

2021 Annual Report

Bonnyrigg Heights Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

School contact details

Bonnyrigg Heights Public School

Wilson Rd

Bonnyrigg Heights, 2177

<https://bonnyriggh-p.schools.nsw.gov.au>

bonnyriggh-p.school@det.nsw.edu.au

9823 7000



Targeted students enjoyed constructing a rocket as a team building task in the Wellbeing Room.

School vision

At Bonnyrigg Heights Primary School, teachers, students and our community together promote a positive learning environment where all students feel known, valued and cared for. We have a relentless focus on setting high expectations through quality teaching and learning, catering for individual differences to build confident, resilient learners who connect, succeed and thrive.

School context

Bonnyrigg Heights Primary School is located in South Western Sydney on Dharug land and has a student enrolment of 1017. The school culture is one that promotes diversity in learning, inclusiveness and a strong sense of belonging with students, staff, parents and the wider community working together in partnership.

Our school community is culturally diverse with 93% requiring some level of English as an Additional Language/Dialect (EaL/D) support. Our students come from a wide range of socio-economic backgrounds. Aboriginal students represent 1.5% of our school population. Our school has a vibrant community language program with our largest groups being Vietnamese, Arabic and Serbian. There is a strong emphasis on inclusion with five support unit classes catering for students with severe to moderate intellectual and physical needs.

Extracurricular opportunities and experiences in creative and performing arts, sport, public speaking, debating and technology enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy in addition to improved data analysis and use to enhance student growth and attainment. The school is committed to continually refining classroom practices and partnerships with staff professional learning being pivotal to ensuring this. There is a strong school partnership and understanding of effective practices and strategies to support wellbeing.

Continual analysis and reflection of student data will determine areas for success and need at an individual, class and school level. The involvement of the whole community in this process is essential as we strive for excellence.



The chicken hatching program was a major success in the Wellbeing Room. Students loved watching the chicks hatch and learning how to care for them.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise achievement of student learning outcomes in reading and numeracy responsive to the needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- Personalised learning

Resources allocated to this strategic direction

Socio-economic background: \$243,560.00

Professional learning: \$7,476.83

COVID ILSP: \$248,537.01

English language proficiency: \$401,048.88

Low level adjustment for disability: \$96,523.93

Literacy and numeracy: \$40,430.63

Literacy and numeracy intervention: \$117,723.90

Summary of progress

Initiative 1 - Data Driven Practices

Embedded systems for sharing of student literacy and numeracy data at transition stages throughout the year and from year to year continue to support targeted teaching in literacy and numeracy. In 2021, regularly scheduled grade Data Talks occurred to engage all staff to build their capacity to collect, strategically analyse and use specific data to inform teaching and learning. Time was regularly dedicated, twice per term in Planning Weeks, for the Instructional Leader to foster professional discourse within each grade team for regular deep dives into PLAN2 and Scout literacy and numeracy data to better target teaching and learning.

100% of staff in all teams tracked students in PLAN2 for Understanding Texts, Phonics and Phonological Awareness. Regularly collected lesson observation data was used to inform future teaching and learning activities and all teachers implemented best-practice phonics, phonological awareness, guided reading, and decodable reader lessons matched to syllabus outcomes and the Literacy Learning Progression. 100 % of Kindergarten staff used Best Start data and Year 1 and 2 staff used Phonics Screening data to inform teaching and learning activities, tracking improvement of student learning outcomes through PLAN2. All teams began to devise pre-assessment tasks in numeracy to better inform the design of numeracy lessons K - 6 to ensure student need was a driving force. All teachers effectively monitored and tracked student progress and supported students identified as needing additional support/extension.

A noticeable difference in improved habits was the strengthening of the focus on teaching time allocated for literacy and numeracy, targeted and sustained team-teaching relationships between class teachers and support staff to implement the COVID ILSP program, and improved use of data to inform explicit programming and targeted literacy and numeracy teaching.

Future Directions

The next steps will include ensuring consistency in the design of pre assessment tasks and their improved alignment with assessment rubrics and units of work, including planned differentiation and the inclusion of more explicit formative assessment strategies of student literacy and numeracy skills. We will continue to build teachers' capacity to participate in grade data talks during team meetings by scheduling fortnightly middle leader with Instructional Leader pre-data talks to ensure clear focus on specific data. We will continue to build capacity of all staff to better and more strategically use SCOUT to inform teaching and learning activities, analyse cohort needs and strengths to make better informed decisions to reduce achievement gaps and more clearly align learning progressions with individual student learning goals in literacy and numeracy. We will conduct and use end of year Data Collection audits to further streamline data collection processes.

