents and caregivers have been encouraged to actively support students through: meetings to discuss student progress; collaboration to develop and evaluate individual learning goals; and workshops on priority areas in numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Literacy</b>  Increase the percentage of students demonstrating expected achievement in literacy.  Increase the competence of all staff in the use of effective evidence-based teaching, optimising learning progress for all students, across the full range of abilities.	\$32,000	NAPLAN results reflect an increased percentage of students demonstrating expected achievement in literacy.  Most class teachers effectively implemented English contextual concepts in their programming after their participation in professional learning. All class teachers participated in effective evidence based phonics teaching and included this in class programs. All class teachers effectively used the new format for PLaSPs to cater for the full range of student abilities by documenting modifications to programs.
<b>Numeracy</b>	\$20,000	The majority of students achieved expected stage benchmarks as evidenced in PLAN data.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of Year 3 and 5 students scoring in the top two skills bands of NAPLAN in numeracy.</p> <p>85% of students achieving expected stage benchmarks in numeracy as evidenced by PLAN data.</p>		<p>42.7% of year 3 students are performing in the top two skill bands in numeracy.</p> <p>36.4% of year 5 students are performing in the top two skill bands in numeracy.</p> <p>The percentage of students in the top two skill bands is greater than the state average.</p>
<p><b>Curriculum</b></p> <p>Increase the percentage of students demonstrating expected achievement in the curriculum.</p>		<p>This component of Strategic Direction 1 is relevant from 2019 to 2020 and therefore not discussed in this report.</p>
<p><b>Department of Education Strategic Plan:</b></p> <p><b>All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.</b></p>		<p>All students are engaged in quality learning environments across the school. Practices are differentiated to meet individual student need. Through effective professional learning, teachers are able to deliver quality outcomes for all students to become 21st Century learners.</p>

## Next Steps

### Literacy – 2019

1. Qualitative and quantitative data – collecting and using data to inform teaching and learning cycle.
2. Progressions professional learning – content of specific Literacy sub-elements and PLAN 2.
3. Comprehension (Understanding Texts) – build on school identified K–6 literacy needs.

### Numeracy – 2019

1. Focus on explicit teaching and high expectation in the area of numeracy in keeping with the State Numeracy Strategy 2017–2020, through evidence based early intervention strategies that will improve student learning.
2. Professional learning will be provided for all teachers on quality mathematics pedagogy and multi-step problem solving.
3. Continue to collaboratively reflect on student progress to plan and write systematic and explicit programs in numeracy which reflect the priority areas of the school plan and meet identified areas of need across the grade.
4. Use the K–6 Mathematics Syllabus, Numeracy Progressions and Numeracy Skills Framework to inform programming, differentiate the curriculum and track the progress of students in numeracy.
5. Continue to develop the capacity of all staff to critically evaluate and reflect on SENA, PLAN 2, Best Start and NAPLAN data to develop and implement explicit teaching and learning programs that significantly improve learning outcomes for all students.
6. Continue to review and update school guidelines and scope and sequence in accordance to departmental guidelines.

## Strategic Direction 2

### Innovative Assessment, Reporting and Reflective Practices for 21st Century Teaching and Learning

#### Purpose

To establish innovative processes in the areas of assessment, reporting and reflection to create a culture of consistent school-wide assessment and reporting practices that are streamlined, timely and student-centered to exceed the diverse needs of the students, staff and the community.

#### Overall summary of progress

During 2018, the assessment and reporting team delivered whole school professional learning on the use of effective assessment techniques. Staff were given time to implement some of these techniques and then showcase to colleagues how some of these techniques were used in classrooms. The way staff report to parents was modified during the year with the school moving away from sending student portfolios home once a term, towards sending student writing and mathematics books home once each per term. This allowed parents to comment and feedback on more authentic student work. A final area of focus was on reflective practices for our staff. All staff members participated in quality lesson studies (QLS) where lessons were filmed and then reflected upon using the quality teaching framework. In addition to QLS, we also had 24 staff members take part in quality teaching rounds (QTR).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff analyse authentic data to inform their teaching and learning practices and guide specific feedback to students.	\$15,000	Staff were provided with professional learning on how to collect authentic data and use this to determine future learning goals. K-5 class teachers collated specified data for an effective handover to 2019 teachers.
80% of students and community members actively involved in ongoing assessment, reporting and reflective initiatives.		More than 80% of parents engaged with authentic work samples at least twice per term in literacy and numeracy. Parents utilised the scaffold to provide feedback to their child and teacher about the learning.
100% of staff engaged in reflective teaching practices using the Quality Teaching Framework and Teaching Standards.		100% of on class teachers utilised the SWIVL to record and reflect using the Quality Teaching Framework to guide effective discussions throughout the year.
<b>Department of Education Strategic Plan:</b> <b>Increase proportion of schools that self-assess as excelling on elements of the School Excellence Framework.</b>		After completion of the self assessment for 2018, our school identifies as excelling in the following areas: Learning culture; Wellbeing; Curriculum; Student performance measures; Effective classroom practice; Professional standards; Learning and development; School planning, implementation and reporting; and, Management practices and processes.

