

Bonnyrigg Heights Public School

2019 Annual Report



4594

Introduction

The Annual Report for 2019 is provided to the community of Bonnyrigg Heights Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

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

School context

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

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

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

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



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

21st Century Literacy / Numeracy / Curriculum Engagement

Purpose

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

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

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

Improvement Measures

Literacy

Increase the percentage of students demonstrating expected achievement in literacy.

Increase the competence of all staff in the use of effective evidence-based teaching, optimising learning progress for all students, across the full range of abilities.

Target 2022

– 74% of students achieving expected growth in reading in NAPLAN

– 50.2% of students achieving in the top two bands in reading in NAPLAN

Numeracy

Increase the percentage of Year 3 and 5 students scoring in the top two skills bands of NAPLAN in numeracy.

85% of students achieving expected stage benchmarks in numeracy as evidenced by PLAN data.

Target 2022

– 70.9% of students achieving expected growth in numeracy in NAPLAN

– 49.4% of students achieving in the top two bands in numeracy in NAPLAN

Curriculum

Increase the percentage of students demonstrating expected achievement in the curriculum.

Department of Education Strategic Plan:

All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.

Overall summary of progress

Literacy

2019 has been a foundational year whereby quality PL, resources and needs based teacher support has been employed to promote a positive beginning for BHPS's journey into the K – 6 implementation of the Literacy Learning Progression. This strong foundation has enabled staff to familiarise themselves with key aspects of the Literacy Learning Progression, understand the significance of the role of the progression in informing the teaching and learning cycle to more

purposefully address the diverse learning needs of all our students in a supportive manner for all staff. Lessons targeting the improvement of students' Phonological Awareness and Phonics skills evolved from the movement of Sprint lessons towards the practise of embedded Phonics lessons into everyday teaching practice. Throughout the year all teams have participated in targeted PL and frequent, ongoing Data Talks with the Literacy Progression Team to support the teachers' developing understanding and implementation of the Literacy Learning Progression in a contextual manner. This strong foundation will enable the continued development of teachers' working knowledge of additional sub-elements of the Literacy Learning Progression during 2020 in a continued supportive manner.

Numeracy

The school has facilitated high expectations for student engagement and achievement across of areas of numeracy through the consistent delivery of quality, explicit teaching and learning programs. All teachers differentiates these teaching and learning programs to cater for the individual needs of the students in their class. Programs are collaboratively designed with a clear focus on modelled, guided and independent learning to ensure improvements in numeracy. Teachers have reflected on and utilised a wide range of data to make adjustments and modifications to their teaching and learning programs. Students have been provided with clear, explicit learning intentions and key mathematical vocabulary which enabled them gain a deeper understanding of the intended outcome of the lesson. Teaching and learning programs provided students with the opportunity to be actively involved in the development of problem solving and critical thinking skills. Parents and caregivers have been encouraged to actively support students through; meetings to discuss student progress, collaboration to develop and evaluate individual learning goals and continuous reflection of student's work through work samples.

Curriculum

During 2019 the 21st Century Curriculum Engagement team has created opportunities for all students to engage in authentic and meaningful learning. Emphasis has been on ensuring the new Science and Technology syllabus has been implemented effectively across the whole school and that the teachers have the resources to be able to do this effectively. We have delivered whole-school professional learning on Unpacking the Syllabus, Inquiry Learning, Google Classroom, a Digital Technology Showcase and unpacking the PDHPE syllabus and the development of our Scope and Syllabus for PDHPE.

We have purchased numerous engaging resources to ensure the whole staff can implement Digital Technology and are able to meet syllabus requirements in this area. The curriculum Team members have received in-class support from Stem Share to upskill them so that they can support their grades and stages with the implementation of digital technology, particularly for coding.

Progress towards achieving improvement measures

Process 1: Literacy – Explicit use of data analysis to collaboratively design teaching and learning programs accommodating the full range of student abilities whilst providing continuous improvement for all students.

Evaluation	Funds Expended (Resources)
<p>Literacy Progression Team facilitated the introduction of Phonological Awareness and Phonics assessments to better inform teachers' understanding of teaching from the point of need in a differentiated classroom model. Literacy Data Talks and use of BHPS PLAN2 Cohort Analysis have supported teachers' improved understanding of effective use pre- and post data (Phonics Sprints) in the teaching and learning cycle. The Literacy Progression Team has significantly improved teachers' understanding of expected benchmarks in reading and the use of running records to inform the teaching of reading. Staff received PL in Text Complexity and its role in matching students to text.</p> <p>Data</p> <p>NAPLAN – In 2019:</p> <p>60% of Yr 3 students achieved Band 5 or above in Reading</p> <p>75 % of Yr 3 students achieved Band 5 or above in Writing</p> <p>56% of Yr3 students achieved Band 5 or above in Grammar & Punctuation</p> <p>58% of Yr 3 students achieved Band 5 or above in Spelling</p>	<p>\$61000 (Literacy resources: K – 6 in-class use and library, 33 sets of PA & Phonics resources + kindergarten developmental play resources)</p>

Progress towards achieving improvement measures

32% of Yr 5 students achieved Band 5 or above in Reading
 20% of Yr 5 students achieved Band 5 or above in Writing
 48% of Yr 5 students achieved Band 5 or above in Grammar & Punctuation
 61% of Yr 5 students achieved Band 5 or above Spelling
 PLAN2 – 100% of staff using data (BHPS tracking sheets, PLAN2, internal tracking mechanisms) to inform and differentiate teaching and learning programs.

Process 2: Literacy – Delivery of targeted, best practice whole school Professional Learning Plan based on explicit analysis of school needs.

Evaluation	Funds Expended (Resources)
<p>Literacy Progression Team facilitated targeted PL based on identified team/individual needs leading to sustainable changes in pedagogy. Established BHPS student assessments aligned to the Literacy Learning Progression ensuring teachers were strategically aware of focus student learning needs, (e.g. LeST, BHPS Phonics assessment, PA assessment) and were subsequently more able to design correctly differentiated lessons addressing students' needs in addition to guiding teachers to more accurately to collect evidence, identify observable behaviours and enter these observations via PLAN2.</p> <p>Data</p> <p>– significant growth in teachers' understanding of best practice in literacy and the implementation of improved pedagogy as observed through in-class support, reflected in teacher Professional Learning Diaries in addition to twice per term scheduled Literacy Progression Data Talks</p> <p>–100 % of staff participation in targeted, best-practice whole school/team/1:1 PL based on explicit analysis of school needs that supported improvements in teacher practice, leading to the achievement of expected students' learning benchmarks</p>	<p>\$8000 + casual relief</p>

Process 3: Numeracy – Provide ongoing professional learning to staff on quality numeracy practices and pedagogy.