Initiative 2 - Personalised Learning

In 2021, the High Impact Professional Learning model (HIPL) was used in the implementation of evidence-based literacy

and numeracy professional learning activities. 100% of staff participated in targeted professional learning that further developed their individual capabilities to teach literacy and numeracy effectively, meeting the needs of all learners. Staff Development Day sessions and whole school fortnightly professional learning sessions supported staff capacity to implement evidence-based teaching and learning programs. Analysis of teacher surveys and teacher professional learning diaries reflected how teacher professional learning is seen as an integral and time-worthy part of achieving whole school priorities. Analysis of class programs K - 6 reflected the positive uptake of evidence-based resources and quality assured lessons in class literacy and numeracy lessons.

The Vocabulary K - 6 professional learning sessions highlighted the importance in developing the vocabulary skills of all students and the critical impact this has on improving student reading and comprehension skills. The professional learning provided teachers with a specific sequence of skills that students need to be explicitly taught to improve their understanding of vocabulary. Staff also explored the practical use of quality assured resources.

The new K- 2 English syllabus professional learning sessions familiarised staff with the digital syllabus platform. All teachers were guided through the platform and key aspects of the syllabus reform process. A similar session to build staff awareness of the K - 2 Mathematics syllabus was postponed until 2022 due to COVID lockdown. Similarly planned implementation of the Interview for Student Reasoning (IfSR) did not happen due to Covid lockdown. A decision was made instead to ensure staff participated in an awareness raising session which outlined the evidence base in addition to providing staff with access to the best practice lessons and quality assured resources that could be easily incorporated into existing numeracy lessons through the Staff Shared Google Drive, enabling staff to collaborate in their planning and effectively apply their new learning into their classrooms. All teams have begun accessing the drive and are productively collaborating in the design of teaching and learning activities incorporating these quality assured resources.

Future Directions

In 2022, the next steps will include maintaining staff understanding in the teaching of phonics and broadening the use of decodable readers in Kindergarten in line with the new K - 2 syllabus evidence-base. We will schedule professional learning in the selection and use of Quality Texts in shared reading and writing programs linking to the English Textual Concepts.

We will continue to familiarise, prepare, refine, and finalise preparation for the full implementation of the new K - 2 syllabus documents during T2 - T4 2022 for 2023. We will work with middle leaders and classroom teachers to develop their understanding of the literacy and numeracy requirements to implement the new syllabus. This will involve ensuring staff continue to explore the evidence-base the syllabus documents are derived from and how the syllabus content aligns with the Literacy and Numeracy Progressions through ongoing professional learning sessions. Staff will continue to cooperatively plan and program to reflect this new knowledge base and explore the impact upon assessment of student learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> increase the % of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline 	There has been a decrease in the percentage of students achieving in the top 2 bands of NAPLAN reading of 2.74%, indicating progress is yet to be seen towards the system-negotiated target base-line.
<ul style="list-style-type: none"> increase the % of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated base-line 	There has been a decrease in the percentage of students achieving in the top 2 bands of NAPLAN numeracy of 14.62%, indicating progress is yet to be seen towards the system-negotiated target base-line.
<ul style="list-style-type: none"> increase the % of students achieving growth in reading to be above the system-negotiated base-line 	There has been an increase in the percentage of students achieving growth in reading of 8.56%, indicating progress towards the system-negotiated target base-line.
<ul style="list-style-type: none"> increase the % of students achieving growth in numeracy to be above the system-negotiated base-line 	There has been a decrease in the percentage of students achieving growth in numeracy of 12.40%, indicating progress is yet to be seen towards the system-negotiated target base-line.
<ul style="list-style-type: none"> 90% or more of students attaining at least expected levels of literacy benchmarks K - 6 as evidenced by school-based data 	Terms 1- 4 review of Individual Reading, Guided Reading and Phonics programs indicated 100% of K - 6 learning programs include evidence of adjustments made to accommodate individual student learning needs.

<ul style="list-style-type: none"> • 90% or more of students attaining at least expected levels of literacy benchmarks K - 6 as evidenced by school-based data 	<p>Review of K - 6 student progress against Literacy Learning Progression, for sub elements of Phonic Knowledge and Word Recognition Skills, Understanding Texts and Phonological Awareness indicated 95% of students have achieved or exceeded learning goals.</p> <p>K - 6 Semester reports indicate 90% of students achieving at least sound progress against Stage appropriate English syllabus outcomes.</p>
<ul style="list-style-type: none"> • 90% or more of students attaining at least expected levels of numeracy benchmarks K - 6 as evidenced by school-based data 	<p>Terms 1 - 4 review of mathematics programs indicated 100% of learning programs include evidence of adjustments made to accommodate individual student learning needs.</p> <p>K - 6 Semester 1 and 2 reports indicate 90% of students achieving at least sound progress against stage appropriate Mathematics syllabus outcomes.</p> <p>Delayed initiatives during extended Learning From Home have required this progress measure to be postponed until 2022.</p>
<p>Increase the % of Aboriginal students achieving in reading and numeracy.</p>	<p>100% of Aboriginal students achieving in top two bands of reading and numeracy in Year 3.</p> <p>100% of Aboriginal students achieving in the top two bands and/or middle two bands of reading and numeracy in Year 5.</p>



