

Bonnyrigg High School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Mr Michael N. Bryce

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Message from the Principal

2018 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 High School as a local student. The school population increased to 1604. What is notable is the number of out of area requests received to enrol into Year 7, 2018. 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 and at the start of 2018 another three classrooms were added. A further five more will be needed for 2019, plus a demountable staffroom.

The Higher School Certificate (HSC) cohort did very well with 23 of the students gaining over 90 Australian Tertiary Admission Rank (ATAR), which is an increase of 30% from 2017, and a further 15% gaining an ATAR over 80. The Dux for 2018 was Hiliary Ngo, achieving an ATAR of 99.65. From the information gathered, Bonnyrigg High School was one of the top performing High Schools in the Fairfield area in overall HSC results. Bonnyrigg High School has maintained a strong culture of non-ATAR HSC programs for the senior years. Unlike many schools, Bonnyrigg High School has provided access to multiple TAFE courses for its students. The non ATAR component was 185 of 215 students (86%). Many of these students performed in the traditional National Education Standards Authority (NESA) designed course's across all bands. Further not all ATAR students applied for university, of the remaining 185 only 120 applied. 2018 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 to be strong with the other three new partially selective high schools. Combined planning days are being reinstated by 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 10 years. This year Bonnyrigg participated in research activities aimed at increasing the understanding of how our particular students learn best. Curriculum has been adjusted to suit.

2018 saw Bonnyrigg High Schools' 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 High School on the map. The school has been researched by Melbourne University and the Centre for Educational Statistics and Evaluation (CESE). The resultant publications will guide other schools in their endeavours to improve learning in their schools.

Bonnyrigg High School also became completely digitally interactive with all classrooms, including demountables equipped with the latest interactive data projectors or smart boards. Bonnyrigg continues to lead information and communication technologies (ICT) innovations with all staff having their notebook laptop updated to enhance teaching and have 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. Further enhancements are planned for 2019. The employment of two computer experts ensured that staff training is as 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. Bonnyrigg High School doesn't have many swimmers who train as a sport and those that do, excel. Bonnyrigg had more Age Champions than any other school in the Benera Zone. Once again, Bonnyrigg High School won the Benera Zone swimming trophy as the top school.

2018 saw Bonnyrigg selected in a longitudinal student fitness program coordinated by the NSW Health Department. Only 26 schools across NSW were chosen. This is another feather in the cap of Bonnyrigg with the addition of the physical activity for all (PA4L) program.

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 (CFAC) in a school in Australia. It is easily recognisable by the sign. 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. I have the sad duty to inform everyone that the founding father of our Cadet division, Mr Stan Walden, passed away at the age of 88, may he rest in peace. Mr Walden will be immortalised by his portrait honouring the Divisional headquarters.

Building improvements in 2018 saw the finalisation of the refurbishment and extension of the Industrial Arts block. This project was 15% funded by the Department of Education and 85% funded by the school. New and extra seating was installed near the main COLA. In addition, artificial turf and seating was installed between the hall and main COLA. The biggest project for the year was the complete rebuild of the Basketball Centre and the addition of a state of the art Fitness centre. These new facilities add to the impressive student fitness access across the school. The refurbishment was 100% school funded, approximately \$850,000.00 when completed and equipped.

Sister school relationships are developing. A change in leadership at Peel High School necessitated a change in the exchange program for 2018. Bonnyrigg visited Uralla Central High School, north of Tamworth. 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. This has been problematic and the Confucius Institute is looking for a different Chinese school for the relationship. As part of the Confucius classroom we have been provided with a teacher 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 2019 towards a Memorandum of Understanding for inter-school visits. The Korean Education Centre is sponsoring the teaching of Korean and is funding a teacher 1 day/week. Bonnyrigg commenced this program in 2018 and it will continue in 2019.

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

2018 had been very challenging for the School Representative Council (SRC) as there were many changes. Mrs Magoutas took extended leave and Ms Kay left to be the Year Adviser for Year 7. Ms Bihnam and I took charge and this year this year proved to be a learning curve for both staff and students. The SRC have wrapped up 2018 with hard work and numerous accomplishments.

Throughout the year the SRC worked together in celebrating Valentine's Day, the 40-hour Famine, Clean Up Australia Day, Jeans for Genes Day and supporting the community by assisting in a Christmas Trolley Drive which involved the donation of grocery items to a local church diner.

Students attended many leadership training programs which included:

1. Whole day SRC Leadership Training Day run by 'Burn Bright'
2. Prairiewood High School 7th Annual SWS Region Student Leadership Conference in May 2018
3. Senior SRC Executive visit to Parliament House in Canberra (Invitation by local Federal member, Chris Hayes)
4. 2018 Secondary Schools Student Leadership Program in April at NSW Parliament House.
5. 2018 World Vision Youth Conference during May at the Luna Park Big Top
6. Fairfield City Student Leaders' Breakfast at Fairfield Youth and Community Centre during December

The School Image Committee had two main goals for 2018. Firstly, to boost student morale and secondly to refine the school image through enhancing the aesthetics of the school. The team also began work on a promotional video depicting harmony and CHEER values. The School Image Committee's 2017 initiative, to introduce a new item of school uniform, has proved popular in 2018. Long-sleeved shirts are now available to purchase from the uniform shop to provide comfort to students during the colder months of the year. Secondly, the School Image Committee worked to

enhance the aesthetics of the school, which will continue into 2019. The committee plans to use the students in Koori roll call to design an art-work, which will eventually be painted by an Artist on the external wall of D Block, where the Aboriginal flag is located. We are also considering artworks that showcase some of the other cultures that are represented in our school. The School Image Committee looks forward to hearing more suggestions about how we can improve the school's aesthetic appeal and make it a better place for every student. An amount of \$1500 has been budgeted and put aside for this project.

The Student Welfare Committee have been working on many projects. The Year 7 Bonding Day was a marvellous day to support the newly enrolled Year 7 students transition into high school. The purpose of the day was to help the students connect and discover life-long friendships. This event took place on the 28th of March with the help of the SRC and the Peer Support leaders. The Student Welfare committee were also in charge of the "Jeans for Genes" day. The committee raised over \$350 and donated it to the Children's Medical Research Institute. The Student Welfare committee has been responsible for raising funds for many other organisations that seek our support.

The Amenities Committee have been working on a few projects to enhance the visual appeal of Bonnyrigg High School. They are also working on placing more clocks in classrooms to assist students during exams. In addition, there are plans in place to clean the current silver seats and install new ones, to cater for the growing number of students enrolling in our school. Lastly, the SRC are planning to introduce a 'fast lane' in the canteen for senior students, subject to approval of Mr Bryce.

The Amenities Committee have been working with the Environment Committee to raise awareness of recycling bins around the school and implementing new tall bins to reduce litter and improve the visual appeal of our school grounds. In addition, the Amenities Committee is focusing on ways to maximise the school's establishments in order to benefit the student body. Mr Bryce has requested renovations to the school toilets, but we are still awaiting approval from the Department of Education. We also aim to make the toilets near the canteen accessible until 3:30pm. We will be surveying students on their issues with the current canteen, and possibly suggesting any improvements such as pricing and menu items. The committee is also working towards opening up study rooms during lunchtime but further negotiations with teachers are needed. However, only seniors will be allowed to use these classrooms for study purposes and will need the teachers' permission along with their supervision.

The Environment Committee has been busy working to implement ideas to enhance our school's environment. Our first major success was Clean Up Australia Day which attracted interest from many students. A total of 130 students participated, helping to remove litter across the entire school, increasing its visual appeal. The Environment Committee has been busy setting new goals and keeping up with new projects. Most notably, works have begun to install a sprinkler system for our oval. Plumbers have located pipes and are ready to begin installing sprinkler heads. This will ensure our grass remains healthy all year round. In addition to this, a part time General Assistant will be employed to maintain our school's gardens. We also plan to get students involved in the maintenance of gardens through the introduction of a gardening program which is in the early stages of development. More information about this will be available towards the start of next year. One of these includes culturally-inspired gardens. These gardens would be maintained by both student volunteers as well as Year 7 students who will have Agriculture as a compulsory subject next year, run by the TAS faculty. Further more, the Environment Committee is planning on introducing a container recycling scheme where students would drop off used plastic bottles. These plastic bottles would be traded for money which will be spent on new sporting equipment. So far both projects have received approval and we are working on finalising the details surrounding them. These projects are all on-going and 2019 should see many positive results in this area.

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 1604 students, including 95% from a non-English speaking background and 34 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. 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.

The results of this process indicated that in the domain of **Learning**, the balance judgement of the school is *SUSTAINING AND GROWING*. As a school community we continue to set high expectations for our students and collaborate with our wider community to ensure student success in every facet of their educational journey.

Bonnyrigg High School continues to prioritise student wellbeing ensuring that students are supported holistically as a way of enhancing their ability to focus on their learning. Our CHEER values system continues to be at the forefront as way of encouraging positive behaviour and rewarding students who uphold the values. This year saw the introduction of a CHEER badge as a further level of reinforcing positive behaviour and fostering a positive **learning culture**. Students are recognised across the school for a number of pursuits including academic, sporting, cultural and school service achievement.

The school continues to utilise the Wellbeing Framework and the Wellbeing Assessment Tool to evaluate the success of the wellbeing programs embedded in our practice. We have continued to utilise a strategic approach to support and address the cognitive, social, physical and spiritual **wellbeing** of students. The wellbeing team continues to meet fortnightly to collaborate and consult on all programs. Numerous programs are incorporated to enable students to connect, succeed and thrive at each stage of their development. Our philosophy is that happy students are effective learners and that is why our wellbeing team strive to meet the wellbeing needs of every single student in our care.

Curriculum and learning continue to be at the forefront of all strategic planning. Students are provided with wide curriculum opportunities that cater for all types of learners. Bonnyrigg High School continues to utilise evidence based practices to refine, monitor and review curriculum provisions ensuring high expectations are set to develop the knowledge, skills and understanding of our students. Teachers have participated in a wide range of professional learning to enhance their ability to differentiate curriculum delivery, thus diversifying teaching programs and assessments to better meet the needs of every student.

Bonnyrigg High School has continued to refine and further enhance **assessment and reporting** practices. Floor practice has been sustained and quality assessment tasks are provided to the students and continually evaluated to continue to improve practice. Teachers continue to use formative assessment to inform their practice and evaluate student understanding and skills. Students are engaged in their learning and receive valid and timely feedback from their teachers. The school continues to demonstrate a commitment to outcomes-based reporting and have worked towards the development of comment backs to be utilised in 2019 reports.

Student Performance Measures are utilised consistently to inform practice and to evaluate strengths and areas of improvement for all students. Teachers actively engage in the analysis of RAP Data (HSC and NAPLAN), thus enhancing all teaching programs and encouraging a wide range of teaching strategies being embedded in all lessons.