Evaluation	Funds Expended (Resources)
<p>All staff attended professional learning on Number Talks, NAPLAN data, Problem Solving Strategies and Working Mathematically.</p> <p>Numeracy committee members attended professional learning on Problem Solving, Working Mathematically and Additive Strategies.</p> <p>All staff are able use knowledge learnt during these sessions to improve their numeracy practices in the classroom and deliver high quality teaching and learning programs. Teaching and learning programs reflect current pedagogy.</p>	<p>\$2000</p>

Process 4: Numeracy – All staff evaluate and reflect on data such as rubrics, SENA, PLAN2/ Numeracy progressions, Best Start and NAPLAN to inform the development of high quality teaching and learning programs that significantly improve student outcomes.

Evaluation	Funds Expended (Resources)
<p>Best Start Assessment conducted by all Kindergarten teachers and data</p>	<p>\$7500</p>

Progress towards achieving improvement measures

entered onto PLAN2 and feedback given to parents/caregivers.

SENA testing conducted by all class teachers to inform the differentiation of activities during number lessons. Data regularly updated by teachers to inform teaching and learning programs.

Rubrics collaboratively developed by class teachers to assess mathematics teaching and learning programs in line with the school's mathematics scope and sequence. Rubrics were used to inform consistent teacher judgement and used when completing student reports for parents.

43% of Year 3 student scored in the top two skill bands of NAPLAN in Numeracy.

35% of Year 5 student scored in the top two skill bands of NAPLAN in Numeracy.

NAPLAN data was presented to the whole staff and interventions implemented for students who were below state/school benchmarks. NAPLAN data will be used to inform professional learning and teaching and learning programs in 2020.

Process 5: Numeracy – Increase student ability to understand and use mathematical language so that they can read, interpret and answer problem solving and multi–step questions accurately.

Evaluation	Funds Expended (Resources)
<p>Mathematical language posters (for the four operations) were distributed and displayed by all class teachers to support vocabulary development. Key Vocabulary section added to the mathematics programming proforma which is mandatory across the school.</p> <p>"Maths Club" was established for students in Years 4 to 6 with a focus on higher order thinking skills and developing a variety of problem solving strategies. Students were presented challenging, practical and written problems which they solved individually or in small groups. Due to the success and positive feedback from the students, "Maths Club" will continue in 2020.</p> <p>Grades planned and conducted their problem solving/working mathematically session, where students participated in a variety of activities where they had to use different strategies to solve these problems. A whole school "Maths Fun Day" will be planned for 2020.</p> <p>Based on feedback and data provided for teachers, students require additional revision and practice to successfully solve multi–step problems. Further explanation of strategies and methods of working mathematically will be presented to staff in 2020.</p>	<p>\$500</p>

Process 6: Curriculum – Implement the new PDHPE syllabus, continue to develop and improve staff knowledge and understanding/use of the History and Geography, Science and Technology and Creative Arts syllabus documents.

Evaluation	Funds Expended (Resources)
<p>The new Science and Technology syllabus has been implemented across the whole school. All teachers are using the provided pro–forma and following the scope and sequence devised by the Curriculum team. Teachers are using provided Primary Connections, documents and resources to support programming. All grades are using science programs which meet Science and Technology curriculum requirements. Whole school staff meetings on the new syllabus, the difference between Digital Technologies and ICT, using Google Classroom, Coding and Inquiry Learning have been delivered.</p>	<p>\$9414.74</p>

Progress towards achieving improvement measures

To support teachers to deliver engaging lessons in history and geography, we have purchased a subscription to Inquisitive. All grades have reported that this was used effectively and that the programmed experiences are more engaging and interactive, which has helped the teachers achieve syllabus outcomes.

All staff have received initial training in the PDHPE syllabus which will be compulsory to implement in 2020.

Process 7: Curriculum – Revise and implement digital technology practices across the grades and the key learning areas.

Evaluation	Funds Expended (Resources)
<p>Strong ties with the Science Team from Bonnyrigg High School have been developed to ensure the children have made expected achievements in the curriculum for a smooth transition into high school.</p> <p>To ensure all students are meeting requirements for Digital Technology, particularly in the area of 'coding', we have purchased numerous engaging resources for all stages (WeDo 2.0, EV3 robotics, Dash Bots, Micro Bits, Makey Makey and Ozobots). All staff have received training in at least one of these resources and surveys of staff have told us that most teachers have implemented this effectively back in their classrooms. The percentage of student who have participated in coding this year has increased from a very minimal amount of students who were involved in the lunchtime robotics program last year to around 75% in 2019.</p> <p>Stage 3 students were involved in the Mine Craft Community Project and the Newton's Law competition and had very successful outcomes.</p>	\$12000

Next Steps

Literacy

- Provide PL for new/returning staff and staff moving from one Stage of learning to another to support continued professional learning needs
- Provide rollover Cohort PLAN2 2019 data to 2020 team leaders during T1 W1 2020
- Provide each teacher with a hard copy of updated BHPS English Guidelines, BHPS 2020 Literacy Learning Progression documents, 2020 Phonics/Phonological Awareness proformas + master lessons to support the consistent understanding of high expectations at BHPS
- Continue to use data (eg. BHPS assessments, PLAN2, Green Folder literacy data) as the basis for differentiating teaching and learning programs to better support the increasingly varied learning needs of students K – 6
- Continue to review data in a systematic and explicit manner during scheduled Literacy Progression Data Talks with the Literacy Progression Team (supervisors on a 1:1 basis in addition to team Data Talks K – 6 twice per term)
- Provide PL in further developing understanding of the Literacy Learning Progression e.g. Creating Texts T2, in addition to remaining Literacy Learning Progression sub-elements
- Provide staff with best practice BHPS PA and BHPS Phonics lessons in T1 2020 for implementation across K – 6
- Provide staff with BHPS GR stage based proformas for implementation in T1 2020 K – 6
- 2020 in-class decodable distribution continue to be informed by 2019 K – 5 cohort data analysis
- Move towards collecting evidence and data for all students in all classes across the Literacy Learning Progression in its entirety.

Numeracy

- Progressions Professional Learning – content of specific Numeracy sub-elements (Additive Strategies) and PLAN 2
- Continued Professional Learning on problem solving and working mathematically
- Implementation of two planned, goal specific "Number Talk" per week for all grades
- Revise the implementation of SENA testing and redesign a modified test to align with Additive Strategies and PLAN 2

- Parent Showcase with 'Number Talks' as a focus.

Curriculum

- More targeted learning in using the Digital Technology resources
- More in-class support from our 'expert' staff members and from STEM SHARE
- Purchasing more resources for digital technology to ensure whole class activities are possible and that resources are more easily shared across the grade/stage
- Virtual Reality Headsets for STEM SHARE has been organised for Term 1
- Full implementation of the new PDHPE syllabus.



Strategic Direction 2

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

Purpose

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

Improvement Measures

100% of staff analyse authentic data to inform their teaching and learning practices and guide specific feedback to students.

80% of students and community members actively involved in ongoing assessment, reporting and reflective initiatives.

100% of staff engaged in reflective teaching practices using the Quality Teaching Framework and Teaching Standards.

Department of Education Strategic Plan:

Increase proportion of schools that self-assess as excelling on elements of the School Excellence Framework.