Literacy and numeracy groups are utilised to cater for the specific learning needs of students.

Purpose

To continually improve the pedagogy of all staff as leaders of learning to maximise the impact on students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Leadership and collaboration
- Authentic engagement

Resources allocated to this strategic direction

QTSS release: \$213,360.55

Professional learning: \$59,380.65

Socio-economic background: \$118,255.00

Summary of progress

Initiative 1 - Leadership and Collaboration

In 2021, continuous reflection and high-quality collaboration and feedback were prioritised to maximise the positive impact on student learning.

All staff were involved in a Professional Learning Community (PLC) which saw teachers working collaboratively; sharing successes; reflecting on student learning and where to next; utilising formative assessment strategies when designing teaching and learning programs; and participating in collegial discussions with their supervisor to reflect on their teaching or leading. These opportunities are extremely valuable and enhance the growth of leaders and teachers as they strive for continuous improvement. Formal lesson observations were reduced due to the restrictions and there were less opportunities to meet as a team during the second half of the year. The learning from home period did provide opportunities for staff to meet in an online environment to plan and reflect on learning. There was a marked improvement from 2020, in the confidence of staff to cater for student learning and wellbeing needs during learning from home.

66.6% of staff were able to observe an expert teacher at least one time this year. 38.5% of staff were able to observe an expert teacher more than once during the year. 97.5% of staff were actively involved in collegial discussions on a regular basis to impact on student progress and achievement. 92.3% of staff were given multiple opportunities to reflect on their teaching and learning practices. Daniela Falecki was engaged by the school to provide professional learning to build the capacity of staff and leaders focusing on coaching and mentoring and staff wellbeing. Covid restrictions impacted on the number of staff being given multiple opportunities to observe expert teachers more than once during the year as cohorts were unable to mix.

Future directions

In 2022, there will be even greater emphasis on staff observing expert lessons with only 50% of staff been given the opportunity to observe their peers and reflect on the process due to the learning from home period. The PLCs will be strengthened to allow for the senior executive, instructional leaders, and teachers to engage in reflective practices to impact positively on student learning. We will continue our collaborative partnership with Daniela Falecki to enhance quality teaching and leadership practices. The framework for High Impact Professional Learning will continue to be utilised to ensure targeted professional learning is driven by student need, collaborative, continuous and impacts on student progress and achievement.

Initiative 2 - Authentic engagement

Consistent, school-wide practices are being fostered and developed with the students, parents and staff to enhance student and parent engagement in learning.

Learning intentions and success criteria were continued to be embedded into teaching and learning to ensure students are reflecting on their achievement of learning outcomes as well as their future directions. The use of student voice and reflection within formal reports has been delayed due to the impact that Covid has had on teaching and learning in

Semester 2. There will be an increased focus on developing the language of reflection against student learning outcomes in year 4 classes with the aim of formalising student voice into year 5 reports in 2023. School leaders led their teams through pre-assessment processes in a mathematics unit to determine the current level of understanding of each child. This data was then utilised when writing the teaching and learning program and culminated in a post assessment task. This activity is moving to Strategic Direction 1 to be better in line with the outcomes and processes of that area of school improvement.

In 2021, the school launched consistent practices when sharing positive feedback to parents regarding student learning achievements and student reflection by way of motivational post-it note activities. Many students utilised selfie sticks to indicate to their teacher that they want to share work with their parents/carers. The student voice aspect in another key learning area, which was meant to start in the second semester, was postponed due to the lockdown and learning from home period. Even though this was the case, students were still presented with opportunities to select and complete highly engaging learning activities involving greater choice during Book Week celebrations and the end of term tasks. These were very well received by students and parents alike and aided in maintaining or boosting engagement during these unorthodox times. We revamped our social media presence with staff sharing their everyday successes with the extended community.