Bonnyrigg High School continues to achieve excellent value-added results and performs at high levels on both internal and external student performance measures.

The school's judgement in the domain of **Teaching** is *SUSTAINING AND GROWING*. Our focus has continued to be on teacher practice and utilising professional learning to enhance teaching skills in both curriculum and classroom practice. Teachers are encouraged to evaluate personal practice and as a result implement the most effective methods in maximising student engagement.

Professional learning is at the forefront of building teaching capacity. All staff members are active participants in **data skills and use**. Staff evaluate and analyse data sets both in individual and collaborative settings to enhance and inform practice. Faculties provide numerous opportunities for professional dialogue around data analysis and how teaching strategies can be implemented to enhance student achievement and engagement.

Bonnyrigg High School focuses on ensuring that all learning environments are well managed and supportive thereby ensuring that **effective classroom practice** is a consistent practice across the school. The school continues to prioritise effective pedagogy and evidence based practice to guide teaching in the classroom and ensure that all student needs are being met. The staff have begun to participate in the lesson study model as a way of perfecting one teaching strategy through the consistent approach of lesson observations and timely feedback to refine practice.

Teachers are active participants in **collaborative practice**. Teachers work together to evaluate their practices in the classroom and the content that is being delivered. Feedback is provided in a supportive environment and professional dialogue is utilised to continue to refine practice. This can also be seen through the mentoring program of beginning teachers, whereby mentees and mentors collaborate to provide constructive feedback to improve both teaching and leadership practice. The leadership team are active participants in capacity development programs and utilise these programs to enhance and build the capacity of their own faculty areas.

Teacher **learning and development** is a priority and is aligned with professional practice in the School Plan. Staff have continued to participate in professional learning to enhance their teacher practice and build their capacity in areas of need. Bonnyrigg High School ensures that professional learning needs are met and that staff are provided with diverse opportunities and choice to engage in professional learning that builds upon their strengths and caters for areas of improvement.

Teachers exhibit professionalism in maintaining and developing their professional practice aligned to the **professional standards**. All professional learning is evaluated and survey data is used to support staff professional learning needs.

In the domain of **Leading**, the on-balance judgement of the school is *SUSTAINING AND GROWING* in all elements. The school has continued to utilise the model of instructional leadership as the best strategy to ensure the consistent improvement of the school community. The leadership team are active participants in professional learning and then endeavour to model best practice for all of their staff, maintaining a culture of high expectations. The school is committed to building sustainable leadership utilising mentorship to continually build leadership practice in all facets of the school including but not restricted to curriculum and wellbeing.

Our **Leadership** team promotes a shared vision and engages the school community in consultation, feedback and evaluative practices to ensure a comprehensive school self-assessment. Aspiring teachers and head teachers are all provided with opportunities to enhance their skill set in various leadership roles through active mentoring and dedicated leadership programs, delivered both internally and externally. Staff can also relieve in leadership roles.

In the area of **School Planning, Implementation and Reporting**, staff are involved in strategic planning and evaluations on a regular basis. Staff are aware of and maintain their commitment to meeting the strategic directions of the school plan. The plan and its milestones are reviewed on a regular basis to ensure that the school achieves its objectives and that the outcomes are being evaluated to lead to improvement.

School resources have been utilised effectively to continue to meet the learning needs of our students. In addition, specialist learning spaces have been built, re-furbished 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 and areas of development in curriculum, wellbeing and attendance. There is a continued focus on effectively utilising data to inform practice for strategic school improvement. The school continues to establish processes to strengthen and encourage parental and community engagement.

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

For more information about the School Excellence Framework:

Strategic Direction 1

Student Growth

Purpose

To provide all students with meaningful opportunities, rich experiences and ongoing support to achieve improved outcomes in literacy and numeracy to facilitate growth and success in their learning.

Overall summary of progress

Bonnyrigg High School has continued to embed a wide range of strategies to enhance student growth in Literacy and Numeracy and analyse data to inform teaching practice. Testing of year 7 students enabled teaching staff to form classes based on literacy and numeracy strengths and deficits. Teachers were able to identify students working below stage 3 and place them in a smaller, safety net class, with support from a Student Learning and Support Officer (SLSO). The curriculum was taught at a suitable pace in the safety net class and all assessments and class tasks were differentiated, to ensure all students have access the curriculum and experience success in their learning. Data analysis also enabled staff to identify students working beyond stage 3, resulting in the creation of two top comprehensive classes, where programs focused on extending student learning and enhance creative and critical thinking. Additionally, data was used to establish an E/ALD class, to support students with English as a second language. E/ALD classes were supported by team teaching pedagogy, enabling students to receive small group and individual support to develop literacy skills. Lastly, data from internal testing carried out on the selective cohort, resulted in the formation of classes based on areas of strength in either literacy or numeracy. Post testing of the current year 7 enabled teachers to review programs and identify students requiring extra support and those working beyond stage level.

Review of current numeracy programs revealed Mathletics was not effective in years 11 and 12, with teachers preferring to use EDROLO. Furthermore, deficits identified in the Mathletics data needs more teacher intervention across years 7 to 10.

Reporting template implementation was finalised for 2019, with comment banks for all key learning areas continually being refined.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy.	\$160,000	<p>To support the increase of the percentage of students demonstrating expected literacy growth, Bonnyrigg High School engaged in a trial using the learning progressions, a tool to understand the literacy needs of students, aimed at identifying student skills to inform teaching practice. This trial began with the Literacy Team tracking a small focus group of students from years 7 to 10, with student growth recorded through pre and post testing.</p> <p>Additionally, 2018 saw the development and delivery of the non-negotiables, to assist students in creating sophisticated text. Posters containing the non-negotiables were displayed in all classrooms, to reinforce students to review and edit their writing. Furthermore, visual literacy resources, including PEEL sentence starters, POWER writing prompts, sentence types, figurative language and authors purpose, were developed, discussed and displayed in all English classrooms. To further increase student literacy skills the English faculty trialled the delivery of 'The Correction Codes', to improve student writing skills through planning, writing drafts and editing their own work.</p> <p>The Literacy Team reviewed 2018 NAPLAN results,</p>

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 students demonstrating expected growth in literacy.</p>		<p>identifying areas of need, which resulted in the development of a whole school focus to be delivered in 2019. Professional learning, in regards to the literacy focus, would be delivered to the executive, enabling head teachers to inform faculty staff of practices to increase literacy skills. Review of both internal and external data from 2018 resulted in the proposed establishment of literacy classes in 2019 for years 7 to 10, which will focus on creating text and developing comprehension skills. The 2019 whole school literacy focus is to re-visit A learning and Responding Matrix(ALARM), to help improve student literacy and assists with written responses for assessment tasks and exams. ALARM uses the National Education Standards Authority (NESA) key Words to explicitly teach students to identify, describe, explain, analyse, interpret, critically analyse and evaluate. Additionally, team teaching opportunities to build teacher capacity and confidence in teaching literacy within their subject area has been proposed for 2019.</p>
<p>Increase the percentage of students demonstrating expected growth in numeracy.</p>	<p>\$71,500</p>	<p>The Numeracy Team reviewed 2018 NAPLAN results, identifying areas of need, resulting in the proposed establishment of numeracy classes for year 7, which will focus on number facts and operations, as well as faculty numeracy focuses for 2019. The numeracy focuses will provide the platform for team teaching across all key learning areas and will cover graphs, fractions, decimals and percentages. The program's outcome is to create a common language within all faculties, ensuring consistency across the school. Additionally, the review led to the proposed establishment of a year 8 to 10 numeracy tutoring program, based on Mathematics data, targeting student, class and small group identified deficits, through the provision of intervention activities. These proposed numeracy programs aim to improve student numeracy skills, therefore increasing the number of students reaching the NESA bench mark for the HSC. Additionally, these interventions will result in an overall decrease in lower NAPLAN bands and an increase in students achieving higher bands in NAPLAN, demonstrating student value added growth.</p>
<p>Increase the percentage of students in the top bands and decrease the percentage of students in the lower bands in the HSC.</p>	<p>\$39,200</p>	<p>All assessment practices have been refined to ensure consistent, fair and reliable assessment.</p> <p>Professional learning has been delivered to all faculties to enhance their ability to analyse data to inform practice.</p> <p>Staff have also been supported in developing their ability to differentiate activities being delivered to all students in their classes.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve the communication of literacy and numeracy growth in student academic reports	\$5,000	<p>Continued internal testing of students in year 7 and 8, using PAT R and PAT M, provided the school with data targeting student growth. The use of excel spreadsheets, placed on the school's internal data recording system, ensured teachers were well informed of student progress, with particular attention to students that appeared as anomalies, both working beyond and below stage level. This data also supported the forming of the year 7 classes for 2018.</p> <p>Bonnyrigg High School's continued dedication to using data to inform practice and identify areas of need led to the participation in the 2018 year 7 BEST START trial. Testing took place in the first three weeks of term one, with students being tested in the areas of writing, numeracy and reading comprehension. The results of this testing confirmed classes already formed were correct and identified students requiring additional support as well as those working beyond stage level. BEST data enabled the literacy and numeracy teams to develop focus areas, based on areas of need, to be delivered in 2019. This further supported the need to establish literacy and numeracy classes and to develop whole school initiatives to enhance student skills in the area of literacy and numeracy.</p>

Next Steps

- Internal data (PAT R and PAT M) and year 7 Best start data collected are compared and used to inform practice, form year 7 classes and measure student growth from year 7 to 8.
- Analyse BEST START data mid term 1 to ensure correct placement of students in year 7.
- Establish years 7 to 10 literacy classes and pre and post test on student comprehension and writing skills.
- Commencement of year 7 numeracy classes that run along side mathematics syllabus.
- Commencement of tutor system, using Mathletics, for year 7 to 10, where focus areas are determined through data.
- 4 focus students selected from all classes in years 7 to 10 and monitored using the literacy and numeracy progressions.
- Up-skill staff in using plan 2 of the progressions and marking of year 7 writing samples for BEST START.
- Whole school focus on writing, focused on understanding verbs and what they mean.
- Whole school writing focus on using the verbs to complete a PEEL paragraph.
- Literacy blinds displayed in all classrooms with literacy focus non-negotiables for writing and PEEL.
- Numeracy blinds displayed in all classrooms containing common language in regards to graphs.
- Implement new reporting system for junior reports and establishing report comment banks for each KLA.
- Team teaching in the area of literacy focusing on different faculties each term.



Strategic Direction 2

Professional Practice

Purpose

To engender a culture of professional learning and growth in which teachers will develop leadership capacity and support personalised student growth through research-based pedagogical practice.