#### Next Steps

1. Training staff to support students setting explicit, challenging and achievable learning goals in literacy and numeracy.
2. Formalise our reporting process of sending mathematics and writing books home once each per term in addition to student individual reports at the end of each semester.
3. Have staff record lessons with the SWIVL to reflect on their use of identified assessment techniques.

## Strategic Direction 3

### Community Engagement and Wellbeing in the 21st Century School

#### Purpose

To ensure quality school wellbeing policies, plans, programs and procedures that effectively meet the needs of all students, staff and community. Actively connect students to their learning and empower them to succeed and thrive.

#### Overall summary of progress

Throughout 2018, we implemented a whole school integrated approach to wellbeing in which students could connect, succeed and thrive at school. The Kids Matter Framework continued to be embedded across the school with revised professional learning for staff. The Social and Emotional Learning program continued. New initiatives included: The Kids' Shed stage 3 program; a K–6 Buddy class program; and, a renewed approach to staff wellbeing. We implemented practices to develop and foster positive learning partnerships to increase community engagement. This included a renewed approach to sharing information with parents through providing showcases and continuing traditional workshops. We developed and implemented practices to ensure student success by providing quality, differentiated and supportive learning environments. This was achieved through the revision of policies, plans and programs such as Attendance, Anti-bullying and Learning and Support.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff effectively and consistently implement wellbeing policies, plans, programs and procedures.	\$30,000	Supervisors ensured team members implemented current policies and programs in classrooms. These were monitored regularly throughout the year.
Increase community engagement by developing and fostering positive learning partnerships between home and school.		Community engagement increased by more than 100% and was evident through attendance rates at parent showcases and workshops. Parents were also engaged through parent excursions and meet the teacher events.
Increase student success by promoting positive school attendance and access to quality differentiated and supportive learning environments.		Students needing support were provided with differentiated teaching programs with the successful implementation of PLaSPs across the school. These were monitored and parent feedback and input was regularly received. All students had access to positive, quality learning environments with a consistent whole school management system.
<b>Department of Education Strategic Plan:</b>  <b>Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.</b>		All students were acknowledged through the process of Bronze, Silver, Gold and Diamond awards as well as various other merit systems. The majority of teachers implemented the school wide reward system consistently which promoted a sense of belonging in students.

## Next Steps

1. Continued whole school integrated wellbeing practices in which students connect, succeed and thrive.
2. Continued development of staff wellbeing practices.
3. Full implementation of the revised mandatory Anti-bullying plan.
4. Continued communication and engagement with our culturally diverse school community.
5. Continued professional learning for staff implementing the "Be You" Wellbeing Framework (formerly Kids Matter).





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10,244	Quality PLPs implemented and evaluated. PLAN data reflects improvements in student outcomes.
<b>English language proficiency</b>	\$38,037	EaLD framework reflects improvements in student learning outcomes.
<b>Low level adjustment for disability</b>	\$87,508	Improved student learning outcomes as evidenced by PLAN data.
<b>Socio-economic background</b>	\$501,387	Quality teaching and learning practices are evident across the school. Improved student learning outcomes. Increased parent participation.
<b>Support for beginning teachers</b>	\$55,000	Quality teaching and learning practices evident in beginning teacher programs. Professional learning is annotated and registered with NESAs. Accreditation process at proficient level completed.
<b>Targeted student support for refugees and new arrivals</b>	\$11,954	SLSO employed to support new arrival students.
<b>Principal Support</b>	\$58,254	Employment of SAO officer to support the Principal with leading and managing the school.
<b>HUB Program</b>	\$146,000	Developed an effective network of schools to support both pre-service and beginning teachers of schools in the network.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	585	587	567	582
Girls	504	527	534	550

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92	91.7	92.1	92.6
1	90.6	93.2	93.6	93.2
2	94.3	92.4	93.1	93.9
3	93.3	93.6	92.5	93.7
4	94.2	94.3	93.7	92.9
5	93.8	94	93.5	94.3
6	93.6	93	93.6	93.1
All Years	93.1	93.2	93.2	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

1. Staff monitoring of student attendance.
2. Attendance concerns raised with Learning Support Team.
3. Communication with parents/caregivers.
4. Support plan implemented.
5. HSLO intervention.
6. Review and monitor.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	46.12
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	11.47
Other Positions	3.4

\*Full Time Equivalent

Two permanent staff members are of Aboriginal descent.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	10

### Professional learning and teacher accreditation

#### Professional Learning

Throughout 2018, all staff were involved in extensive and quality professional learning. All professional learning aligned with the three school priority areas of Literacy / Numeracy, Student Welfare and Technology and Assessment and Reporting.