Overall summary of progress

During 2019, the assessment and reporting team delivered whole school professional learning on student goal setting as well as developed staff reflection practises on learning in classrooms. Staff were given time to develop and then implement individual learning goals with students and then showcase to colleagues how some of these techniques were used in classrooms. The way staff report to parents was modified during the year with the school adding student goals for future learning to the end of year report. We continued our work on teacher reflective practices for our staff. Staff members were filmed using Swivl cameras and were provided with reflection questions after watching themselves teach. Teachers then reflected upon their lessons in grade teams using the focus questions to guide discussions.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to how to best analyse data to inform assessment and feedback.

Evaluation	Funds Expended (Resources)
Staff are engaging in more purposeful and direct conversations with students about their learning goals. This has been made possible due to students having clear goals to reflect upon. Within each lesson, staff and students have begun to use a consistent language of 'learning intention' as well as 'success criteria' to further direct conversations about student progress and future directions. Staff collaborate to develop report indicators to begin each semester and for each indicator, a rubric is developed to also guide staff in having a consistent teacher judgement of student learning outcomes.	Nil

Process 2: Implement innovative practices to engage parents in the reporting process to enhance parental involvement in their child's learning.

Evaluation	Funds Expended (Resources)
Through goal setting in the classroom and making goals a priority throughout lessons, students are actively involved in setting learning goals for English and Maths and are now beginning to use this language to decide their own future directions and discuss their successes and evidence of achieving their	Nil

Progress towards achieving improvement measures

goals. Developing the language in the students is beginning to have an impact on parents as they discuss learning goals with their parents/carers. Student work books are sent home and parents/carers have the opportunity to comment on their child's achievement. Specific goal related feedback from parents is currently 21%.

Process 3: Embed quality reflective practices for various stakeholders (exec, teachers, students and parents).

Evaluation

Funds Expended (Resources)

Classroom teachers recorded themselves teaching two times throughout the year. These recordings gave staff the opportunity to reflect on their teaching based on a particular focus– 'Learning Intentions and Success Criteria' and 'Questioning'. After teaching the lesson, teachers were provided with questions designed to promote reflection about the lesson focus. The lessons were then discussed during team meetings.

Nil

Next Steps

- Develop a consistent language and conversation framework for students to be able to set, reflect and identify personal learning goals
- Continue to grow the capacity of parental and community involvement to be able to have conversations with their children about learning goals
- Refine staff practices of developing learning intentions and success criteria and then using these to direct student learning and encourage student self–assessment.



Strategic Direction 3

Community Engagement and Wellbeing in the 21st Century School

Purpose

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

Improvement Measures

100% of staff effectively and consistently implement wellbeing policies, plans, programs and procedures.

Increase community engagement by developing and fostering positive learning partnerships between home and school.

Increase student success by promoting positive school attendance and access to quality differentiated and supportive learning environments (attendance target 88.2% by 2022).

Department of Education Strategic Plan:

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (target 96.4% by 2022).

Overall summary of progress

Throughout 2019 we implemented a whole school integrated approach to wellbeing in which students could connect, succeed and thrive at school. This has been affirmed and communicated by all stakeholders of our school community through the Tell them From Me Survey.

Students reported positive student–teacher relationships, a positive learning climate and quality instruction. 97% of students believe that they receive quality instruction and value school outcomes. 92% of students reported that they try hard to succeed in their learning and they display positive behaviour at school. 84% of students reported that they were interested and motivated in their learning.

Parents strongly agree that they are made to feel welcome and are well informed. Parents strongly agree that our school is inclusive, supports positive behaviour, learning and safety at school.

Teachers strongly agree that the school is inclusive, collaborative and has a positive learning culture. School leadership is valued and it is noted that staff strongly agree data informs practice and quality teaching strategies are employed.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at school.

Evaluation	Funds Expended (Resources)
The Kids Matter Framework continued to be embedded across the school with revised professional Learning for all staff with the transition to and the introduction of the BeYou program. There was a continuation of the whole school Social and Emotional Learning Program being implemented and revised to include aspects of anti–bullying strategies which support the school anti–bullying plan. New initiatives included Kids Karate stage 3 program, a K–6 Buddy class program and a renewed approach to staff wellbeing. Our Homework club was also continued.	\$5000

Process 2: Implement practices to develop and foster positive learning partnerships between home and school to increase community engagement.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

We implemented practices to develop and foster positive learning partnerships to increase community engagement. This included a renewed approach to sharing information with parents through providing showcases and continuing traditional workshops. We established a Parent Caf e, an informal meeting place for parents and community to gather once a month to mingle and seek support.

\$2500

Process 3: Develop and implement practices to ensure student success by providing quality, differentiated and supportive learning environments.

Evaluation

Funds Expended (Resources)

Positive feedback gained from students and parents about the diamond award excursion and suggest that it will continue in 2020. All PLaSPs were signed and documented in PLANS on Sentral. Team members report that homework centre operation will continue in its current form in 2020.

\$47500

Next Steps

- Continued implementation of whole school integrated wellbeing practices in which students connect, succeed and thrive
- Continued development of staff wellbeing practices
- Full implementation of the revised mandatory Anti bullying Plan and School Nutrition Policy (maintaining a Healthy School Canteen)
- Continued communication and engagement with our culturally diverse school community
- Continued Professional Learning for Staff implementing the "BeYou" Wellbeing Framework (Formerly known as Kids Matter) with an initial whole school focus on Learning Resilience
- Continued links with Mission Australia to support target students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12735	PLPs are developed in consultation with parents and carers and regularly assessed and evaluated for future learning goals. Teachers effectively utilise the Literacy and Numeracy Progressions to support student learning and achievement.
English language proficiency	\$32201	EaLD students have been identified on the framework and supported through quality teaching and learning programs. The EaLD survey has been completed and uploaded. EaLD framework reflects improvements in student learning outcomes.
Low level adjustment for disability	\$87508	Students have been supported through quality teaching and learning practices. Student learning outcomes have been assessed and reported on. Student learning outcomes have improved as evidenced in their placement on the Literacy and Numeracy Progressions.
Quality Teaching, Successful Students (QTSS)	\$246060	Quality teaching and learning practices in all classrooms have been observed through class visits – both formal and informal. All staff have a Performance and Development Plan which forms part of the QTSS program. Staff are highly reflective of their teaching and learning practices and they collaborate in teams to provide a quality education for every student. The QTSS program allows for ongoing support of teachers to ensure the delivery of quality learning outcomes.
Socio-economic background	\$584669	Quality teaching and learning practices are embedded across the whole school. Teachers deliver quality teaching and learning programs to meet the needs of every student. Students have achieved quality learning outcomes as evidenced in the placement of students on the Literacy and Numeracy Progressions.
Support for beginning teachers	\$65000	Beginning teachers were identified and supported by the Teacher Mentor. The Teacher Mentor worked with all beginning teachers to help develop their PDP. Quality teaching and learning practices are evident in beginning teacher programs. Professional learning has been provided at key times throughout the year on programs such as: behaviour management, effective feedback, report writing and effective communication with parents. Five beginning teachers achieved their Accreditation at Proficient level by the end of 2019.
Targeted student support for refugees and new arrivals	\$13691	Students were identified on the framework and supported through quality teaching and learning programs. Structures were put in place to support the new arrivals and refugee students throughout the year. EaLD framework reflected improvements in student learning outcomes.
Principal Support	\$59684	SAO supported the principal in managing the