Overall summary of progress

Bonnyrigg High School continued to set high expectations and provide valid and relevant professional learning opportunities for all staff. In collaboration with Simon Breakspear, the senior executive and executive team worked on the Leading from the Middle Project. This project focused on building the capacity of leadership skills in middle management. Initially the team worked with Simon Breakspear who established the framework and provided the rationale behind the project. In collaboration, tasks were developed to enhance the understanding of middle management. These tasks included engaging with critical readings and presenting their findings to the rest of team. Following on from the critical readings, Simon Breakspear initiated a plan to assist Head Teachers in developing their leadership capacity and the capacity of their teams. They focused on Programming, Assessment, Lesson Observation and Critical conversations to enhance their practice.

The senior executive met with the Head Teachers Teaching and Learning to review the Quality Teaching Rounds. It was decided that we would move to a lesson study model in 2019. The Mentoring program and role statement was reviewed and implemented throughout 2018. This program will continue in 2019.

Staff participated in twilight sessions where they had choice to select Professional Learning based on their interests. Staff were provided with opportunities to present different professional learning workshops based on their own expertise. This was effective in building teacher capacity and allowing teachers to choose workshops that catered to their own professional development needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All faculties have embedded strategies for effective middle leadership.	\$30,000	The senior executive and executive participated in the Middle Leadership Project. This project provided Head Teachers with a solid foundation in managing the middle. They focused closely on all aspects of the role including; Programming, Assessment, Lesson Observation and Critical conversations with their staff.
All staff engage in Professional Learning that is linked to the Australian Professional Standards for Teachers.	\$100,000	All staff engaged in a wide range of professional learning activities that included twilight sessions where they were provided with the ability to choose sessions most relevant to enhance their practice. All staff have completed mandatory Professional Learning. Every Professional Learning opportunity is linked to the Australian Professional Standards for Teachers, thereby ensuring teachers can plot their Professional Learning against the standards.
All staff participate in the sharing of pedagogical practice through Professional Learning communities.	\$2,000	The Head Teachers Teaching and Learning set up a Google Team Drive for the whole school to access Professional Learning presentations and workshop information. Through our Professional Learning committee teachers are provided with a range of learning opportunities through whole, school twilight sessions and Staff and Faculty Professional Learning.

Next Steps

Lesson Study Model Implemented and will be evaluated

Professional Learning Twilight sessions will continue offering optional sessions. This will be expanded to include partner primary schools and other high schools within the Cowpasture Network

The senior executive will continue to build on their relationship with Simon Breakspear through their participation in the Agile Leadership Program, developed specifically to create impact and progress in student learning



Strategic Direction 3

Connected Communities

Purpose

To build a school community that fosters positive student, parent and community partnerships where students are supported in becoming resilient, self motivated lifelong learners and active citizens.

Overall summary of progress

Bonnyrigg high School has continued to build on making connections with parents and the wider community. Options were investigated to determine the best platform to use to further enhance our communication platform. Instagram was selected and an account was established and is now running. The Pioneer Project continued in 2018 and parents were well informed of how to build their communication with the school. 977 students completed The Tell Them From Me Survey with the following highlights; 62% of Bonnyrigg High School students have a positive sense of belonging; 79% have positive relationships; 78% value schooling. In collaboration with New Leaf, Bonnyrigg High School successfully established its weekly breakfast club. SLSO training was introduced in regards to improving understanding and skill in working with students with extra needs. This training enhanced their ability to make positive connections with their students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent/carer participation at school events .	\$25,000	Parent Teacher Night was more successful in 2018. We had approximately 80% of students making appointments to see their teacher.
Increased opportunities for parents, students and external stakeholders to engage with BHS.	\$25,000	Instagram page was set up and was active in 2018 providing parents and students with another platform to access and connect with the activities taking place at school.
Increased number of student engagement programs that provide avenues for success and a sense of belonging for all students.	\$10,000	There has been an increase in student participation in RAGE, Managing the Bull, Girls Group, social Skills Programs, Flyt workshops. These programs have provided many opportunities for students to make positive connections and belong to the wider school community, resulting in resilience building and higher student engagement.

Next Steps

Building Resilience in Younger people.

Whole School Homeroom Program – Wellbeing Focus will be implemented.

CHEER Team, Staff and Student Wellbeing Teams will be initiated to improve staff and student wellbeing outcomes.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24,198	<p>Bonnyrigg High School continues to make a strong commitment to the education of our Aboriginal students through the implementation of a range of successful programs such as Sista speak and LOVE BiTES. The school celebrates and values Aboriginal culture holding numerous cultural activities such as NAIDOC week and Carnivale. An Aboriginal Education Officer (AEO) is employed to support Aboriginal students in their learning across all age groups and all KLAs. The AEO, working with the Aboriginal Education team, systematically and closely mentors Aboriginal students. As a result, the majority of our students feel a deep sense of belonging to the school. The Aboriginal Education team has also successfully strengthened the links between the school and its Aboriginal community.</p>
English language proficiency	\$383 200	<p>At Bonnyrigg High School there are 1458 identified LBOTE students. This equates to 91.2% of our school population whose language background is other than English. The percentage of LBOTE students who have been enrolled in our school for:</p> <ul style="list-style-type: none"> • Less than one year – 1.6%% (decrease of 0.4% from previous year) • Between one and three years – 4.8% (increase of 0.8% from previous year) • Between three and seven years – 5.1% (increases of 0.1% from previous year) • More than 7 years – 79.7% (decrease of 9.3% from previous year) <p>In 2018, we refined our testing procedures of phasing students and 851 of these LBOTE students have been identified needing additional EAL/D support and have been assessed and phased as follows:</p> <ul style="list-style-type: none"> • Beginning – 6.3% (increase of 4.3% from previous year) • Emerging – 23% (increase of 12% from previous year) • Developing – 28.7% (increase of 6.7% from previous year) • Consolidating – 41.7% (decrease of 24.3% from previous year) <p>EAL/D teacher allocation for 2018 was 3.0. TESOL trained permanent staff in the role were Angela Hong (EAL/D coordinator), Uday Narayan (ongoing leave) and Saarah Hajjar (appointed to the school in term three). The focus for the EAL/D team was to teach targeted English EAL/D classes in each year group where a parallel model in delivering curriculum content was used. Teacher support was also given to Stage 6 targeted EAL/D students in the form of study periods to ensure that they met the demands of their senior studies. Where possible, EAL/D teacher support was provided to students in KLAs where classroom teachers were interested in developing their literacy skills in meeting the needs of their EAL/D students.</p>

English language proficiency	\$383 200	The EAL/D team is supervised by the Head Teacher Teaching and Learning, who works extensively with the team to support them in the development of EAL/D strategies to meet minimum requirements of the EAL/D School Evaluation Framework.
Low level adjustment for disability	\$350,729	In 2018, nine students received Link Support Program funding and four students received HSC Vocational Education and Training funding, which was used to assist students with a diagnosed disability actively participate in job coaching and work placement. 100% of senior students who received funding successfully participated in work experience and met outcomes associated with their relevant S- 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 2018 with 23 students being identified as having decoding deficits. These students were placed on the Multilit program, resulting in 26% successfully completing the program, with the remaining students continuing in 2019. Additionally, the Macqlit reading comprehension program continued successfully throughout 2018, with aspects incorporated into each individual student's program.</p> <p>Men's Shed: Four year 10 Students 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. The program impacted their school attendance, showing a 5% improvement. 100% of students improved their school engagement.</p> <p>Life Skills: Nine students continued with the Life Skills program in 2018, with one new student being placed on the program in year 9. 100% of students in year 10 and year 12, on the Life Skills curriculum, successfully received their Life Skills ROSA or Life Skills HSC.</p> <p>Social Skills Group: Nine students in years 7-12 completed a social skills program in 2018 on ways to develop and maintain healthy friendships. In semester one, student's worked with a speech pathologist from The Gift of Speech on appropriate methods to interact with peers and developed a short presentation of ways to be a good friend. During semester two, term three, students were able to develop team building skills and improve their fitness with their peers through a Boxercise program run by Fairfield PCYC program. In term four, students read to kindergarten students at the local primary school once a week. Through the social skills</p>

Socio-economic background

\$1,255,315

program, students formed meaningful friendships; thus leading to a 100% of students increasing their engagement at school.

Accidental Counsellor Training:

The Welfare Team at Bonnyrigg High School participated in the Accidental Counsellor training in Term one. The training was delivered by Rocky Biasi, focusing on providing members of the Welfare Team with the skills to feel confident in responding to students in need, implementing Psychology of influence strategies, identifying evidence-based wellbeing strategies, and creating student wellbeing habits. Members of the Welfare Team completed the training and are now fully equipped to be accidental counsellors for students at Bonnyrigg High School.

RAGE: Bonnyrigg High School worked closely with The Junction Works to deliver the RAGE (Re-Navigating Anger and Guilty Emotions). RAGE is a six week early intervention anger management course for young people that is solution based, hands on and practical. It teaches young people healthy ways to deal with their anger and is a Cognitive Behavioural Therapy based course.

Data collected highlighted 60% of participants are now able to apply the workshop strategies to their life, 90% felt encouraged to participate in discussions, 70% 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.

Managing the Bull: Bonnyrigg High School worked closely with The Junction Works to deliver the Managing the Bull program to students in Years 7 and 8. Eight students completed the four-week program which aimed at educating them in the types of bullying and more importantly teaching the skills to be up standers and proactive.

Stewart House: In Term three, one Year 8 student was offered a placement at Stewart House to participate in a twelve-day enrichment program. Stewart House provides children with a break from their current circumstances. The program focuses on building confidence and self-esteem, building positive relationships, appropriate behaviours, feeling safe and being and staying healthy. Upon return from Stewart House the student reported making new friends and visiting beach and bush locations as the highlights.

FLYHT Workshops: In Term three, Year 10 students were offered the opportunity to attend mental health and self-care workshops delivered by Fairfield Liverpool Youth Health Team. 75 students attended the

Socio-economic background

\$1,255,315

workshops, which focused on maintaining healthy boundaries in friendships, discussing suicide and self-harm, as well as discussing specific strategies for self-care and distress tolerance. This program was effective in meeting the needs of Year 10 students.

Study Without Stress: Study Without Stress is a psycho-educational program that equips students with both knowledge and practical tips on how to approach and overcome the stress associated with exams in the final year of high school. The program uses Cognitive Behaviour Therapy (CBT) techniques to help students get the most out of their final year, whilst keeping stress to a manageable level. In 2018, the program was delivered by the school psychologist before school hours, over a period of eight weeks. Eleven Year 11 students and six Year 12 students completed the program. Student attendance to workshops was 100%, indicating the success of the program and the value to students.

Vaccination Program with NSW Population Health: In 2018 the vaccination program was offered to Year 7, 10 and 11 students.