Professional learning was delivered in a variety of formats including face-to-face sessions in the form of staff development days, staff meetings and workshops, mentoring, online modules and professional learning communities set up within the school.

School professional learning in the areas of literacy and numeracy covered a range of topics including phonics, phonemic awareness and conceptual planning and effective early reading strategies as well as workshops

introducing the Literacy and Numeracy progressions to the staff. All staff completed the Maths Building Blocks course, a series of five modules around effective pedagogy, assessment and differentiation. In technology, we had a continued focus on the Effective use of ICT to maximise learning and the use of technology to embed effective assessment and reflective practices in teaching and learning programs across the school. These workshops also included embedding formative assessment and practical assessment ideas. In the area of Student Welfare, our focus on the Kids Matter program and framework continued with us revisiting our school framework and delivering a positive school culture. The Wellbeing Framework was also revisited. Workshops addressing staff wellbeing and the Disability Standards were also delivered.

In addition to the above stated topics, there was continued professional learning around teacher mentoring and providing quality feedback.

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

The average expenditure per teacher on professional learning in 2018 was \$650.

### Teacher Accreditation

During 2018, 3 temporary teachers worked towards and achieved their accreditation at Proficient level. These staff were supported by a teacher mentor and participated in quality professional learning including workshops, staff meetings and courses run by external providers. The teacher mentor worked closely with these teachers during regular, scheduled meetings, to reflect on their professional growth as early career teachers and to prepare their accreditation evidence and annotations.

All staff have been trained in how to manage their maintenance online. Three teachers completed this process online this year. Sixty-five teachers are maintaining their accreditation at Proficient level and have begun tracking both teacher identified and registered professional learning online using eTAMS.

Staff were updated with current accreditation procedures and requirements due to all pre-2004 staff now being granted Proficiency at the beginning of January 2018.

### Early Career Teachers

Early career teachers have been strongly supported in 2018. A comprehensive induction program was provided to all early career teachers as part of the Great Teaching, Inspired Learning initiative. A teacher mentor worked closely with the early career teachers throughout the year to enhance their practices and improve student learning outcomes. The teacher mentor worked with these teachers during regular, individual meetings to discuss teaching and learning

practices. The teacher mentor also worked in the classrooms to provide support through team teaching, demonstration lessons and observations and through providing feedback. Early career teachers also had opportunities to observe other team members and staff teaching, therefore enhancing their knowledge of quality teaching and learning practices. Early career teachers were further supported through regular, professional development sessions and reflective meetings which provided a forum for these teachers to share their practices and reflect on their professional growth. Three early career teachers attended a beginning teacher conference which focussed on teacher wellbeing and behaviour management and another three attended a course examining classroom management through effective teaching.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	937,254
<b>Revenue</b>	10,761,771
Appropriation	10,397,866
Sale of Goods and Services	69,227
Grants and Contributions	285,654
Gain and Loss	0
Other Revenue	1,900
Investment Income	7,123
<b>Expenses</b>	-10,264,063
Recurrent Expenses	-10,264,063
Employee Related	-9,412,116
Operating Expenses	-851,947
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	497,708
<b>Balance Carried Forward</b>	1,434,962

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

### Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,955,761
Base Per Capita	218,055
Base Location	0
Other Base	6,737,706
<b>Equity Total</b>	1,136,919
Equity Aboriginal	10,244
Equity Socio economic	501,387
Equity Language	412,844
Equity Disability	212,444
<b>Targeted Total</b>	1,015,889
<b>Other Total</b>	818,255
<b>Grand Total</b>	9,926,824

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.

56.5% of year 3 students scored in the top two school bands in literacy.

38.5% of year 5 students scored in the top two school bands in literacy.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