Future directions

In 2022, there will be enhanced opportunities for students to provide feedback to their teachers and have greater say in the learning that they would like to achieve in one key learning area (typically science). We will continue to foster student development and awareness of their learning goals with the ability to state whether they have achieved these goals by providing evidence. The language of reflection will further assist students as we prepare to trial the use of student reflection on school reports in 2023. Teachers and leaders will continue to be involved in Professional Learning Communities focusing on continuous improvement. The consistent use of Class Dojo will continue to be refined in classrooms.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School leaders demonstrate emerging skills as instructional leaders who are developing their knowledge and understanding of current research.	High expectations, continuous reflection and improvement practices indicate that school leaders are recognizing the impact of their leadership to improve student learning.
All staff are a member of at least one Professional Learning Community to improve student learning outcomes.	100% of staff are a member of at least one team/grade Professional Learning Community who meet regularly to discuss their impact on student learning.
Increase the number of staff engaged in High Impact Professional Learning to strengthen teacher quality to support student improvement.	100% of staff are consistently engaged in High Impact Professional Learning where professional learning is led by school leaders in small teams, based on identified student need, is collaborative, continuous and applied to strengthen practice.
Most students state their learning goals and with teacher guidance, identify evidence of their achievement.	76% of students can state their learning goals and 100% of year 2-6 students can identify evidence of their achievement with teacher guidance. (This percentage is lower than expected due to the extended learning from home period.)
All parents are regularly updated on student achievement and at least 30% of parents engage in their child's learning through specific feedback.	100% of parents receive regular Dojo class story and individual student progress updates with 18% of parents responding with specific feedback. (At this stage, parents feel much more confident in acknowledging their child's work with an emoji symbol and a generalised comment about their child's effort.)

Strategic Direction 3: Partners in Learning

Purpose

To foster and nurture effective partnerships between students, staff, families and the wider community by continually developing and implementing whole school and targeted integrated wellbeing practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning culture
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$329,675.66

Low level adjustment for disability: \$134,541.60

Aboriginal background: \$11,849.19

Refugee Student Support: \$16,953.22

Summary of progress

Initiative 1 - Learning culture

In 2021, we undertook a whole school approach to embed a learning culture that promoted whole school wellbeing and a relentless focus on improved student learning.

There was a whole school attendance policy review. This was supported into practice with the implementation of a variety of positive attendance strategies being implemented in all classrooms across the school. We implemented a whole school attendance notification procedure to inform parents that their child was marked absent from school, asking for a return message to explain the absence. We reinforced the importance of daily attendance at school by creating a spotlight on attendance, communicating with parents via our school newsletter, Facebook and Class Dojo. Students and parents positively embraced new school attendance procedures and strategies. 62 students were presented with our school attendance medallion at presentation day for 100% attendance in Semester One, 2021. Student attendance was severely impacted as a result of the restrictions placed upon us due to Covid-19, in both the learning from home period during Term 3 and during the return to face-to-face learning period in Term 4. We encountered many school closures and cohort isolations due to contact tracing and positive cases in our school.

Many of our planned community engagement activities including our parent cafe, P and C meetings and the review of our Community Liaison Officer role, and school transition programs were also unable to be completed due to the restrictions placed upon us due to Covid-19.

Future directions

In 2022, we will continue to focus on the implementation of a whole school strategy to improve student attendance. We will continue to embed daily positive attendance strategies in all classrooms, celebrate 100% attendance of students each term and take a school-wide responsibility to monitor the attendance of students using a centralised system.

We will action the planned community engagement activities identified above to re-establish authentic parent partnerships across the school.

Initiative 2 - Wellbeing

Throughout the year, we embedded effective strategies and processes for whole school improvement in wellbeing to support student learning.

We employed a wellbeing teacher mentor to support targeted programs and students across the school to build social skills, confidence, resilience and self-esteem, and support the regulation of behaviour and emotions. To support this initiative, we identified a classroom and created an identified wellbeing space for students to access support, recess and lunch time programs and targeted support programs. This dedicated space ensured students could connect, succeed and thrive.

Staff were provided with professional learning on the new student behaviour strategy and completed three of the Be You

modules on building resilience. We also revisited some practical strategies highlighting how to effectively incorporate Zones of Regulation into everyday classroom practice.

We continued with the implementation of our speech and occupational therapy programs with a focus on team teaching as our preferred mode of operation. Teachers and therapists worked collaboratively to provide knowledge, practice and processes to support students with additional learning needs through the explicit teaching of strategies to improve identified areas of need with language and fine and gross motor skills, and planning to improve student learning outcomes.

We continued to embed expectations of personalised learning and support across the school for identified students. Personalised Learning and Support Plans were developed with Learning and Support Teachers, class teachers, students and parents to identify and action appropriate learning adjustments and goals to support the improvement of student learning. Review practices were in place every five weeks to evaluate student progress, review goals and make further adjustments as required.