Principal Support	\$59684	school.
HUB Program	\$120000	<p>Workshop was developed in collaboration with UTS to promote quality and consistent professional experience practices. Data collected at the workshop demonstrated that PECs had a new understanding of the role (shift from admin).</p> <p>Resources were collated on One Drive to support the PEC in their role.</p> <p>26 successful participants attended the workshop. Participants were supported by and able to access the expertise of HUB school coordinators and our UTS partners.</p> <p>PECs were equipped with valuable resources, which continue to grow and develop, to support them in their school contexts.</p> <p>Feedback via the exit pass at the workshop indicated that participants gained knowledge and skills needed to be successful in the PEC role.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	587	567	582	568
Girls	527	534	550	550

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.7	92.1	92.6	92.9
1	93.2	93.6	93.2	91.4
2	92.4	93.1	93.9	92.1
3	93.6	92.5	93.7	93.3
4	94.3	93.7	92.9	92.4
5	94	93.5	94.3	92.1
6	93	93.6	93.1	93.2
All Years	93.2	93.2	93.4	92.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	45.05
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	11.47
Other Positions	3.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,434,962
Revenue	11,104,010
Appropriation	10,755,141
Sale of Goods and Services	48,956
Grants and contributions	290,963
Investment income	5,849
Other revenue	3,100
Expenses	-11,090,544
Employee related	-10,008,673
Operating expenses	-1,081,871
Surplus / deficit for the year	13,466

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,068,758
Equity Total	1,233,703
Equity - Aboriginal	12,735
Equity - Socio-economic	584,669
Equity - Language	416,379
Equity - Disability	219,920
Base Total	6,912,519
Base - Per Capita	272,471
Base - Location	0
Base - Other	6,640,048
Other Total	1,114,391
Grand Total	10,329,371

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.

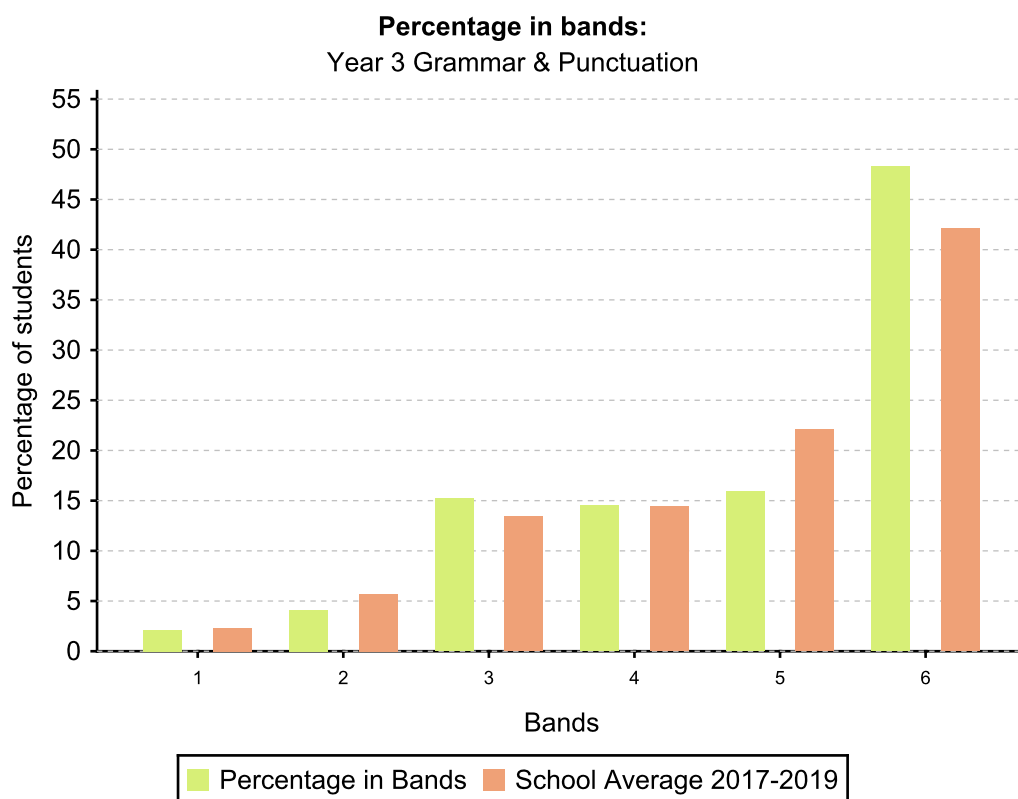


School performance - NAPLAN

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.

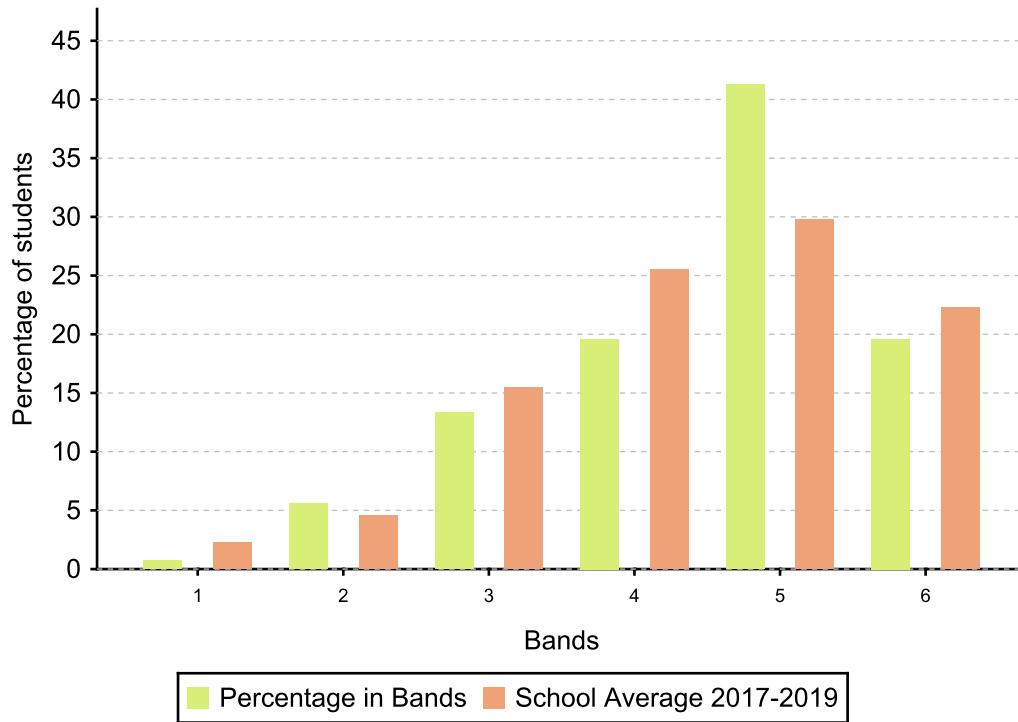
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