The coverage for Year 7 for the Human Papillomavirus (HPV), was 77% for girls and 66% for boys. The Diphtheria, Tetanus and whooping cough (dTpa) school coverage was 71%.

The coverage for Year 10 for Meningococcal (MenACWY) was 69% and 66% for Year 11.

Girls Group: In Term 4 the Girls Group program for year 7 and 8 girls commenced. The program was delivered once per week, to twenty students.

Outcomes of the program included:

- Setting goals;
- Building confidence and resilience;
- Learning about mental health;
- Learning about healthy relationships and positive self-image, and
- Completing a school community project.

The program also included lessons from external agency Community First Step, who delivered hairdressing workshops to the students.

The Girls Group was successful in completing their school community project which involved creating self-care packs for Bonnyrigg High School students. These packs were donated to the school counsellors so that they could be passed on to students in need.

Breakfast Club: With the support of St George Housing Communities – Newleaf, Bonnyrigg High School Breakfast Club commenced in Term three. Breakfast Club operated every Tuesday before school, with the aim of supporting student wellbeing and engagement by providing a healthy breakfast

Socio-economic background

\$1,255,315

to students who may arrive at school hungry. In addition to this, Breakfast Club models healthy eating and good hygiene as well as providing a safe and welcoming environment. Student numbers at Breakfast Club increased each week and by Term four, stock orders increased by 100%.

Community First Step Suspension Centre:

Bonnyrigg High School partnered with Community First Step (CFS) to pilot the School Suspension Centre program in Term four. Students were required to attend Community First Step in Fairfield during their suspension, where they were supported by CFS youth workers in resolving their suspension. The program provided students with opportunities to participate in structured programs focusing on reflection and intervention by:

- assisting students to reflect on and understand their behaviours and the consequences, and develop a positive attitude towards schooling;
- Improve readiness to return to school, and
- developing the student's capacity and understanding to re-engage at school and minimise the recurrence of inappropriate behaviours.

All students who attended the program successfully resolved their suspensions.

Mental Health Month: Bonnyrigg High School promoted Mental Health Month and its message, 'Share the Journey', in Term four through various whole school events. Handball games and a lolly guessing competition were held at recess and lunchtime by Youth Off the Streets. Stress management workshops were delivered to Year 10 students and Year 7 students created messages of support to promote mental and emotional wellbeing. As a result, Bonnyrigg High School students increased their knowledge and awareness of mental health.

Best Enemies: In conjunction with Community First Step and Ross Bark, Year 7 and 8 students participated in the Best Enemies cyber safety education program. The program addressed the causes and consequences of cyber bullying and cyber safety. Part of the program involved students watching a film based on the real-life experience of a 15 year old girl. The film had a significant impact on the students, evidenced by their willingness to discuss and understand the issues surrounding cyber bullying and cyber safety.

RAP 4 Change: In Term four, nine Year 10 students participated in the Rap 4 Change program facilitated by Youth Off The Streets. The program aims to help young people who are at risk of being disengaged from school by promoting and building on problem solving skills, communication, positive interactions

<p>Socio-economic background</p>	<p>\$1,255,315</p>	<p>and decision making. Students wrote and recorded their own Rap compositions and showcased their work at the graduation ceremony. Students presented improved attendance as well as a positive attitude to learning in both independent and collaborative situations.</p> <p>White Ribbon Day: The annual White Ribbon Day event was held at Bonnyrigg High School with 65 students from years 7–10 participating in the activities of the day. St George Housing Communities – Newleaf and Youth of the Streets supported Bonnyrigg High School in the running of the day, which involved a formal assembly in the morning where guest speakers from SGCH, Bonnie's Women Services, Core Community Services and Fairfield Police Station shared their experiences with students, emphasised the importance of standing up and speaking out against domestic violence and discussed how to recognise the signs of violence and where to seek help. After the assembly students participated in various activities promoting self-care, mindfulness, creativity and collaboration with peers.</p> <p>This event was an important step in Bonnyrigg High School becoming an official White Ribbon school.</p> <p>Data collected revealed that:</p> <ul style="list-style-type: none"> • 90% of students who attended the White Ribbon Day agreed that the event helped to improve their confidence and quality of life in some way. • 90% of students who attended the White Ribbon Day even felt a stronger connection to their community. <p>Fit 4 Life: The Fit 4 Life program, facilitated by PCYC Fairfield/Cabramatta was offered to ten students from Years 10, 11 and 12. The program uses boxing, incidental education and mentoring to encourage disengaged and at-risk students to connect with PCYC NSW and re-engage with schools in a youth friendly, physically and culturally safe environment. Students attended the program each Thursday of Term 4 before school. Students were transported to PCYC each morning, offered a healthy breakfast and transported back to school. Students who participated in the program delivered positive outcomes towards school attendance, evidenced by a 100% attendance rate, as well as improved engagement at school.</p>
<p>Support for beginning teachers</p>	<p>\$10,000</p>	<p>The year started with 17 senior teachers being part of Teacher Mentoring Program and 13 beginning teachers to be mentored.</p> <p>There were seven new senior teachers participating as mentors this year with remaining ten continuing from previous years. Teachers were expected to complete at least one professional learning experience early on in their mentoring role. Professional learning</p>

<p>Support for beginning teachers</p>	<p>\$10,000</p>	<p>was provided by TTA courses online and most teachers were able to complete this easily in their own time, and gain 6 registered hours.</p> <p>Of the 13 beginning teachers, three were permanent teachers and ten were temporarily appointed teachers. Not all teachers were GTIL funded hence most of the mentoring was the generosity of the mentors giving up their time to mentor and support.</p> <p>The year started with the coordinator for mentoring organising three meetings in Term one:</p> <ul style="list-style-type: none"> • introducing the program at the induction meeting to the mentees • mentors to discuss and organise mentoring for the year with suggestions for improvement • initiation meeting with mentors and mentees <p>The third meeting allowed the mentees to meet with their perspective mentors and have that crucial initial conversation to build rapport and continue to have long term professional dialogue and support throughout the year. Mentors and mentees are encouraged to have a period dedicated for mentoring in a fortnight for continuous support and dialogue about professional matters including accreditation process and requirements, marking, lesson observations, report writing and any other issues brought up for discussion.</p> <p>Throughout the year the mentors also met once a term to discuss any issues they were facing. This year all new mentors were partnered with a more experienced mentor for professional support, which also meant most mentees had two mentors. A google doc link was also generated and shared for the mentors to bring up any issues they were having.</p> <p>Feedback and evaluation processes occurred in Term four and verbally throughout the year. Most mentors kept to their commitment of meeting fortnightly or more as their situation demanded. Overall, most comments were positive and most mentees were finding support from the mentoring process. Any suggestions for changes will be discussed in 2019 and implemented accordingly.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$1989</p>	<p>At Bonnyrigg High School there are 12 students who have refugee status. These students' educational needs are supported through the school's EAL/D program. Social and emotional wellbeing of these students is supported through our school's Welfare team. The school is very aware of the impact of trauma on refugee students and work with the student and their families, in terms of their learning and welfare needs.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	696	715	756	814
Girls	618	673	747	779

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97.1	96.1	95.8	94.5
8	95.5	95.1	94.1	93
9	95.7	92.3	93.6	91.5
10	94.5	93.1	91.1	89.7
11	94.3	92	92.5	88
12	94.6	91.5	91.6	91.6
All Years	95.4	93.5	93.2	91.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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 lateness and truancy (LAT) report, interviews with students of concern and support of the Home School Liaison Officer through the referral process where applicable. Throughout this process poor student attenders identified with specific welfare and learning needs are connected 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.

In 2018 Bonnyrigg High School continued to sustain the

overall improvement in attendance, 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 Record of Student Achievement (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	0	0	12
TAFE entry	0	0	4
University Entry	0	0	40
Other	0	0	13
Unknown	0	0	28

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. **80** students selected curriculum framework courses as part of their senior pattern of study, with an additional seven students undertaking vocational training with external providers. 46 students had their VET course included in their Australian Tertiary Admission Rank (ATAR) and two students completed their HSC with the inclusion of a School Based Apprenticeship

Year 12 students attaining HSC or equivalent vocational education qualification

Out of the 237 students in year 12 in 2018, 227 students received the Higher School Certificate and 10 students received a Record of School Achievement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	77.2
Learning and Support Teacher(s)	2
Teacher Librarian	1.4
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	16.57
Other Positions	1.2

*Full Time Equivalent

In 2018, there were 4 staff members with an Indigenous background. This included an Aboriginal Education Officer, two SASS members and a teacher.

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 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 on a range of areas including the implementation of ALARM, the accreditation process, differentiation and the NCCD, report writing and ICT integration. Teachers were given the opportunity to present professional learning on a

range of areas, thus giving teachers the chance to develop their own skills in preparing and delivering professional learning to their peers. The school executive accessed professional learning through sessions with Dr. Simon Breakspear and participated in a sustained program of professional learning aimed at developing middle leadership capacity and capability.

A mentoring program was run to successfully support beginning teachers in developing their classroom pedagogy. Over the course of 2018, four beginning teachers completed and successfully submitted their accreditation portfolios, through which they collected and annotated evidence of their work that demonstrated proficiency against the Australian Professional Standards for Teachers. During this year, all teachers who started teaching before 2004 were transitioned on to the proficient level of the accreditation process and along with all other staff accessed a range of registered and teacher-identified professional learning opportunities. Furthermore, seven staff members completed their maintenance of accreditation in 2018, reflecting the commitment that staff at Bonnyrigg High School have to ongoing professional development.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	2,854,192
Revenue	17,792,251
Appropriation	16,552,144
Sale of Goods and Services	254,476
Grants and Contributions	865,273
Gain and Loss	0
Other Revenue	150,167
Investment Income	-29,808
Expenses	-16,781,712
Recurrent Expenses	-16,781,712
Employee Related	-14,671,536
Operating Expenses	-2,110,176
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,010,539
Balance Carried Forward	3,864,730

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 seeks grants to increase student facilities. These funds are used for maintaining the school bus and upgrading school facilities, such as the ovals and provision of new teaching spaces. The school completed the refurbishing of the indoor sports centre with the addition of a fitness centre by the beginning of 2019.

In addition, significant purchases of computers, laptops and interactive data projectors for classrooms have been made. Future projects include the upgrade of the school oval in late 2019, phase one has been completed. Phase two will be in August 2019. A program of refurbishing the kitchenette areas of staffrooms has been completed by the end of 2018, as many are the original areas from the 1960s. A proposed Vocational Education and Training facility providing for courses in Automotive Engineering and Construction is planned for 2019. Continual maintenance of existing facilities is also an ongoing priority.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	13,384,645
Base Per Capita	290,595
Base Location	0
Other Base	13,094,050
Equity Total	2,013,442
Equity Aboriginal	24,198
Equity Socio economic	1,255,315
Equity Language	383,200
Equity Disability	350,729
Targeted Total	106,234
Other Total	195,179
Grand Total	15,699,500

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.