Our planned review of school learning and support practices and policy was not completed due to the restrictions of Covid-19.

Future directions

In 2022, we will continue to employ a wellbeing teacher mentor to support whole school wellbeing initiatives as well as provide targeted support to individuals and small groups of students with identified needs.

The school Learning Support Team will revise current school learning and support practices and develop a policy to ensure consistent and effective implementation across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increased percentage of students attending more than 90% of the time by at least 4.2% to achieve the system negotiated target.	The percentage of students attending greater than 90% of the time or more indicates progress is yet to be seen towards the system-negotiated target. There has been a 6.4% increase in the number of students attending greater than 90% of the time or more over the past two years.
Increase the proportion of students reporting expectations of success, advocacy and a sense of belonging at school by at least 4%.	Tell Them From Me data shows an improvement of 1% of reported positive wellbeing, including a 6% increase in advocacy at school and maintenance in the sense of belonging measure.
Authentic parent partnerships are developing through regular informal and formal communication, learning activities and initiatives.	Delayed initiatives in terms 2, 3 and 4 have required this progress measure to be postponed to 2022.
Students achieve their PLaSP goals in learning, wellbeing and attendance as required.	Analysis of Personalised Learning and Support Plans (PLaSPs) indicate that students have achieved their PLaSP goal/s in learning, wellbeing and attendance as required and 100% of learning programs include evidence of adjustments made to accommodate individual student needs.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$16,953.22</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: students being supported to successfully and confidently engage in class programs and intensive, targeted withdrawal programs. Students have increased competencies in the use of the English language, individually, in small groups and within the classroom setting. 100% of students have achieved identified short-term learning and wellbeing goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue intensive and targeted class programs and withdrawal groups to support the individual learning, language and wellbeing needs of refugee students. The Learning Support Team and specialist EaL/D staff will collaboratively develop a Personalised Learning and Support Plan tool to specifically address the unique characteristics and needs of refugee learners in our school.</p>
<p>New Arrivals Program</p> <p>\$22,755.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bonnyrigg Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: students being supported to successfully and confidently engage in intensive, targeted withdrawal programs. Students have increased competencies in the use of the English language, individually, in small groups and within the classroom setting. 100% of students have achieved identified short-term learning, language and wellbeing goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue intensive and targeted class programs and withdrawal groups to support the individual learning, language and wellbeing needs of new arrival students. The Learning Support Team and specialist EaL/D staff will collaboratively develop a Personalised Learning and Support Plan tool to specifically address the unique characteristics and needs of new arrival learners in our school. The employment of a School Learning Support Officer in 2022 will support students in the classroom and assist in liaising with families to support the learning and wellbeing needs of students.</p>

<p>Integration funding support</p> <p>\$210,233.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bonnyrigg Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with identified learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: students being supported to successfully and confidently engage in intensive, targeted classroom programs. 100% of students have achieved identified short-term learning and wellbeing goals as outlined in their Personalised Learning and Support Plan. Adjustments and accommodations are made in collaboration with students, staff and parents in the development and achievement of learning goals. Achievement of identified goals is supported in collaboration with external support agencies and services. Students are successfully supported at identified points and a smooth transition to new school settings.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue intensive and targeted individual support programs to accommodate the individual learning and wellbeing needs of identified students. The Learning Support Team will collaboratively develop Personalised Learning and Support Plans and streamlined processes to better support the improved outcomes of targeted students receiving integration funding support.</p>
<p>Socio-economic background</p> <p>\$691,490.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bonnyrigg Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership and collaboration • Data driven practices • Personalised learning • Learning culture • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement intensive and targeted learning programs to support identified students with additional needs • additional staffing to implement wellbeing programs to support identified students with additional needs • professional development of staff through instructional leadership to support student learning • employment of additional staff to support school attendance program implementation. • employment of additional staff to support school wellbeing program implementation. <p>The allocation of this funding has resulted in: students being supported by a nominated wellbeing teacher mentor for three days a week. Students have engaged with whole school wellbeing initiatives, targeted small group programs and, specialised individual programs. Identified students successfully participated in programs to build</p>