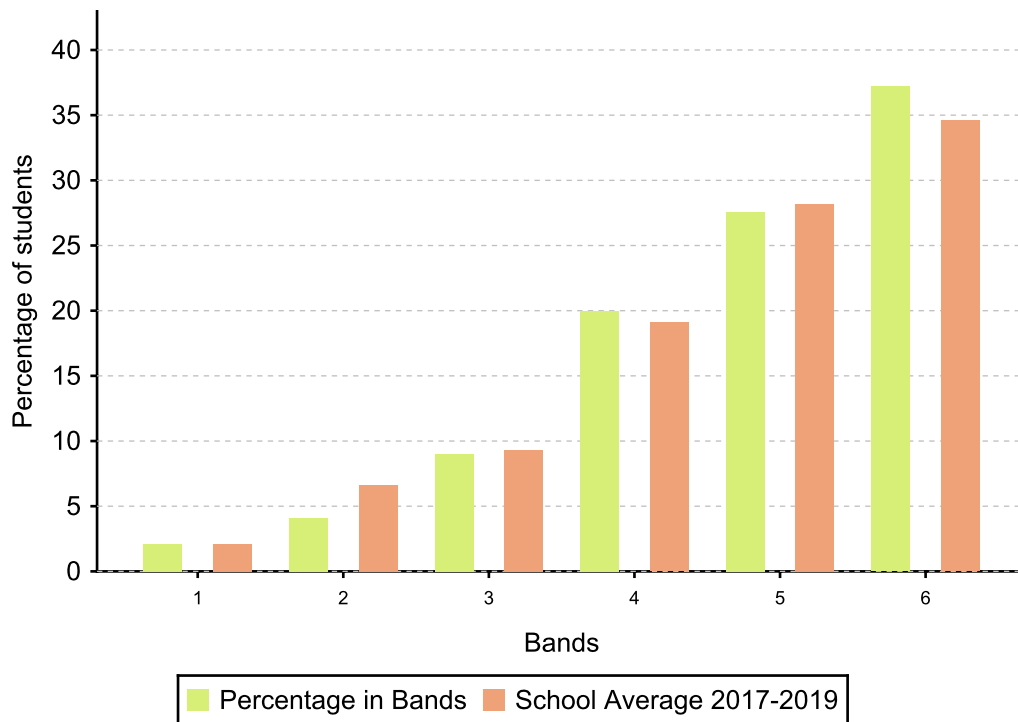
Band	1	2	3	4	5	6
Percentage of students	2.1	4.1	15.2	14.5	15.9	48.3
School avg 2017-2019	2.3	5.7	13.4	14.4	22.1	42.1

**Percentage in bands:
Year 3 Reading**



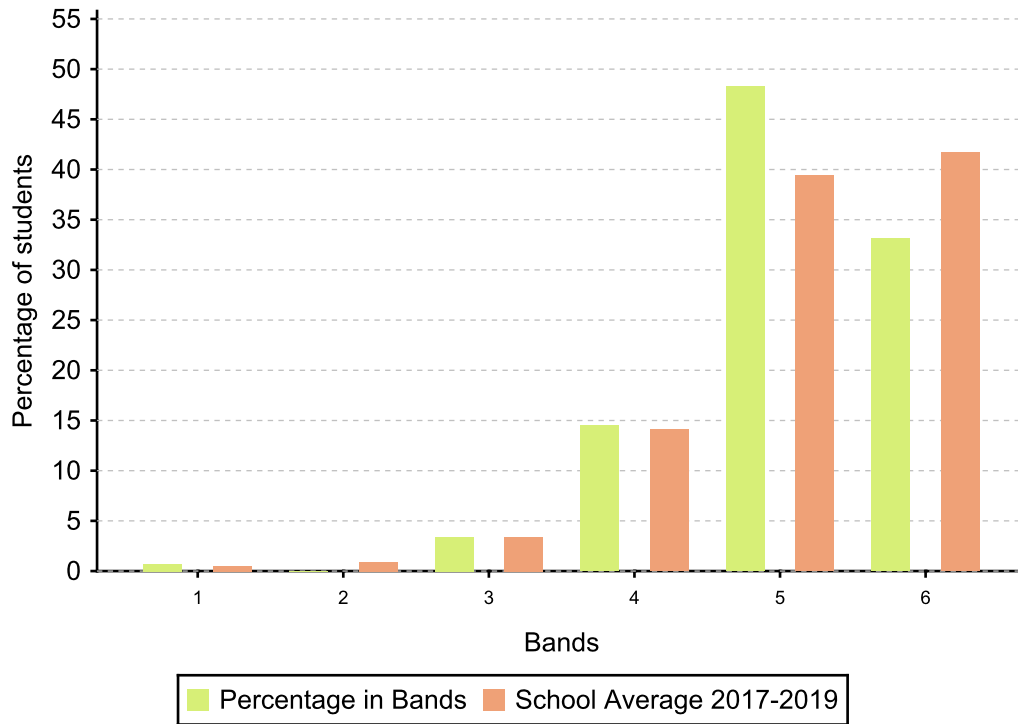
Band	1	2	3	4	5	6
Percentage of students	0.7	5.6	13.3	19.6	41.3	19.6
School avg 2017-2019	2.3	4.6	15.5	25.5	29.8	22.3

**Percentage in bands:
Year 3 Spelling**



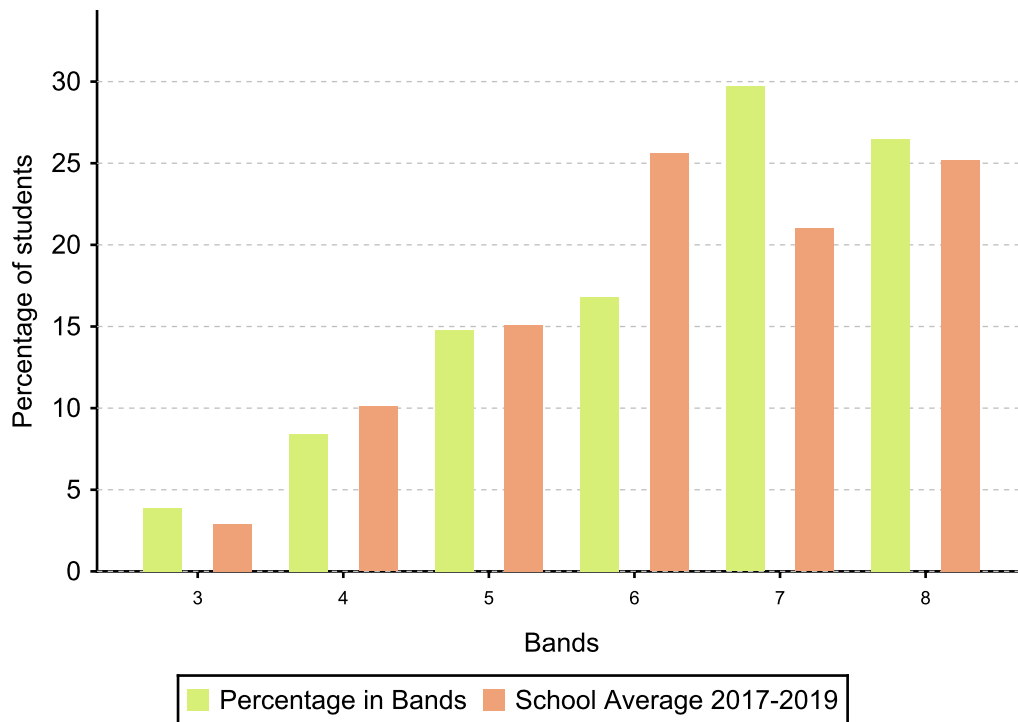
Band	1	2	3	4	5	6
Percentage of students	2.1	4.1	9.0	20.0	27.6	37.2
School avg 2017-2019	2.1	6.6	9.3	19.1	28.2	34.6