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.

Spelling results showed more than 60% of both year 7 (greater than Band 7) and year 9 students (greater than band 8) achieving the top levels. Year 7 students in the area of Grammar and punctuation performed well, with over 57% of the cohort obtaining band 7 and up. Over half of the year 7 cohort has achieved band 7 and above in reading. Approximately half of our year 9 students have achieved band 8 or more in the area of reading, spelling and grammar and punctuation. The school has continued the implementation of the writing and literacy programs, such as PEEL, ALARM, and non-negotiables, which has resulted in a 4% increase of year 9 students obtaining band 8 or more in writing.

In numeracy students continue to perform consistently, with 60% of students in both year 7 (greater than band 7) and year 9 (greater than band 8) achieving the top levels. The school continues to use mathematics to provide additional support to students, in the form of practice questions and skills development. Additionally, the school is looking at targeted numeracy classes for 2019, as well as a tutor program, to improve numeracy results across all band levels.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student

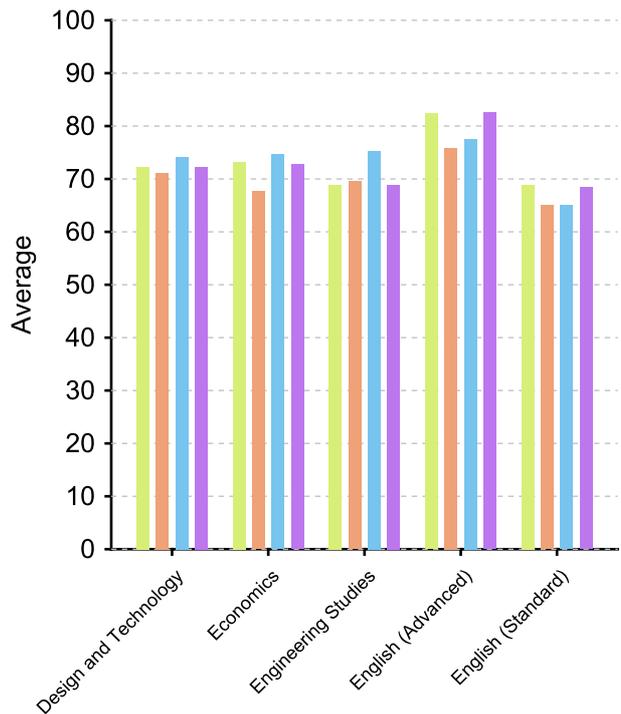
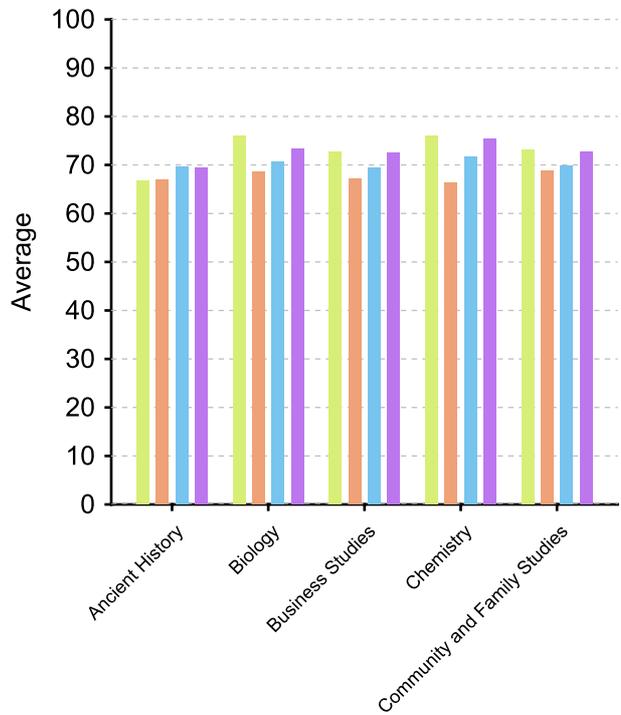
performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

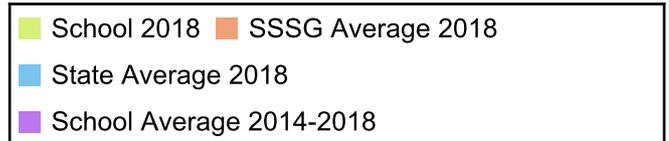
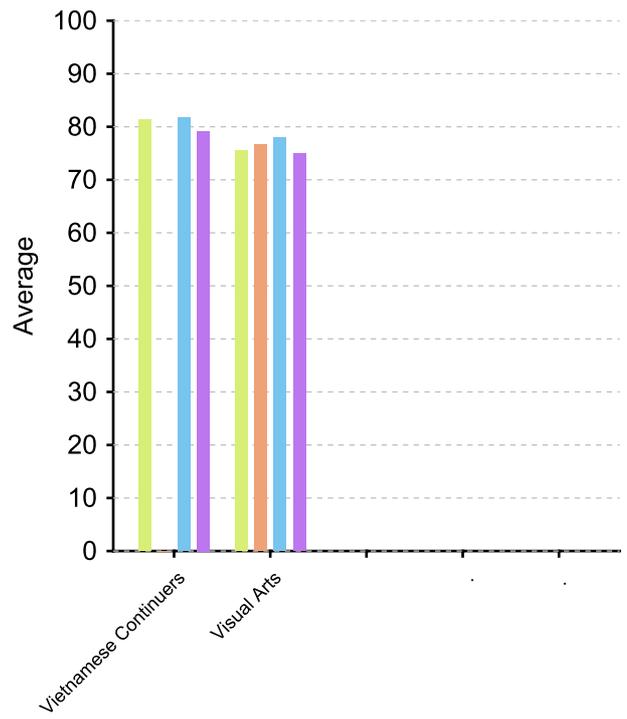
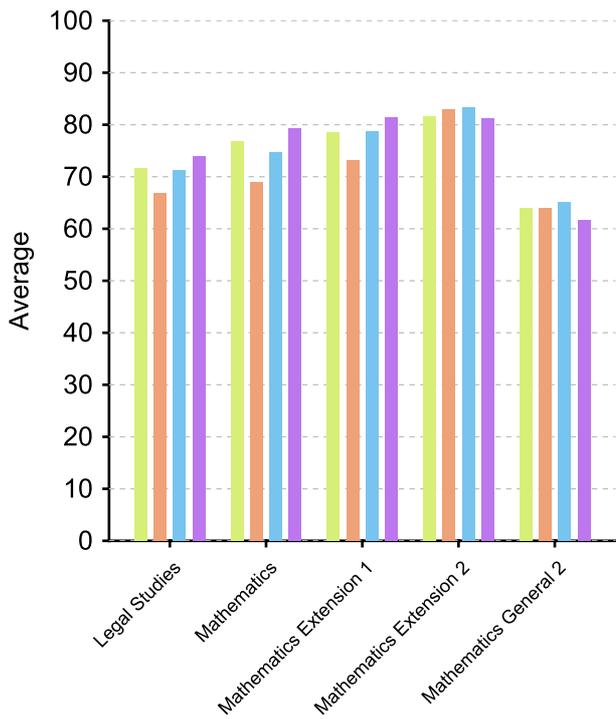
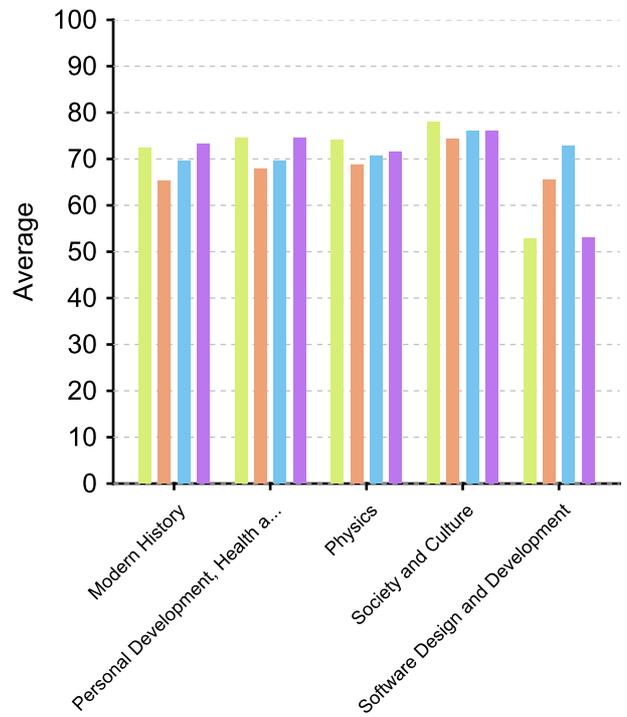
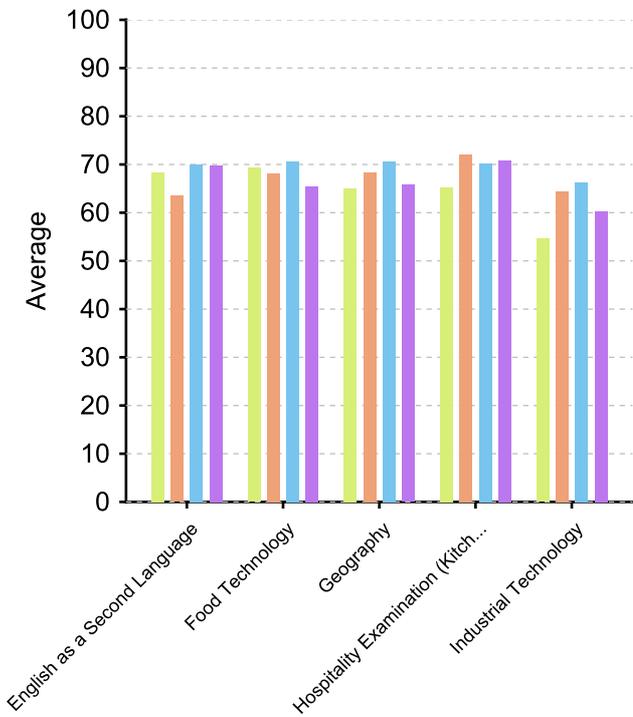
To improve the performance of Aboriginal students in NAPLAN, the school identifies the student's needs through ACER testing for literacy and numeracy. Once identified, class teachers are informed of students' skills, deficits, and the most appropriate classroom strategies to support them. In addition, students are guided by the Learning Support faculty and the Aboriginal Education Officer to address their individual learning needs. Every Aboriginal student has a teacher-mentor who they meet with regularly and who assists in developing their goals, strengths and weaknesses in their Personalised Learning Plan.