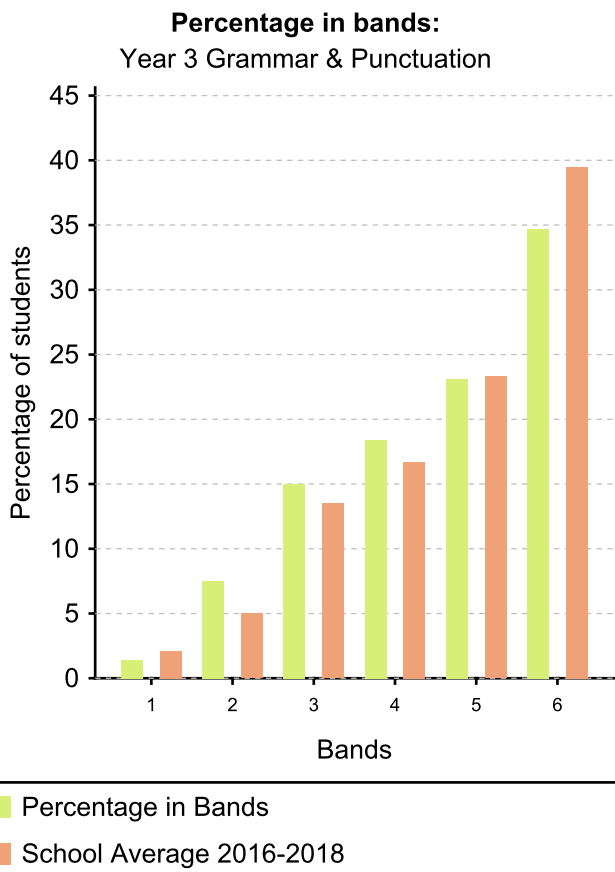
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In year 3:

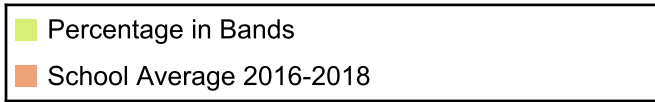
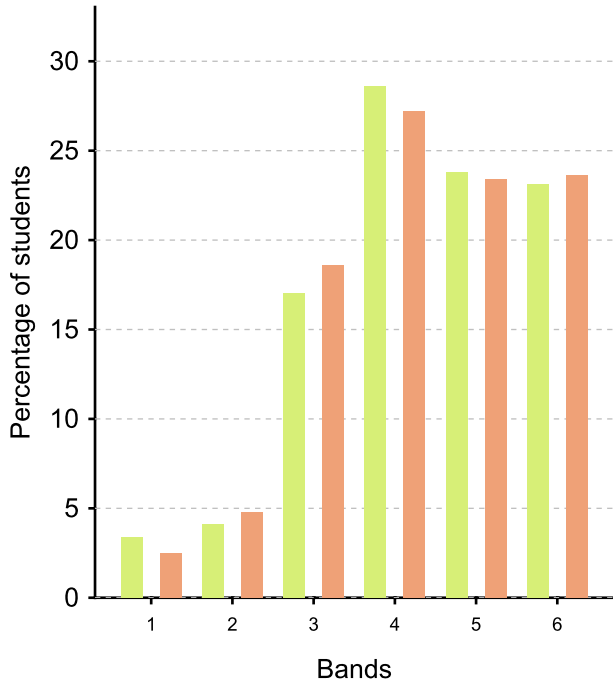
- 61.2% of students performed in the top two bands in writing.
- 61.3% of students performed in the top two bands in spelling and grammar.
- 46.9% of students performed in the top two bands in reading.

In year 5:

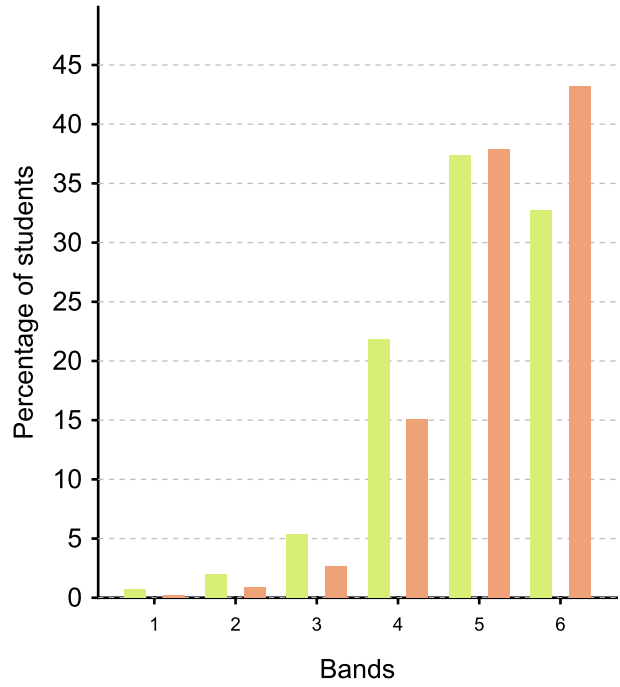
- 38.8% of students performed in the top two bands in writing.
- 50.7% of students performed in the top two bands in spelling and grammar.
- 26.1% of students performed in the top two bands in reading.