**Percentage in bands:
Year 3 Writing**



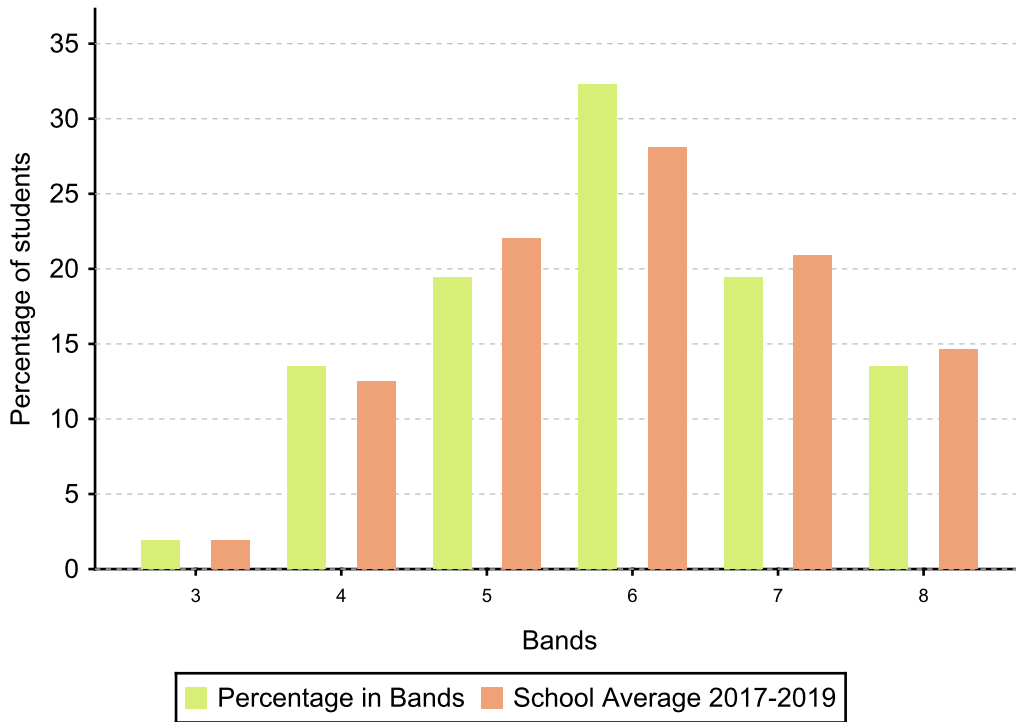
Band	1	2	3	4	5	6
Percentage of students	0.7	0.0	3.4	14.5	48.3	33.1
School avg 2017-2019	0.5	0.9	3.4	14.1	39.4	41.7

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



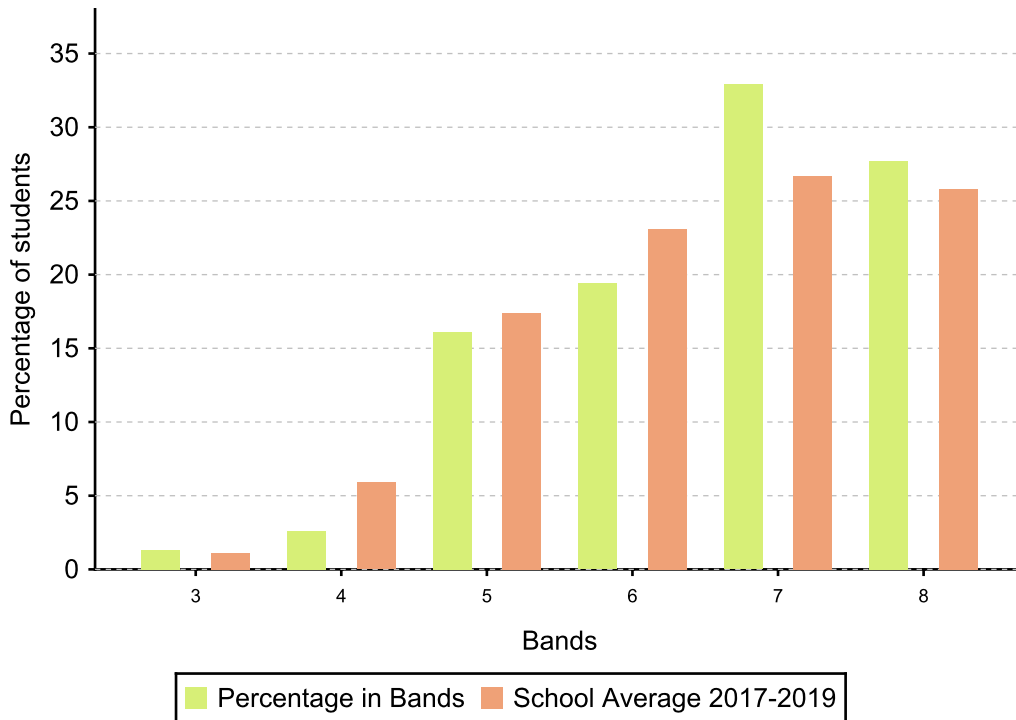
Band	3	4	5	6	7	8
Percentage of students	3.9	8.4	14.8	16.8	29.7	26.5
School avg 2017-2019	2.9	10.1	15.1	25.6	21	25.2