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

Tell Them From Me Survey

In 2018, Bonnyrigg High School sought the opinions of

students, and teachers through a survey called *Tell Them From Me*. 999 students completed the Tell Them From Me Survey which focused on Student Engagement. The survey revealed that:

- 62% of Bonnyrigg High School students had a positive sense of belonging;
- 79% of Bonnyrigg High School students felt they had positive relationships with their peers;
- 78% of Bonnyrigg High School students value schooling outcomes;
- 57% of Bonnyrigg High School students are intellectually engaged and find learning interesting enjoyable and relevant (11% above state mean);
- 91% of Bonnyrigg High School students display positive behaviour at school;
- 21% of Bonnyrigg High School students participated in extra school curricula, such as music, drama, and art;
- 88% of Bonnyrigg High School students plan to finish Year 12;
- 32% of students plan to go to TAFE or complete an apprentice, and
- 76% of Bonnyrigg High School plan to go to university.



Policy requirements

Aboriginal education

Bonnyrigg High School is proud to be on Dharug Land. There is a strong commitment to providing support and opportunities for students to excel in a variety of areas. The school has developed a strong culture of recognising student achievement through applications for external scholarships, programs and awards.

In order to improve attendance rates, the school initiated a student-led Koori Breakfast Roll call. This has been very successful with a 50% reduction in number of students being marked late to roll call. With the support of Kari, breakfast was made available. Kari strengthened relations with students by also acting as mentors. As part of our Aim Up initiative, students who were successful in meeting their attendance targets were rewarded with an excursion to Wet'nWild.

Students from Aboriginal and non-Aboriginal backgrounds are given the opportunity to celebrate Aboriginal culture through events such as Carnivale and NAIDOC Week. The community was invited to our

NAIDOC Morning tea which was well supported by families and guests. In addition, some Aboriginal students joined forces with Bonnyrigg Public school and join in their NAIDOC celebrations.

Two of our female senior students were supported by local organisation KARI when they made their debut. The event was a huge success and involved personnel from KARI, Fairfield LAC, and parents and community members.

Strong ties continue with outside educational groups who have worked with our students during the year. These include UWS–Pathways to Dreaming—who worked with Year 8, 9 and 10 and AIME, who worked with year 11 on culturally based activities. In conjunction with Pathways, our Aboriginal students organised a school-wide toy drive, bringing joy to sick children at Westmead Children's hospital.

As part of NRL School to Work program, James Whittard was successful in gaining early entry into university and Jimirin O'Hara gained an apprenticeship in commercial plumbing. We wish these students every success in their future endeavours. In addition, two students were selected to participate in the NRL Youth Summit where they took part in various cultural and leadership workshops. NRL School to work mentored 9 students on life after school.

Congratulations to two outstanding Year 12 students, Bindi O'Hara and Lateisha Clayton, who were successful in attaining their Certificate II in Business Services through Aboriginal Educational Services.

The school continues to support Aboriginal students through the implementation of programs such as Sista Speak and LOVE BiTES. Sista Speak inspired and motivated our students about the importance of education and to raise their awareness of the diverse career paths available to them, focusing specifically on issues such as self-esteem, identity and leadership. Local elder Maureen Clayton was a guest speaker this year. Kari's LOVE BiTES program increased student's understanding of respectful relationships and domestic violence.

To build on cultural awareness and develop an understanding of the connection to and care for Country, our Aboriginal students enjoyed a Bangarra Dance performance at Sydney Opera House. In addition, 17 students attended a 3-day Youth corroboree at Campbelltown TAFE, which promoted healthy living and cultural identity.



and hone skills in a vast variety of forms and disciplines. The 2018 HSC Creative and Performing Arts cohort achieved some commendable results. In particular, 80% of students gained their best HSC result in Visual Art. Student success was achieved through their talent and ability in creating a Body of Work, and demonstrating strong written skills in Visual Arts.

Opportunities to perform and exhibit were again organised and provided by the enthusiastic CAPA staff. Music students were able to showcase their high level of skill and technique during Bonnyrigg Live performances, talent shows, Graduation and Recognition assemblies to school audiences and the wider community.

The Annual Art Exhibition celebrated the achievements and dedication of HSC students allowing them 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. Both senior and junior students successfully presented a wide array of forms from painting, drawing, sculpture, digital, photography and printmaking.

The participation of students in external events and exhibitions such as Operation Art, was encouraged in 2018 with one student's work acquired by organisers for archiving. Students also attended a range of exhibitions, workshops and performances as a means to provide real world experiences and greater connection with the community. This focus of connection culminated in practicing artist Loribelle Spirovski, an ex-student of Bonnyrigg, being invited to give a two day workshop to year 11 VA students to enhance their portrait painting skills.

Dance

Dance at Bonnyrigg High School has continued to flourish and grow as a subject and extracurricular activity throughout 2018. The state of the art Dance Studio has been provided with a platform to enhance the technical and performance ability of the students at Bonnyrigg High School.

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 Academy 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' in its sixth consecutive year. This initiative enables the senior dance students to develop their leadership skills by mentoring junior students 7–9 and in 2018 was under the guidance of Ms Zoe Clarke.

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, academy groups and interest groups consist of both males and females from a range of cultural

Multicultural and anti-racism education

Carnivale

In September 2018 we held our bi-annual Carnivale, showcasing a plethora of cultures within our school community. Carnivale had an extra significance in 2018, which was raising funds for our struggling farmers at our sister school, Uralla High School. The event started with a traditional smoking ceremony and flag parade representing the many cultures within our school community. Performances from various cultural groups, concluded our opening ceremony.

The day continued with the school community immersing themselves in the culinary tastes of the many cultural groups within our school. Students were able to purchase multi-cultural foods, henna tattoos, books, toys or boomerang fridge magnets; participate in carnival games; have photos taken in the photo booth; or pay to dunk a teacher in the dunk tank. Community services and local community groups set up information stalls and fun activities for our students.

The day was extremely successful, concluding with an award ceremony and extra cultural performances. The event raised \$3940 for the drought stricken farming community in Uralla.

Other school programs

Creative and Performing Arts (CAPA)

The Creative and Performing Arts Faculty have again provided wide and varied opportunities across both Music and the Visual Arts enabling students to excel and perform to their highest possible standard. Students from all stages have been extended and encouraged to explore their talent, express concepts

backgrounds and individual needs.

The Bonnyrigg High School dance students represented Bonnyrigg High School at the following events in 2018:

- NSW Schools Spectacular (Combined Dance)
- Southern Stars Arena Spectacular
- Ultimo Regional Dance Festival
- Annual Bonnyrigg High School Dance Showcase
- Newleaf Community Christmas Fair

For the fifth consecutive year, 10 selected Dance students from year 9 and 10 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.

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

For the third consecutive year, Bonnyrigg High School had four items represented at the 'In The Spotlight' Dance Festival, performing at the Seymour Centre with schools selected from across the Ultimo region. Works from Year 9 and 10 Dance Academy, and the Junior and Senior Dance Academy performed with pride in the professional venue.

This year's annual Bonnyrigg High School Dance Showcase was held in Term three. The matinee and evening performances were a huge success with a variety of dance styles performed by students from Years 7–12 featuring solo, duo and group performances covering a variety of styles and cultural representation.

The six HSC dance graduates were the fifth graduating Dance class at Bonnyrigg High School. All students achieved results that reflected improvement across their time studying dance at Bonnyrigg High School.

Dance Academy students attended a variety of excursions including a trip to the city to view '2017 Callback' and professional dance workshops held at Sydney Dance Company, Dance Central studios and Village Performing Arts. All of these experiences assist to expose them to a variety of styles and develop their movement vocabulary, supplementing the course work explored within the classroom.

2018 was the fourth year students from Bonnyrigg High

School attended the prestigious NSW Aboriginal Dance Workshops, tutored by members of the Bangarra Dance Theatre. This experience assists to foster the relationship between student's cultural heritage and dance as an art form, under the guidance of professional Aboriginal and Torres Strait Islander performers.

2019 is already shaping up to be another busy year of Dance at Bonnyrigg High School as the Z elective Dance Academy programs continue to grow in numbers and students' technique progresses.

English

2018 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. We welcomed the following teachers into the English faculty in 2018: Mr Jeremy Crithary, who is now the substantive English Head Teacher; Mr Mark McDonald, Head Teacher, Teaching and Learning, Mrs Judith Harris, Deputy Principal, as well as Ms Saarah Hajjar as an English/English as an additional language or dialect (EALD) teacher. As the student numbers in the school grow, so too must the teaching staff, with English the only compulsory subject to HSC level.

In 2018 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 NSW Educational Standards Authority (NESA). 2018 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 and Year 12 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 2018. Some results were outstanding, especially in Advanced, Standard and English as a second language (ESL) English. In Advanced English, four of the 47 candidates received a Band 6; In Standard, nineteen candidates received a Band 5 and one of our ESL students received a Band 6. I am pleased to report that Advanced continued a trend of growth as our students achieved 1.22% above State average. 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 2018, 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.

Faculty members continued to extend themselves in areas outside of the school during 2018. Mr Crithary assumed the role of Project Leader as part of the Stage 3–4 English Textual Concepts project, a state wide project worth \$13,000 that encouraged high schools to partner with their local feeder primary schools to develop an understanding of both literacy and literary concepts. Partnering with Harrington Street Primary School and its Year 6 teacher Ms Zoe Ida, Bonnyrigg staff members including Mr Emmanuel Vazenios, Mr Adam Stewart and Mr Mark McDonald worked closely with Harrington Street to focus on integrating and enhancing a Stage 4 unit with a stronger awareness of the English Textual Concepts of Character, Theme and Narrative. The project will continue into 2019, and the faculty looks forward to rolling out and applying what has been learnt across other stages. Further, the English faculty was successful in acquiring two Stage 6 English Networking grants worth \$5,000 each to facilitate pedagogical partnership between staff and other school communities to increase learning opportunities for our students. Working with high schools in our Cowpasture Network, the relationships they have established has ensured that as a result of shared programming and assessment collaboration, faculties have been better prepared for the commencement of the 2019 Year 12 English Syllabus with shared access to a range of assessment tasks, programs and schedules.

A number of members of the English faculty also engaged in external marking operations during 2018, ranging from NAPLAN, to HSC Standard English and Extension 2 English, with Ms Le and Mr McDonald undertaking the role of Senior Marker at HSC English Paper one, Section two. Moreover, Ms Le was fortunate enough to work on an HSC Examination Committee, where she worked with other teachers from various schools across NSW to write the HSC exam for 2018.

There was much participation in external Drama activities in 2018, with students from Years 7, 8, 9 & 10 achieving the great honour of performing at the State Drama Festival. In addition, Ms Hollinger had the auspicious opportunity to be involved with a 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.