<p>Socio-economic background</p> <p>\$691,490.66</p>	<p>social skills, confidence, resilience and self-esteem and support the regulation of their behaviour and emotions. An allocated school attendance officer supported the monitoring of student attendance across the school resulting in a decreased response time for attendance notifications. Instructional leaders have led effective teaching and learning and strengthened reflective practices across the school. Students are supported to successfully and confidently engage in intensive, targeted classroom programs. Students have achieved identified short-term learning and wellbeing goals as outlined in their Personalised Learning and Support Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with the employment of a wellbeing teacher mentor who will support and engage students through whole school wellbeing initiatives, targeted small group programs and specialised individual programs. An allocated school attendance officer will continue to refine and streamline school attendance practices and monitor student attendance across the school. The employment of instructional leaders will continue to support the professional development of staff engaging in High Impact Professional Learning leading to improved student learning outcomes. Highly reflective data-driven practices will support professional learning communities across the school.</p>
<p>Aboriginal background</p> <p>\$11,849.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bonnyrigg Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Aboriginal students being supported to successfully and confidently engage in intensive, targeted classroom programs. 100% of Aboriginal students have achieved their personal short-term learning and wellbeing goals as outlined in their Personalised Learning Pathway. Adjustments and accommodations are made in collaboration with students, staff and parents in the development and achievement of learning and cultural goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue intensive and targeted personal support programs to accommodate the individual learning, cultural and wellbeing needs of Aboriginal students. The Learning Support Team will collaboratively develop Personalised Learning Pathways and streamlined processes to better support the improved outcomes of Aboriginal students.</p>
<p>English language proficiency</p> <p>\$401,048.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bonnyrigg Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$401,048.88</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: EAL/D students being supported to successfully and confidently engage in intensive, targeted classroom programs. Identified EAL/D students have achieved their targeted short-term learning goals as outlined in their Personalised Learning and Support Plans. Quality differentiated practices support the engagement of EAL/D students with their learning, maintaining the focus on the continual improvement of their learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue intensive and targeted support programs to accommodate the individual learning needs of EAL/D students. The Learning Support Team and EAL/D specialist staff will collaboratively work with classroom teachers to ensure the implementation of quality differentiated teaching and learning programs; the development of Personalised Learning and Support Plans; and streamlined processes, to better support the improved outcomes of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$231,065.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Bonnyrigg Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: students being supported to successfully and confidently engage in intensive, targeted and differentiated programs. Students are being supported to achieve identified short-term learning and wellbeing goals as outlined in their Personalised Learning and Support Plan. Adjustments and accommodations are made in collaboration with students, staff and parents in the development and achievement of learning goals. Small groups of targeted students are also being supported with quality differentiated teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue intensive and targeted individual support programs to accommodate the individual and small group learning and wellbeing needs of identified students. The Learning Support Team will collaboratively develop Personalised Learning and Support Plans and streamlined processes to better support the improved outcomes of targeted students.</p>
<p>Literacy and numeracy</p> <p>\$40,430.63</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bonnyrigg Heights Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$40,430.63</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning in literacy and numeracy • implementation, monitoring and evaluation of best practice literacy and numeracy programs <p>The allocation of this funding has resulted in: regular team-based meetings throughout the term and planning weeks provided time for quality discussion to ensure consistency of understanding of best practice in literacy and numeracy instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to use team planning and discussion time to reflect on the impact of literacy and numeracy small group interventions.</p>
<p>QTSS release</p> <p>\$213,360.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bonnyrigg Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership and collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: fortnightly rotations to ensure quality Professional Learning Communities exist at Bonnyrigg Heights PS. Assistant Principals are instructional leaders developing effective practices to enhance teaching and learning, reflection, consistent teacher judgement, assessment and reporting, use of learning goals and parent engagement across their grade. During the fortnightly rotation, staff have the opportunity to engage in or view expert lessons or teachers to enhance their own quality practices. Executive staff effectively lead "feed forward" discussions in formal and informal lesson observations to positively impact on quality classroom practice and student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional staff to support collaboration in the implementation of high quality teaching and learning practices. Assistant principals will continue to be provided with additional release time to support classroom teachers and targeted programs. This will allow the release of staff to align their professional learning to the strategic improvement plan and develop the capacity of all staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$117,723.90</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bonnyrigg Heights Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy intervention</p> <p>\$117,723.90</p>	<ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • strategic employment and allocation of staff to K - 2 classrooms to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • analysis of data sources during Data Talks enabling teachers to identify and pinpoint exact learning needs and implement targeted intervention strategies <p>The allocation of this funding has resulted in: improved learning outcomes of target students K - 2 in literacy and numeracy. Data talks have increased the capacity of staff to analyse a range of data sources to correctly identify target students and their learning progress. Discussion in team meetings has ensured greater consistent teacher judgement in the analysis of student achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing the targeted intervention through the strategic deployment of staff to support focus students. Continue the implementation and monitoring cycle to further develop teachers' understanding of best practice in differentiation.</p>
<p>COVID ILSP</p> <p>\$248,537.01</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staff employed and strategically timetabled to deliver small groups K - 6 literacy and numeracy lessons to identified focus students • planning weeks utilised by teams to identify students requiring intensive support. • master lessons written to support staff in the delivery of high quality, evidence-based lessons in literacy and numeracy • High Impact Professional Learning delivered to staff K - 6 in specific areas of need in literacy and numeracy • teachers regularly monitoring student progress by recording observable student behaviours and regularly updating PLAN2 data • teachers providing parents with progress in the achievement of student learning outcomes during parent teacher interviews and biannual individual student reports <p>The allocation of this funding has resulted in: the strategic delivery of needs based high quality professional learning for staff supported the management of the diverse learning needs associated with small group instruction in classrooms K - 6. Triangulation of data sources during data talks reflected improved staff understanding in the collection, monitoring and analysis of data sources. PLAN2 data resulted in improved student learning outcomes for all students K-6 in the COVID ILSP. Teachers more consistently ensured learning intentions and timely individual feedback were made explicit to students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to build the capacity of each grade team leader to lead team data talks. Continue to provide staff with evidence-based master lessons to support best practice instruction across the school K - 6. Continue to utilise COVID ILSP for 2022 to improve student learning outcomes in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	582	568	549	534
Girls	550	550	510	483