**Percentage in bands:
Year 5 Reading**



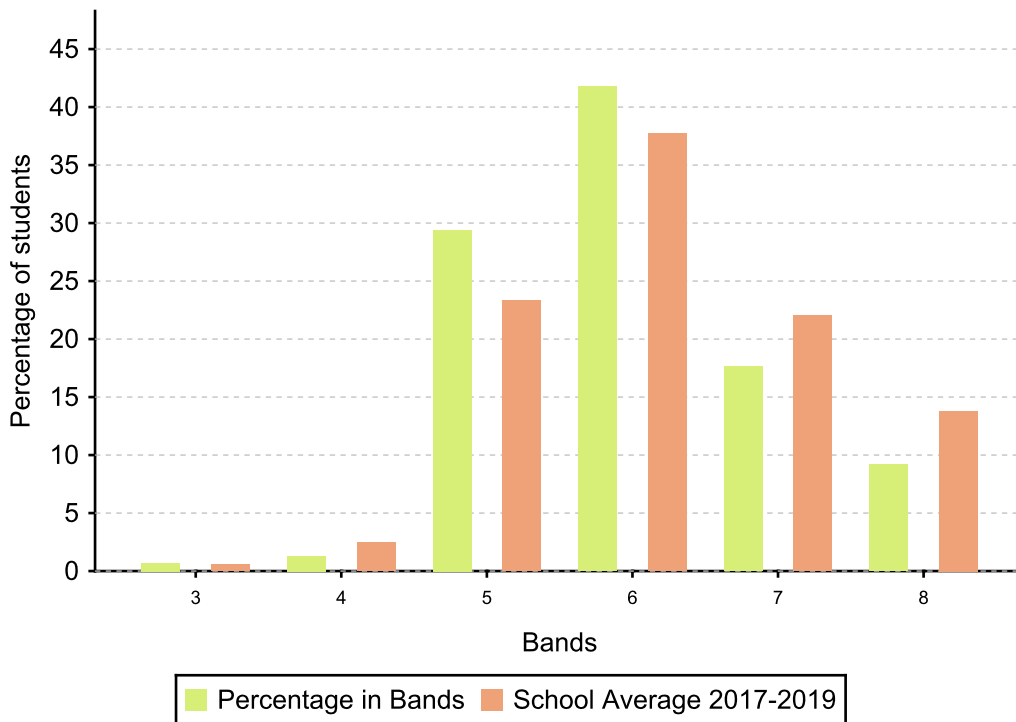
Band	3	4	5	6	7	8
Percentage of students	1.9	13.5	19.4	32.3	19.4	13.5
School avg 2017-2019	1.9	12.5	22	28.1	20.9	14.6

**Percentage in bands:
Year 5 Spelling**



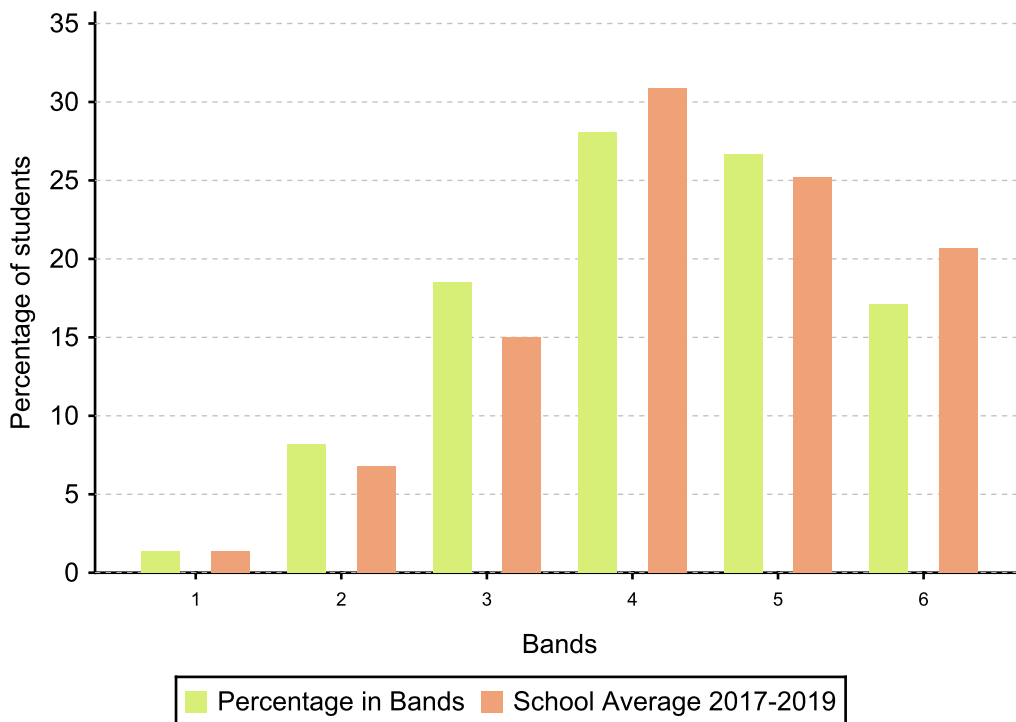
Band	3	4	5	6	7	8
Percentage of students	1.3	2.6	16.1	19.4	32.9	27.7
School avg 2017-2019	1.1	5.9	17.4	23.1	26.7	25.8

Percentage in bands:
Year 5 Writing



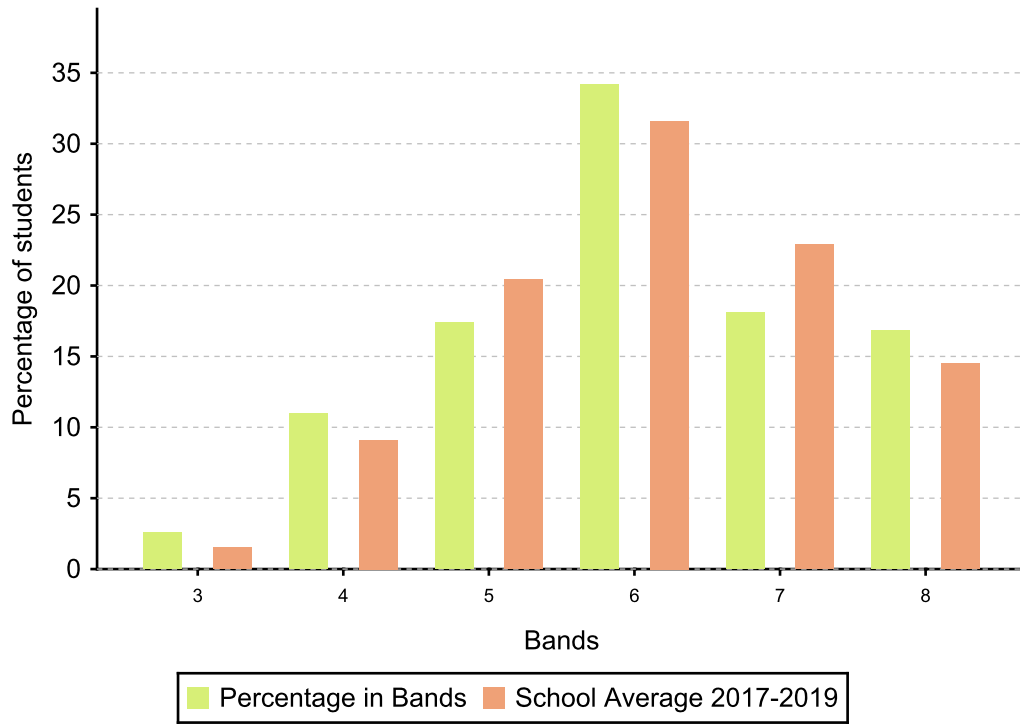
Band	3	4	5	6	7	8
Percentage of students	0.7	1.3	29.4	41.8	17.6	9.2
School avg 2017-2019	0.6	2.5	23.3	37.7	22	13.8

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.4	8.2	18.5	28.1	26.7	17.1
School avg 2017-2019	1.4	6.8	15	30.9	25.2	20.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.6	11.0	17.4	34.2	18.1	16.8
School avg 2017-2019	1.5	9.1	20.4	31.6	22.9	14.5



Parent/caregiver, student, teacher satisfaction

The Assessment and Reporting Team identified a whole school need to move away from the standard term portfolio sample to a more authentic way of showing student achievement. The most efficient way to achieve this was to send home student work books, twice a term, with a focus on mathematics and English.