Additionally, and amazingly, Bonnyrigg had two students publish novellas at the end of 2017 – Isabelle Fischer and Victoria Basset–Wilton. More excitingly, at the end of 2018 we saw these same two students publish a sequel and a brand new novella at the Sydney Story Factory, Parramatta. Both Ms Stanford and Mr Stewart were in attendance to witness the release of Isabelle Fischer's *Starshifter Symbiosis*, and Victoria Basset–Wilton's *Cement Cocoon*. Both are available to borrow in the library and are excellent reads from our burgeoning authors. They can be purchased here: <https://martianembassy.com>.

au/collections/books–other–stories/products/2018–novellas. Isabelle is taking a break next year, then in 2019 doing animation with School of Audio Engineering (SAE) in Byron Bay. Victoria is starting a Degree in Journalism at University of Technology Services (UTS) next year. I'm sure we'll all be hearing more from these two young ladies in years to come.

Moreover, Mrs Freeman returned to the helm of the Newspaper Group in 2018. The students worked on news articles for Champion Schools, having work 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*. Several of our students were successful in publishing articles in the *Fairfield Champion* throughout 2018 that focused on successes achieved by students at Bonnyrigg High School. The student newspaper group also composed and published 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 in 2018.

Finally, the Peer Support program coordinated by Mr Elafros, Ms Freeman and Mr Stewart underwent an overhaul in 2018, 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 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 had an exceptional and highly eventful school year in 2018. The History Faculty was pleased to have staff member Ms. Lauren Goodsell appointed as the new Head Teacher of History, replacing Mr. Kurtz who retired in 2017 after over 20 years of service. While we are sad to see Mr. Kurtz leave, the faculty is looking forward to continuing to provide quality History Education for the students of Bonnyrigg High School.

In 2018 the History Faculty once again lead the ANZAC ceremony and Remembrance Day ceremony, with our successful applicants to the ANZAC Ambassador Program representing the school in honouring the fallen. Our ambassadors also represented the school by attending Cabramatta High School's United Nations Peace Day and Remembrance Day Ceremony, fostering links with our broader community and contributing to a sense of broader social responsibility and citizenship.

The History Faculty ran a number of successful extra-curricular programs in 2018, including the

History Competition. Bonnyrigg students performed, yet again, to an exceptional standard with many students achieving above state average. Furthermore, Year 8 experienced a kinaesthetic learning experience during Medieval Day, experiencing History in a 'hands-on' fashion and learning all about the world of Knights, Castles and Monarchy. Year 7 engaged in a cross-curricular project with the Creative and Performing Arts Faculty. This year, students in year 7 learned about Ancient China. To extend their learning in this topic, and in their Visual Arts topic of Ceramics, students collaboratively created Terracotta Warriors. The resources for this project were brought back from the school's recent trip to China – what a wonderful way to bring a piece of ancient history to life in the classroom.

The History faculty is also pleased to report excellent results in the Year 10 Rosa and would like to congratulate Lena Nguyen who topped the course with an impressive 100%. The Year 10 Course includes a depth study on the Holocaust, an intensive and important topic which is being increasingly forgotten in society. As a part of ensuring academic quality and depth in teaching this topic, History Teacher Mr. Robert Brown successfully applied for a scholarship to study at Yad Vashem in Israel for three weeks. He engaged in an intensive academic study of Holocaust history, as well as learning how to teach the topic with respect and lead our students learning 'safely in' and 'safely out' of the topic, with a focus on promoting historical and social empathy. These efforts reflect Australia's decision to join IHRA – The International Holocaust Remembrance Alliance.

Our Senior Students have performed admirably in their HSC, earning impressive marks across the board. The History Faculty has been implementing the new NSW Syllabus with success and are working diligently to take the 2018/19 cohort through to the HSC, where they will sit the new HSC Exam. We are pleased to announce that we also have begun teaching HSC Extension History. The students undertaking this course engage in the study of historiography and create an individual History Project exploring an area of Historical debate. They have attended workshops at the NSW State Library as well as engaged in an intensive study session with noted textbook author Mr Bruce Dennett, who lectures for the University of NSW.

Home Economics and Hospitality

The Home Economics and Hospitality faculty had a number of staff changes at the beginning of 2018. The faculty has expanded and now comprises of seven staff members, five whom are permanent and two temporary staff. Mrs Ram commenced as a new permanent member of the faculty, with Mrs Fulton appointed as the new Head Teacher from Term two.

The faculty had another successful year in 2018, teaching Stage 5 and 6 Textiles and Design and Food Technology, Stage 4 Technology Mandatory, Hospitality Kitchen Operations (Commercial Cookery) and Z–Elective subjects Café Skills, Cake Decorating and Costume Design showing growing

HSC results for 2018 demonstrated some success, with four out of nine students achieving a band 5 in the Textiles and Design course with the average course mark aligned with the state average. 1 student achieved a band 6 in Hospitality Kitchen Operations (Commercial Cookery) and two students achieved a band 5 in Food Technology with the average course mark for students in Food Technology showing pleasing progress, with results now sitting just below the state average.

Our Hospitality Trade Training Centre continues to operate successfully with students gaining experience by attending industrial work placements, participating in a range of Hospitality service periods catering for many school functions. Some of these successful events included alternate plated service and mocktails for a Crime Scene Investigation (CSI) night, with over 60 guests in the school hall, organised by Mr Ferguson and Mrs Ram and a three course executive dinner coordinated by Mrs Pandey and Mrs Sharma. A fantastic luncheon was also organised by Mrs Pandey for the official opening of the Dance Room with special guest His Excellency General the Honourable David Hurely, Governor of NSW as well as an outstanding breakfast at the Principal's Conference. A number of additional exceptional morning teas and lunches were served at range of other events including the White Ribbon Seminar, National Aboriginal and Islander Day Observation Committee (NADIOC) Week and the Domestic Violence Workshop day sponsored by the Newleaf organisation. The facility is continuing to be used by cake decorating classes and towards the end of the year community cooking classes commenced.

Year 12 Hospitality and Food Technology students were fortunate enough to attend an excursion to The Star Sydney, having a guided educational tour and workshops of the dining venues, production kitchens and internal facilities. Mrs Ram, Ms Goro and Mr Ferguson continued to manage Bonny's Café to staff weekly with their Year 9 and 10 Café Skills classes, providing hot and cold beverages and breakfast to staff throughout the year.

With the new Stage 4 Technology Mandatory Syllabus being released early within the year, the faculty worked on preparing inclusive and engaging programs ready for implementation in 2019. Staff attended a range of workshops on Coding and E–Textiles to be better equipped to deliver new skills, techniques and project based learning tasks to promote creativity through designing with the use of technology.

Industrial Arts

Our faculty has seen a growth in the number of students choosing HSC courses, which cater for the many talents and interests of students attending Bonnyrigg High School. Faculty teachers have been busy undergoing training throughout 2018, enabling the delivery of new and exciting projects for year 7, starting in 2019. Our newly introduced curriculum for year 7 has led to the introduction of more advanced activities for our students with coding a programmable board being one

of them, which has brought new challenges for students to solve.

A variety of technology tools have been embedded into many of courses, which in turn supports student growing in knowledge and experiences commonly found in the real world. We currently teach technology subjects that require student to design and make projects with a laser cutter, flight testing equipment, robotic and code driven devices. These exciting new activities support the Australian Educational Standards required of the 21st century learners, preparing them for life after school.

We look forward to continuing to develop appropriate resources and learning experiences to better equip our students for 21st century learning.

Information and communication Technology (ICT)

Bonnyrigg High School continues to significantly use technology in all aspects of teaching and learning. This year, the upgrade of faculty laptops for student use has continued and the roll out of data projectors nears completion. This means all permanent classrooms have an interactive data projector and each block has access to laptops, for student use in their learning. The school currently employs two technicians to support students and staff with their technology needs. The school now has a complete fibre optic backbone and gigabit managed switches. Our social media coordinator continues to ensure Facebook, the school website, the electronic LED board, SENTRAL 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. We are constantly utilising this platform allow the Bonnyrigg High School 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 Bonnyrigg High School bring your own device (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

2018 was a significant year of growth for the Languages faculty. With the demand of Languages building at Bonnyrigg High School, more Language teachers were employed. Thanks to the hard working and enthusiastic faculty members, who are more than willing to demonstrate knowledge and experience, the students at Bonnyrigg High School have developed their cultural understanding and foreign language skills.

In 2018, the Languages classes continued to grow, with multiple junior and senior classes in Chinese, Japanese, Vietnamese, and Spanish. This has been the greatest variety of languages ever taught at Bonnyrigg High School. Students completed the HSC

Chinese, Vietnamese and Japanese courses. 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 to participate in a prestigious event called China Day at Hurstville. A special thank you to our volunteer teacher for the year Layla (Yujiao) Ren, who stayed and helped facilitate our cultural activities with our Chinese teachers.

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, to showcase the diversity of cultures we teach at Bonnyrigg High School. As part of the Spanish activities, students made masks, balloon skulls and traditional dress designs with cardboard plates in relation to El Dia de los Muertos (The Day of the Dead). The Japanese activity was based around Japanese activities like Karate and creating sumo magnets

To further broaden cultural understanding the Chinese students were taken to the Chinese Gardens and China Town in the city. Students were able to engage in meaningful conversations with members of the public in Chinese.

With the help of the Student Learning and Support Officers (SLSO), students participated in a Spanish Cooking Day, enabling them to experience authentic recipes from South America and Spain. The aim of the 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 Paella.

A special congratulations to Ms Maria Ellis for mentoring Sarah Ly of Year 10 through an essay contest. The 2018 Australia Japan Relations Essay Contest for NSW and Northern Territory Secondary School Students is organised by the Consulate General of Japan, based in Sydney. Sarah received a highly recommended award out of 300 entries in the senior division category.

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

Personal Development, Health and Physical Education (PDHPE)

2018 presented as a busy and successful year for the PDHPE faculty. With the school growing, we have added not only to our resources and student numbers across our subject areas but our staff numbers as well. With 17 PDHPE staff members we were able to offer a number of senior subjects, Year 9 and 10 electives and PDHPE opportunities throughout the year.

Community and Family Studies has been growing rapidly in popularity amongst the students at Bonnyrigg

High School, with three classes studying the preliminary course and three classes studying the HSC course in 2018. The 52 students studying the HSC course scored above average for the state mean and in the top two bands for the subject.

PDHPE has remained another popular HSC subject with 30 students sitting the HSC course and 48 in the preliminary course. The HSC students received outstanding results matching their diligent efforts throughout the year with 50% receiving either a band 5 or band 6 result.

Senior students also have the opportunity to pursue more physically active subjects such as Sports, Lifestyle and Recreation and VET Sports Coaching. Both providing various opportunities to be active and learn new skills. These students are given experiences to practise these skills in class time and throughout extra curricular activities such as coaching the year 7 and year 8 sporting teams participating in their respective gala days.