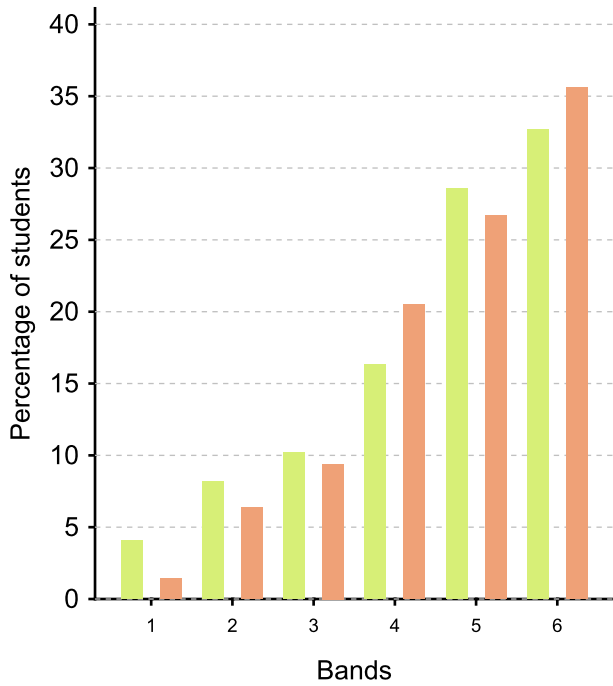
**Percentage in bands:**  
Year 3 Reading



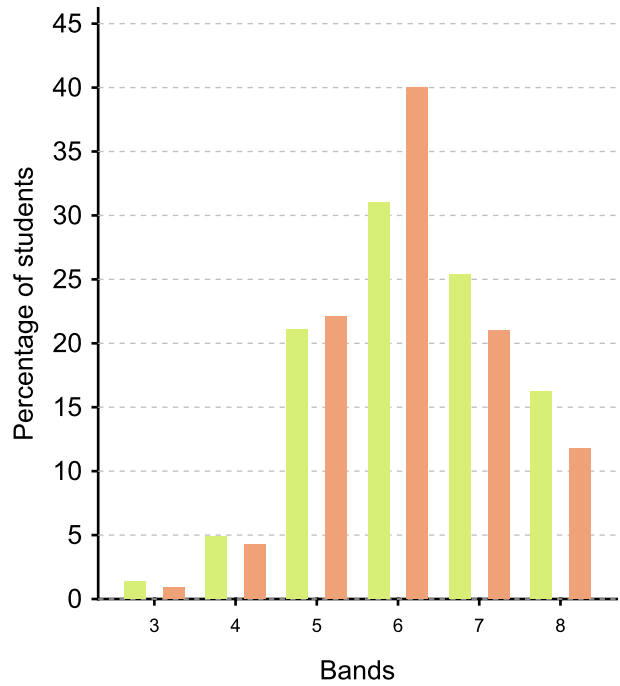
**Percentage in bands:**  
Year 3 Writing



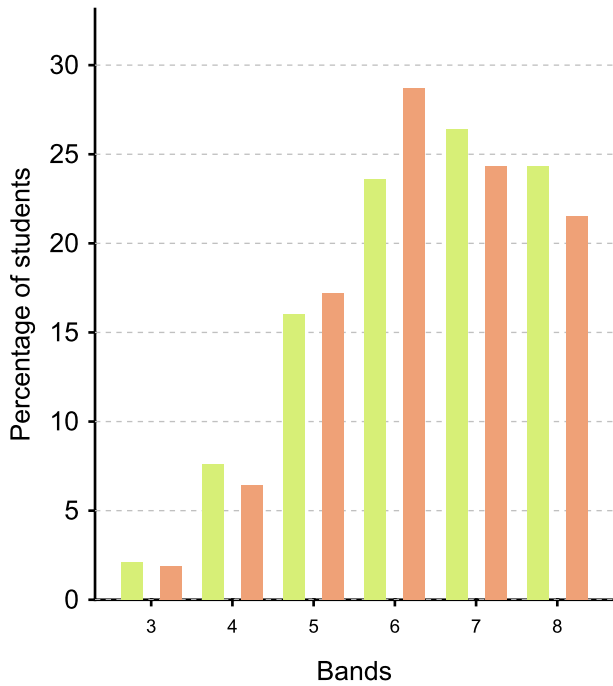
**Percentage in bands:**  
Year 3 Spelling