Staff

Our end goal was for students to be able to talk with their parents and carers about their learning and to provide evidence to support whether they have achieved their goals. The foundation for this success was to provide professional learning to staff about embedding learning intentions and success criteria into their teaching.

Staff have been provided with reflection stems to create a consistent language to guide students through the self-reflection process from kindergarten to year 6:

- What is your learning goal?
- Have you achieved your goal?
- Show me your evidence.
- What is your next learning goal?

Students

Students have been given guidance and independence to identify learning goals in English, mathematics and an area of their choice. They built their capacity to talk and reflect on their learning goal and identify whether their goal had been achieved.

When students brought their English and mathematics work books home it was accompanied by a specific learning goal and students were better equipped to have a guided conversation with their parents and carers about their learning goals and future directions.

On a recent "Tell Them From Me" survey, students in years 4 to 6 strongly agree:

- learning goals are set and discussed in most lessons
- teachers are helping students establish challenging learning goals and are making these goals visible in the classroom
- they share their learning goals with their parents.

Overall, students have been given greater ownership of their learning and achievements through the reflection process.

Parents and Carers

In the transition to sending home work books rather than portfolio samples, parents were given the opportunity to comment on their child's work. Parents were assisted in how to provide purposeful feedback to their child. They were shown their child's specific learning goal and could then reference this in their feedback.

The most recent data collected has shown that 20% of parents provided goal-specific feedback to their child. 60% of parents provided some feedback however this was not goal specific. A small percentage of parents just viewed and returned the work books.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, Bonnyrigg Heights Primary School has continued to value and acknowledge the importance of maintaining a strong awareness of Aboriginal and Torres Strait Islander histories and achievements in all aspects of the curriculum and school life. The school's quality teaching and learning programs are inclusive of Aboriginal and Torres Strait Islander cross curriculum priorities and content so that all students have knowledge and understanding of Aboriginal Australia. Each ATSI student had a PLP (Personalised Learning Pathway) which is developed by the class teacher in consultation with the student and parent so they meet or better their learning outcomes in relation to the broader student population. The PLP outlines the student's short and/or long-term learning goals as well as their strengths and interests. The school has provided training and development and resources to all staff to ensure that Aboriginal students are provided with engaging, culturally appropriate and relevant teaching and learning in all key learning areas to promote a culture of high expectations. Aboriginal students are provided with opportunities in all aspects of education including participation in PSSA sport, dance groups, choir, debating, robotics and gardening clubs, and all other school activities and events.

In 2019, the whole school celebrated NAIDOC week. Class activities were organised for teachers to implement throughout the week to strengthen knowledge and understanding of Aboriginal and Torres Strait Island culture. A visit by Ryka Ali, from the Wuthathi tribe was organised for all students. Students were involved in listening to stories, music and learning dance skills. There were presentations and explanations of various musical instruments and artefacts specific to the Torres Strait islands. The significance of the Aboriginal flag was also discussed during the presentation. The students welcomed the opportunity to actively participate in the performance which helped to increase their knowledge and understanding of Aboriginal and Torres Strait Islander history, achievements and culture.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Throughout 2019, our multicultural school population remained consistent with 91.6% of our students coming from EAL/D (English as an Additional Language or Dialect) backgrounds. The EAL/D program continued and funded additional EAL/D support to students across the grades ensuring that quality mainstream educational programs were enhanced to support individual learning needs. Qualified EAL/D teachers continued to support classroom teachers by working collaboratively in team teaching, teaching smaller groups of students and providing parallel classes when required. Bi-lingual support was also available when it was necessary. All EAL/D students were continued to be assessed as beginning, emerging, developing or consolidation English language learners, as classified by the ACARA EAL/D Learning Progressions. The community language programs continued to support the needs of students in the school. Languages offered in 2019 were Vietnamese, Arabic, Serbian and Assyrian. Students from other language backgrounds studied about Australia and its engagement with Asia in Asian studies classes. Our teaching and learning

programs promoted inclusivity and ensured that all students were able to share their multicultural heritage and this was highlighted at our successful Harmony Day. Over 1000 visitors attended the festivities and shared in the events ranging from open classrooms, dances and performances and a multicultural feast enjoyed in every classroom for lunch. The Community Liaison Officer ensured and supported parents and carers of different backgrounds in terms of meeting them and discussing any issues and concerns they wished to raise either at a school level or local level. Workshops were presented to families on mathematics and English, healthy eating, cyberbullying, homework assistance and NAPLAN readiness. Family excursions were organised and participants had an exciting time visiting the Museum of Art in the city. Throughout the year, the school promoted social learning and strategies to uphold anti-bullying and anti-racism through teaching quality educational programs. All staff were consistent in implementing a zero tolerance policy towards racism and discrimination. Complaints about racist or discriminating behaviours were addressed by the Anti-Racism Officer (ARCO).

Refugee Students

Refugee students from Iraq and Syria continued to enrol in our school and most of these students attended the New Arrival class to learn English language and familiarise themselves with Australian culture. The students participated in quality teaching and learning programs that were designed to address their unique learning needs. The bi-lingual SLSO position was funded for the year and greatly assisted refugee students and families with Assyrian and Arabic interpretation. The Beginning School Well program continued this year and assisted refugee children and families by supporting and preparing them for school. Our refugee students participated in excursions to the beach and Featherdale Wildlife Park.

Other school programs

Bonnyrigg Heights PS is valued by its community for providing meaningful values and dynamic educational environment for students with special needs in a safe, supportive and caring atmosphere with a strong focus on inclusion where each student has the opportunity to participate in the school life aimed to develop social and communication skills, and appropriate social behaviours. This year, support teachers continued to participate in quality teaching lessons study where elements from the Quality Teaching Framework were used to maximize student participation and engagement in the learning cycle. This opportunity created high expectations for teachers on how to incorporate the elements in daily teaching and collaborate and engage on guided reflection with colleagues. As a result of the study and team collaboration, student participation and engagement in the teaching and learning cycle have increased through the consistent use of technology, interactive activities and key sign language. The continual advances in technology are changing the way students learn, connect and interact every day. Students had the opportunity to develop skills in this area through participation in various STEM projects during the year. Some of the skills students developed include problem solving, creativity, communication and the use of digital technologies. This opportunity has empowered students with skills to succeed and adapt to this changing world. It also provided students with the opportunity to develop social and communication skills as the projects were inclusive and led by year 6 students. Mainstream peers guided and assisted students from the support classes to complete the projects successfully in a caring and supportive environment.