This year has seen our faculty also offer a range of subjects to our students in Year 9 and 10. Whilst the PDHPE course is still compulsory, we also provide elective subjects; Physical Activity and Sports Studies, Dance and Z Electives; Bootcamp and Fitness.

It was also an exciting time for PDHPE with the opening of our new High Performance Fitness Centre and Basketball Gym. It was an exciting year for Basketball at Bonnyrigg High School in 2018. Our previously standing gym underwent a renovation, improving the floor, markings. All of which can improve performance and safety of all students, and allowing the introduction of an elite basketball academy. With the newly renovated Basketball Centre and the introduction of the Basketball Academy results have already been established in major competitions on a regional, state and national level. The highlight of the 2018 calendar year was the Open Boys' Basketball team's trip to Melbourne for the annual Australian School Championships. The team represented Bonnyrigg with outstanding skill and sportsmanship, achieving the silver medal in their division.

The space also doubles as four badminton courts and a indoor volleyball court. An extension was also added which holds the High Performance Fitness Centre. Filled with a sled track, rowing machines, spin bikes, weights, barbells, squat racks, deadlift platforms and much more! This allowed integration of fitness units into Stage 4 PDHPE curriculum as well as use for Year 9 and 10 elective classes; Fitness and Bootcamp. Students are also invited to use the centre at lunch times under teacher supervision and staff around the school regularly get together before and after school to workout for enjoyment, improving wellbeing and fitness.

Another initiative the PDHPE faculty endorsed in 2018 is a program called 'Physical Activity 4 Everyone' or 'PA4E1'. The aim is to reduce students sedentary behaviour and encourage them to participate in supportive, active, autonomous, fair and enjoyable physical activity opportunities. This has been integrated

into our Physical Education and Sport classes as well as introducing a borrowing system during recess and lunch, where students can use sporting equipment.

The PDHPE faculty was busy in 2018 creating opportunities for students to grow and appreciate diverse community groups within society. Senior PDHPE, CAFS and PASS students were invited to spend an educational day out at Sydney Olympic Park, participating in workshops, tours and watching the Invictus Games. Students alongside Mr Wright, Miss Gazzard and Miss Trees were given a behind the scenes tour of ANZ Stadium, learning the rich history of the stadium and how it was purposefully built for the Sydney Olympic Games. They were then able to watch an exciting Invictus Games event; Indoor Rowing, cheering on the Australian competitors. Students were invited to participate in a workshop, conducted by the University of Wollongong students, on prosthetics, giving them hands on experience in engineering their own prosthetic leg.

The 2018 school year also saw the faculty rewriting Year 7 and 9 PDHPE programs ready to introduce them in 2019 to align with the new Australian Curriculum. It is an exciting time of change and integration of new resources to provide engaging and meaningful lessons tailored to our students needs.

Science

Supporting all students including the highest achieving academic students.

Background and introduction

The Science faculty which comprises of 13 teachers has over 140 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. Accelerated Science in Year 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, this has seen continued achievement at HSC level.

In 2018 all Stage 4, 5 and 6 programs were implemented with a focus on including enrichment and extension activities, to cater for the selective streams, Life Skills (Stage 4–5) students, as well as the literacy and numeracy skills of all students. The faculty literacy focus was to improve student writing skills through implementing whole school writing initiatives. This has contributed to an increase in student achievement in all Science courses offered at Bonnyrigg High School.

During May 2018, 219 students in years 7–10 participated in the Rio Tinto Big Science Competition, which has participants from all over Australia and several South–East Asian countries, totalling 37 000 students from 510 schools. This provided valuable exam practice for students and resulted in an increase in the number of Distinctions and Credits, compared to

2017, by 2%. Student achievement included three high distinctions, 25 distinctions, 55 credits and 136 participation awards, with 38% of participants achieving a credit or higher.

During November 2018, Year 8 students participated in the Validation of Assessment 4 Learning & Individual Development (VALID) exam, an interactive, multimedia online diagnostic Science exam that provides information about what students know and can do in science. Students are tested on their knowledge and understanding of science; understanding and skill 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. Tasks in the test are framed on stage 4 outcomes and essential content in the NSW science years 7–10 syllabus. Results illustrated students at Bonnyrigg High School performed slightly above the State Comparison Mean.

The introduction of a Science, Technology, Engineering and Maths (STEM) Team has brought together members of three faculties to facilitate the development of 21st Century skills and outcomes for students at Bonnyrigg High School. During 2018, the team developed and implemented STEM days for various students in both year 7 and 8.

In 2018, nine accelerated students in year 11 attempted year 12 HSC Chemistry. This has resulted in one band 6, four band 5 and four band 4. These students now have the extra time to contribute to their other subjects and excel in those also. The next accelerated cohort will commence the accelerated program in 2019, and we see 29 year 9 students completing all the stage 5 Science Curriculum in one year. This will allow them to move to Stage 6 Chemistry the following year to complete the Chemistry HSC course in 2021, while in year 11.

During 2018 the Science faculty continued to implement Stage 4 and 5 programs. The faculty modified practices to ensure all students were catered for, which included accountability procedures involving the collection and documentation of evidence in relation to National Consistent Collection of Data (NCCD). The faculty also continued to implement whole school initiatives such as PEEL and ALARM. These and other strategies were used to improve student writing skills.

These results illustrate an increase in students scoring a Band 5 or 6 in all areas, but also a slight increase in the number of students scoring a Band 1 or 2. This demonstrates that ALARM and PEEL initiatives implemented are having the desired effects of improving student writing. The challenge for the Science Faculty will be to move students scoring in Bands 1 and 2 up into higher bands next year and beyond.

During 2018, the STEM Team developed and implemented STEM days for year 7 and 8, which involved designing, building and testing water rockets. Year 8 investigated a real-world problem of designing a

model parachute that could deliver food and medicine to people stranded due to natural or man-made disasters. Both year 7 and 8 days were successful and therefore will be implemented again in 2019. Several team members also developed and trialed ways of measuring 21st Century Skills. This had varying success and at the moment is a work in progress for 2019. The team will be looking at expanding STEM, to include it as an elective subject in the near future.

Social Sciences

2018 was both extremely productive and positive for the Social Sciences faculty, and both students and staff must be congratulated for their determined effort.

In March, the 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, and general hospitality services. The students 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.

The Australian Geography Curriculum began in 2018 for years 8 and 10 Geography. Year 8 students were introduced to the topics of Water in the World, where they examined water as an integral resource in society and Interconnections, where they focused on the connections people have to various places. Year 10 students studied Environmental Change and Management in semester one and Human Wellbeing in semester two. Students developed an understanding of the functioning of environments and the scale of human-induced environmental change, challenging sustainability. They then examined the nature of, and differences in, human wellbeing and development that exists within and between countries.

Year 7 Geography students looked at 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. They developed their ICT, research and oral communication skills to deliver information regarding contemporary geomorphic hazards and significant landforms.

Year 9 Geography studied Sustainable Biomes in semester one and Changing Places in semester two. Students examined the physical characteristics and productivity of biomes, and the patterns and trends in population movements throughout the world.

Numerous Geography students also took part in the Australian Geography Competition and were extremely successful in their efforts, either scoring a High Distinction, Distinction or a Credit score.

Business Services VET

Business Services is a relevant subject, which teaches students office skills and allows them to achieve Technical and Further Education (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 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 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. Year 10 students then ventured to State Parliament House to experience how parliamentary debate occurs to change or implement laws.

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 Year 12 students used their content knowledge to compete in the Australian Business Studies Competition run by the University of NSW, while year 11 students took part in a Project-Based Learning task that required them to create a small business and plan, price, promote and distribute cupcakes to the local Bonnyrigg Community. In total students' business earned over \$2 500 dollars in profit, which was donated to the Cancer Council of Australia.

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 Indigenous Education and the idea of beauty. 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.

- Four Band 6s and 34 Band 5s in Business Studies
- Three Band 6s in Business Services (VET)
- Four Band 5s in Economics
- one Band 5 in Geography
- 5 Band 5s in Society and Culture

SPORT

2018 was an exceptional year for Sport at Bonnyrigg High School. First of all, through the commitment of the students and staff, as a school we competed in 35 knock out competitions – which is yet another record for the school. These included competitions such as the various knock-out competitions through CHS sport, NSW Tag League, Sydney South West and New South Wales Touch, Netball NSW Cup and Western Sydney Wanderers Cup Football. Among knock-out sports represented were, basketball, cricket, hockey, netball, lawn bowls, tennis and volleyball. Also included were the numerous entries of teams in the sports played on Year 7 and 8 gala days, and weekly grade sport.

In all of the competitions entered, the teams have performed exceptionally well for the school. As was the case with last year, most teams progressed through the first round and beyond, and all were played in excellent spirit and with good sportsmanship that we have come to expect here at Bonnyrigg High School. Mention must be made of our Boys Open Touch team who won six games straight to win the Sydney South West final and make the NSW State knock out rounds and state finals. Unfortunately they went down in a tense game to Quirindi School, in North West NSW.

In the Winter and Summer Grade competitions we were more successful than in 2017 – 15 teams played in finals and 11 of those received champions certificates.

The O'Donnell Shield is a competition between all of the schools in the Bernera Zone, where schools are allocated points from all sporting competitions towards a total. This is then calculated as a percentage of their total student numbers. 2018 was the last year of grade sport in the Bernera Zone, and Bonnyrigg High School has achieved a fourth place finish.

Also very successful were the performances of Years 7 and 8 at their respective gala days in term three. Both years demonstrated outstanding sportsmanship and excellent team play, with many being successful on the day.

Over 650 students gained points in the Sportspersons of the Year in 2018. Over 60 students represented Bernera Zone at Sydney South West competitions in sports like Football, Netball, Hockey, Rugby League, Touch, Volleyball, Swimming, Cross–Country and Athletics.

Bonnyrigg High School had nine different Bernera Zone Age Champions, representing in Swimming, Cross Country and Athletics. The Swimming Age Champions were Cindy Huyhn (13 Girls), David Keri (14 boys), Josh Pham (15 boys), Brian Phan (16 boys) and Milica Babic (15 girls). Also winning age championships in Cross Country was Roxanne Cheam (12 years girls) and in Athletics, Charlotte Smith (13 years girls), Jovana Marinovic (14 girls) and Mitch Bouton (16 boys).

Five students represented Sydney South West at the State Level this year – Harry Pham, Milica Babic, Keelie Rixon, Anamarija Strbac and Sarah lewis at CHS state Swimming.

One student also received a Bernera Zone Blues awards, indicating they were the best performing students for Bernera Zone at the Sydney South West level in their respective sports. That was Zane Droscher for lawn bowls, who also received a Prinicpal's Award of special recognition. An outstanding achievement.