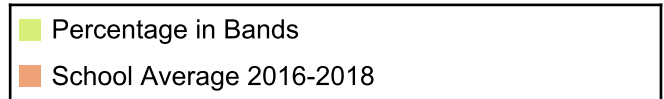
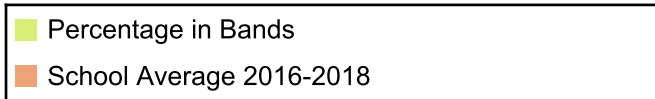
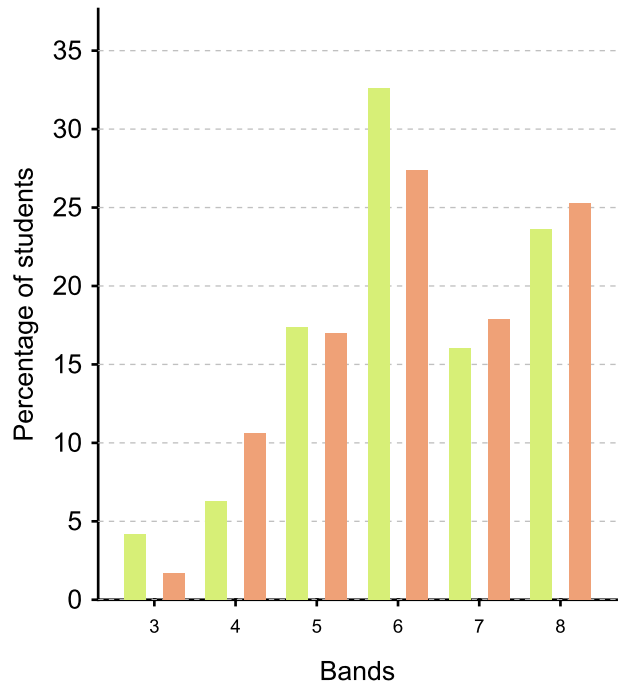
**Percentage in bands:**  
Year 5 Writing



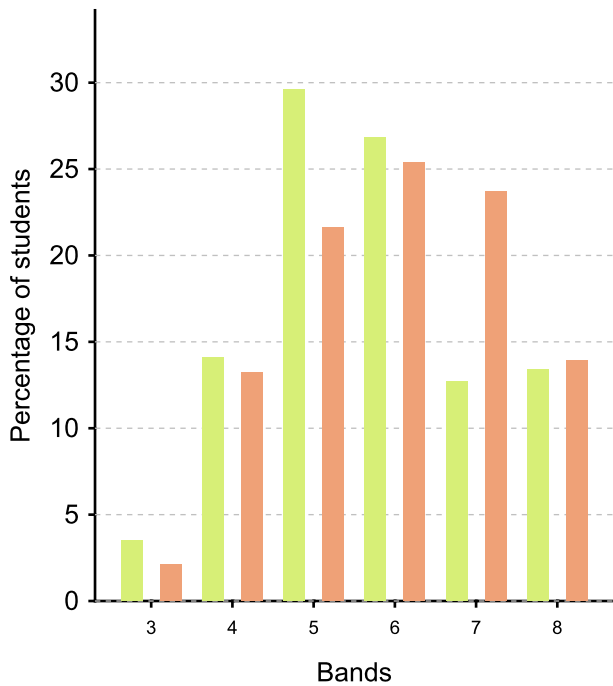
**Percentage in bands:**  
Year 5 Spelling



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

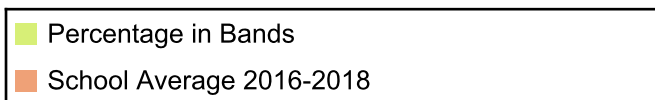


**Percentage in bands:**  
Year 5 Reading

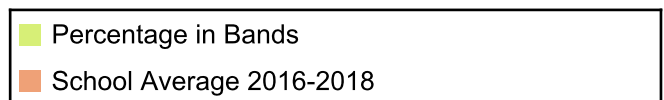
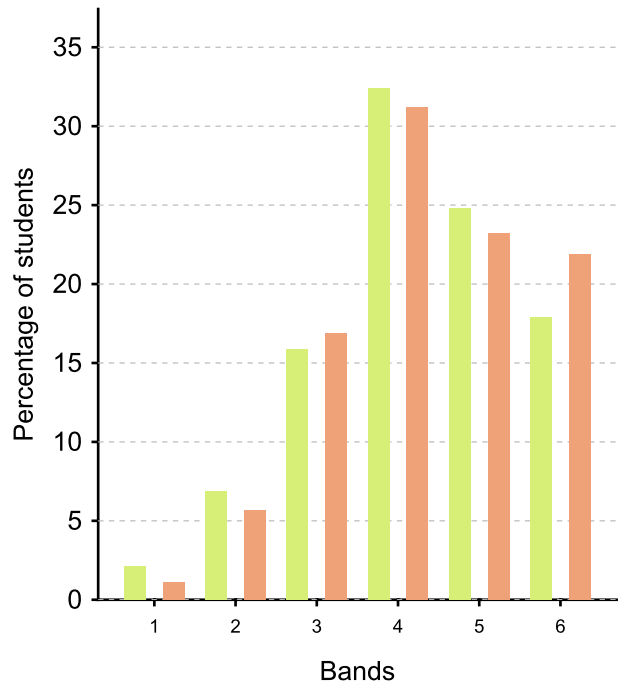


42.7 % of year 3 students scored in the top two school bands in Numeracy.