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	92.9	93.1	92
1	93.2	91.4	90.5	92.7
2	93.9	92.1	90.7	92.6
3	93.7	93.3	92.9	93.3
4	92.9	92.4	93.1	93
5	94.3	92.1	89.6	93.1
6	93.1	93.2	92.2	92.2
All Years	93.4	92.5	91.6	92.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Students are proud to receive awards each term for achieving 100% attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	38.56
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	11.07
Other Positions	3.6

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Staff at BHPS engage in professional learning on how to lift parent engagement in student learning through the use of Class Dojo.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,090,289
Revenue	10,757,436
Appropriation	10,645,045
Sale of Goods and Services	37,628
Grants and contributions	72,620
Investment income	1,043
Other revenue	1,100
Expenses	-10,783,236
Employee related	-9,721,817
Operating expenses	-1,061,419
Surplus / deficit for the year	-25,801
Closing Balance	1,064,488

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.



Students worked with staff in the Wellbeing Room to create a video to promote recycling programs in the school.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	227,186
Equity Total	1,335,454
Equity - Aboriginal	11,849
Equity - Socio-economic	691,491
Equity - Language	401,049
Equity - Disability	231,066
Base Total	7,394,510
Base - Per Capita	268,481
Base - Location	0
Base - Other	7,126,029
Other Total	1,222,762
Grand Total	10,179,912

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.



Targeted students from our mainstream and support unit classes were involved in a cooking program. They thoroughly enjoyed cooking pizza.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

42.7% of Year 3 and Year 5 students scored in the top two bands in literacy.

23.32% of Year 3 and Year 5 students scored in the top two bands in numeracy.

In Year 3:

- 52% of students performed in the top two bands in reading
- 76% of students performed in the top two bands in writing
- 60% of students performed in the top two bands in spelling
- 56% of students performed in the top two bands in grammar and punctuation
- 27% of students performed in the top two bands in numeracy.

In Year 5:

- 33% of students performed in the top two bands in reading
- 24% of students performed in the top two bands in writing
- 44% of students performed in the top two bands in spelling
- 37% of students performed in the top two bands in grammar and punctuation
- 21% of students performed in the top two bands in numeracy.



Differentiated guided reading groups enable targeted teaching to impact on student learning outcomes.

Parent/caregiver, student, teacher satisfaction

Authentic Engagement at Bonnyrigg Heights PS

At Bonnyrigg Heights PS there is a strong focus on student voice and authentic engagement. It is more than just students 'having a say' and 'being heard'. It is students actively sharing their perspectives and opinions and participating in decision making on things which shape their educational experiences. The two main ways that we are strengthening this include building an active relationship between the home and the school environment and to increase student voice in what students would like to learn about at school and sharing their achievements.

Staff have increased the interactions that they have with parents using Class Dojo throughout the year. This has enabled more parents to have greater insight into their child's achievements in a timely manner (rather than waiting for more formal methods of communication). Staff acknowledge that most parents prefer to comment by way of a "thumbs up" on class stories and individual student posts. Most teachers have been delayed in using student voice in science/geography lessons due to the learning from home period but those who managed to start this process have had success with students enjoying and engaging with the learning experience.

Students have thoroughly enjoyed participating in positive post it note activities as it gave them a voice in the classroom and was a unique way to share their ideas, thoughts, opinions and knowledge with the teacher and peers. Students were excited to have the opportunity of requesting content that they would like to learn about in a science or geography subject however, this was interrupted due to the unexpected learning from home period. The use of selfie sticks in the classroom gave students the power to share their favourite achievements with their parents/carers.