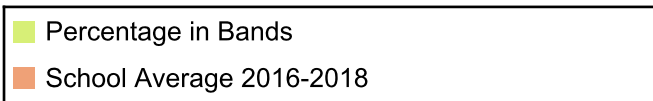
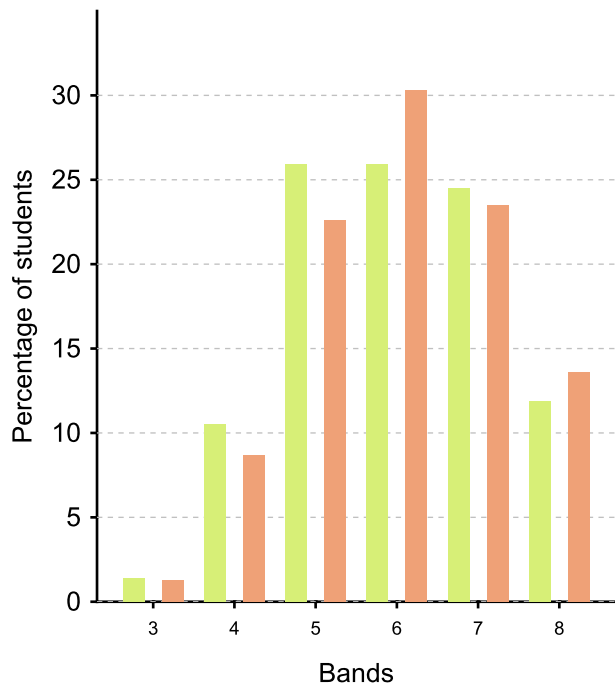
36.4 % of year 5 students scored in the top two school bands in Numeracy.



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:  
Year 5 Numeracy**



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

In 2018, there were 128 students throughout the school who required a Personalised Learning and Support Plan (PLaSP). The PLaSPs reflected the accurate assessment of individual student needs based on class, grade and whole school data. Students were well supported through the implementation of high quality teaching programs as well as individualised and small group support in their identified areas of need. Each student's goals were monitored and reviewed regularly by their teacher and the LST. 100% of parents were consulted about their child's progress towards meeting their individualised learning goals. End of year assessment data reflected increased achievement and engagement in learning as evidenced in PLAN and school data collections.



**Parent/caregiver, student, teacher satisfaction**

The Year 3 teachers began trialling the new science and technology syllabus in terms 3 and 4 in 2018.

In term 3, we trialled Earth and Space sciences with the unit of work "Night and Day", the focus was inquiry-based learning. The students explored scientific and technological concepts to gain knowledge and understanding of the world. In collaborative groups, students researched information on the Earth, our moon and sun using class technology. They used their knowledge of the concepts developed to conduct experiments and scientific investigations. The children were encouraged to be innovative and to come up with solutions for any problems they encountered. We incorporated digital technology by teaching the children the basics of computer animation. The students created animations of the orbit of the Earth as it rotates around the sun.

In term 4, we trialled "The Living World". In this unit of work, the children were introduced to Biological Science. We aimed to develop design skills and processes that could be applied to real-world problems. The students were taught a methodical and critical approach to learning that involved questioning, challenging common assumptions and the constant refinement of designs. In collaborative groups, the children researched a mini-beast using reputable websites such as National Geographic. Using this information, they designed and built an enclosure for their animal taking into account all of its needs. The students were encouraged to question and seek solutions to problems through collaboration, investigation, critical thinking and creative problem-solving. A class biological studies display was created, combining the enclosures of all of the mini-beasts and plants the children had grown from seeds. The children took photos of their work using iPads and uploaded the images for their parents to see.

At the conclusion of the two units of work, we were satisfied that the students had learnt to apply thinking skills and had developed an appreciation of the processes they can apply as they encounter real-world problems, new ideas and unfamiliar information. The students began to develop the skills to use evidence to make decisions and solve problems. The units of work provided the students with opportunities to develop a sense of achievement by using practical application of

knowledge in the development of solutions to problems. The students developed skills and a strong foundation for learning which could be applied across the curriculum.



## Policy requirements

### Aboriginal education

In 2018, Bonnyrigg Heights Primary School maintained a strong awareness of Aboriginal and Torres Strait Islander histories and achievements in all aspects of the curriculum and school life. The school's high quality teaching and learning programs were inclusive of cross curriculum priorities such as, Aboriginal and Torres Strait Islander histories and cultures, which have been identified as important and compulsory learning for all students by the NSW Department of Education. These cross curriculum priorities are evident in each syllabus document. The school executive planned professional learning that supported the development of high quality teaching and learning programs that were supportive, culturally inclusive and provided quality learning for Aboriginal students to ensure their continued achievement and equal access to all areas of the curriculum. Each ATSI student had a PLP (Personalised Learning Plan) which was developed by the class teacher in consultation with the student and parent and reflected their individual short and/or long term learning goals as well as their strengths and interests. The PLP format was revised in 2018 to ensure that they met departmental guidelines and were inclusive of the needs of Aboriginal students so that they could excel and achieve in every aspect of their education. PLPs were reviewed and evaluated throughout the year and parents were informed of any new goals or achievements. The school ensured that Aboriginal students participated in and had equal access to extra curricula activities such as: PSSA Sport, dance groups, choir, debating, robotics and gardening clubs, and all school events and activities.

In 2018, the whole school celebrated NAIDOC week. Class activities were organised for teachers to implement throughout the week to strengthen knowledge and understanding of Aboriginal and Torres Strait Island history and culture. A cultural visit by Sean Choolburra, an Aboriginal and Torres Strait Island performer, was organised for students to explore and experience Aboriginal culture. Students were involved in learning traditional dance skills, traditional language and participated in songs led by the performer. The school has always highly valued the importance of

NAIDOC week and the participation of all students in NAIDOC week celebrations.

The school will continue to provide relevant training and resources to ensure that all Aboriginal and Torres Strait Islander students have equal access to quality teaching and learning in an inclusive and supportive learning environment.



### Multicultural and anti-racism education

Throughout 2018, our multicultural school population remained consistent with 91.5% of our students coming from EAL/D (English as an Additional Language or Dialect) backgrounds. The EAL/D program continued and funded additional EAL/D support to students across the grades ensuring that quality mainstream educational programs were enhanced to support individual learning needs. Qualified EAL/D teachers were able to support classroom teachers by working collaboratively when team teaching, teaching smaller groups of students and providing parallel classes when required. Bi-lingual support was also available when interpreting was necessary. All EAL/D students were assessed as beginning, emerging, developing or consolidation English language learners, as classified by the ACARA EAL/D Learning Progressions.

The community language program continued and saw an increase in funding for the Vietnamese and Arabic language classes as these were our leading language backgrounds. Languages offered in 2018 were Vietnamese, Arabic, Serbian and Assyrian. Students from other language backgrounds studied about Australia and its engagement with Asia in Asian studies classes.

Our teaching and learning programs promoted inclusivity and ensured that all students were able to share their multicultural heritage and this was highlighted at our successful Harmony Day. Over 1000 visitors attended the festivities and shared in the events ranging from open classrooms, dances and performances and a multicultural feast enjoyed in every classroom for lunch.

The Community Liaison Officer ensured that parents and carers had a point of contact to discuss school issues. Workshops were presented to families on mathematics and English, healthy eating, cyber bullying, homework assistance and NAPLAN readiness. Family excursions were organised and participants



especially enjoyed a cruise on the Nepean Bell paddle steamer.

Throughout the year, the school promoted social learning and strategies to uphold anti-bullying and anti-racism by teaching quality educational programs. All staff were consistent in implementing a zero tolerance policy towards racism and discrimination. Complaints about racist or discriminating behaviours were addressed by the Anti-Racism Officer (ARCO).

In 2018, our school participated in the Australia-ASEAN Bridge School's Partnerships Project and we hosted an international teacher from Laos. Our Lao families enjoyed meeting the visiting teacher and taking him sightseeing around Sydney.

### **Refugee Students**

Refugee students from Iraq and Syria continued to enrol in our school and most of these students attended the New Arrival class to learn English language and familiarise themselves with Australian culture. The students participated in quality teaching and learning programs that were designed to address their unique learning needs.

The bi-lingual SLSO position was funded for the year and greatly assisted refugee students and families with Assyrian and Arabic interpretation. The Beginning School Well program continued this year and assisted refugee children and families by supporting and preparing them for school.

Our refugee students participated in free swimming lessons funded by STARTTS NSW (Service for the Treatment and Rehabilitation of Torture and Trauma Survivors). Excursions to the beach and Featherdale Wildlife Park were also organised and the students were very happy to attend.

### **Other school programs**

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

This year, support teachers participated in quality teaching lessons study where elements from the Quality Teaching Framework were used to maximize student participation and engagement in the learning cycle. This opportunity created high expectations for teachers on how to incorporate the elements in daily teaching and collaborate and engage on guided reflection with colleagues.

As a result of the study and team collaboration, student participation and engagement in the teaching and learning cycle have increased through the consistent use of technology, interactive activities and key sign language.

The continual advances in technology are changing the way students learn, connect and interact every day. Students had the opportunity to develop skills in this area through participation in various STEM projects during the year. Some of the skills students developed include problem solving, creativity, communication and the use of digital technologies.

This opportunity has empowered students with skills to succeed and adapt to this changing world. It also provided students with the opportunity to develop social and communication skills as the projects were inclusive, leading by year 6 students. Mainstream peers guided and assisted students from the support classes to complete the projects successfully in a caring and supportive environment.