Parents have shown a keen interest in the use of Class Dojo to get reminders, find out what is happening in the classroom and engage meaningfully with their child's work at their point of achievement. Parents acknowledge that using this form of communication is time consuming and additional work for teachers, but they really value the regular connection that they have with the class teachers. Most parents are very confident at pressing "like" to respond to the group and individual messages. Using data from the 2021 and 2020 Tell Them From Me survey, parents feel well informed about school activities (an increase from 8.1 to 8.5). Parents also feel that staff take an active role in making sure all students are included in school activities (an increase from 7.7 to 8.1).

By sharing and encouraging our students to share their goals, experiences, accomplishments, and achievements we hope to foster a learning environment that continues to promote positive relationships between home and school in a meaningful way to positively impact our students.

School Insights

Messages sent to families

380

1.09k Last week



Photos and videos shared

8

44 Last week



Positive feedback %

81%

75% Last week



In 2021, Class Dojo was utilised across all our classes as a tool to communicate with parents and share amazing class stories and individual student samples and successes. Weekly reports demonstrate the success that this platform is having with our parents.

School Insights

Messages sent to families

321

786 Last week



Photos and videos shared

15

37 Last week



Positive feedback %


91%

79% Last week





Teachers were given some professional learning on writing effective posts to showcase student work. Work was sent home via Class Dojo.

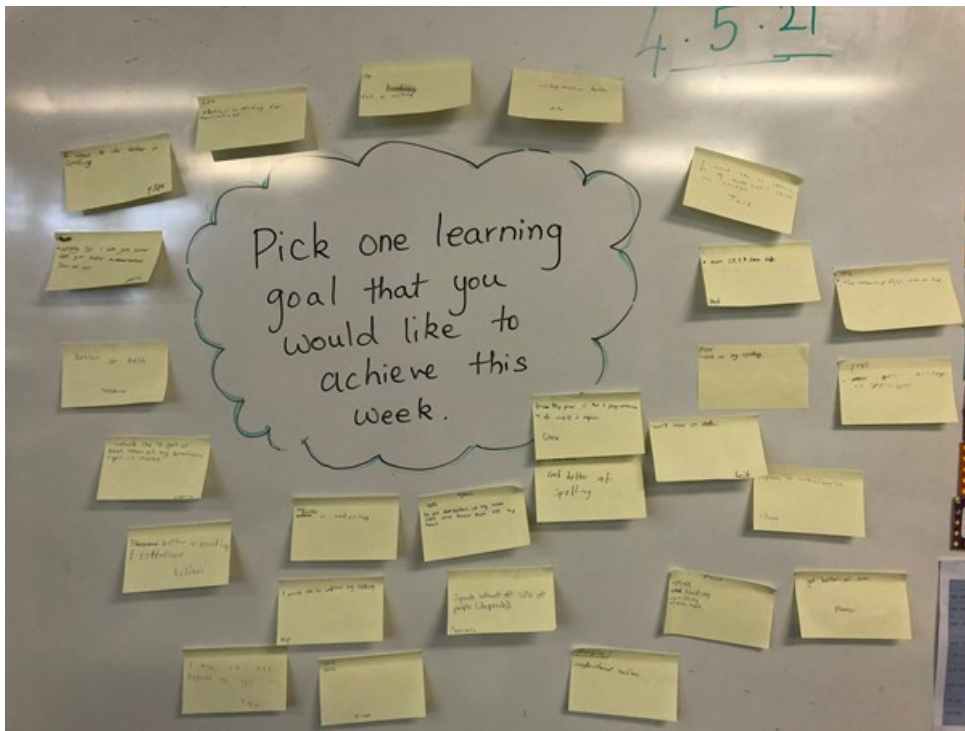


**Good evening,
Attached is Mariam's work. She has been working hard to solve written problems involving multiplication. Mariam is learning to use better strategies to solve challenging questions using an area model.**

Jun 09, 11:05 pm

Thank you so much for sharing. She has been working really hard. So Proud of her.

Parents received many individual posts showcasing student achievement. Many posts were selected by students to share work that they were proud of.



Positive post it notes are used to increase student voice in the classroom. Teachers pose questions or statements, and students share their responses.



Bonnyrigg Heights Primary School

16 Sep · 🌐

3L has been tackling some fun maths investigations and using their mathematical skills to solve problems!

[#ProudOfAllWeDo](#)



Teachers post a range of class stories on Dojo and social media to showcase the amazing work being completed by students to the wider community.

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

