

2021 Annual Report

Bonnyrigg High School



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Introduction

The Annual Report for 2021 is provided to the community of Bonnyrigg High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

2021 was both a very successful and extremely difficult year for the school. Success can be measured in many ways. One of the most important is community confidence demonstrated through increasing applications to enrolment. The local school population has continued to rise as local children either chose us for their schooling or in the case of Year 11 enrolled into Bonnyrigg HS as a local student. However, the decline in International enrolments due to COVID restrictions has affected the school numbers. The school population decreased to 1604. What is notable is the number of out of area requests received to enrol into Year 7, 2021. The popularity of our school increases as a result of sound teaching and excellent academic results. This growth has meant the number of demountable classrooms has grown from 30 at the start of 2019 to over 40 in 2021.

The HSC cohort did very well with 34 students gaining an ATAR over 90, five of whom gained over 99 ATAR. Melissa Tiev was First in NSW in the Chinese Beginners course. The Dux for 2021 was Ly Tam (Ruby) Nguyen 99.85 ATAR. The students achieved 134 Band 6 results and five students achieved top 10 in NSW subject ranking. Once again Bonnyrigg HS was one of the top performing High Schools in the Fairfield area in overall HSC results and ranked as top 150 school in NSW. The school was publicly recognised by the NSW Education Standards Authority (NESA) as 'Punching above its weight' in overall HSC results. Bonnyrigg HS has achieved this status since this category was introduced four years ago. Bonnyrigg HS has maintained a strong culture of non-ATAR HSC program for the senior years. Unlike many schools, Bonnyrigg HS has provided access to multiple TAFE and school-based VET courses to meet individual student educational needs. Many of these students performed in the traditional NESA designed courses across all bands. Bonnyrigg HS performed well despite the COVID interruptions. Our Selective High School Community of Schools continues to be strong with the other three partially selective high schools. Combined planning days ensured we are delivering the highest quality teaching to all of our students. Bonnyrigg HS has led the Partially Selective High school community for the last 11 years.

National testing resumed in 2021, i.e. NAPLAN. Despite the continual disruption to learning due to COVID restrictions, the students did particularly well. The DoE continued to supply a COVID tutor program assisting students to achieve National Minimum Standards by the HSC. Results have shown a very positive success rate for the program. The results that is, improvements, have put Bonnyrigg HS on the map. The school has been researched by Melbourne University and the Centre for Educational Statistics and Evaluation (CESE from the NSW Department of Education). The resultant publications will guide other schools in their endeavours to improve learning in their schools.

Bonnyrigg HS also remained completely digitally interactive with all classrooms, including the demountable classrooms, equipped with the latest interactive data projectors and screens. By the end of 2021, the school had over 1000 Windows machines including over 700 laptops for student use in classrooms and five additional computer rooms. Bonnyrigg HS continues to lead ICT innovations with all staff having their notebook laptop updated to enhance teaching and provide immediate access to the data projectors. The staff continued intensive use of computer software designed to enhance the learning of students. The school embarked on a modernisation program for ICT across the school.

Unfortunately, due to COVID, students could not undertake Sporting and Creative Arts events and activities. We look forward to 2022 as normality returns and we can once again have an extended extra curricula activities program. The

Bonnyrigg Live and Art Show are just two examples of student activities that had to be cancelled due to COVID restrictions. Our Bonnyrigg HS St John Ambulance Cadet Unit goes from strength to strength. The school based Cadet Division began the task of 'meeting and learning on line', completing first aid courses as best as possible. The membership remained strong despite the COVID restrictions.

Building improvements in 2021 following on from the 2020 projects; the clean-up and installation of new gardens and an outdoor fitness facility. This addition provides another resource for the fitness program for students. Other major projects included a purpose-built uniform shop with change rooms and significant storage upstairs, now completed. The second structure is an Outdoor Cafe to be used for all future catering events. It will be a state-of-the-art training facility for students in the VET Food and Beverage, Hospitality and Food Technology courses. 2021 also saw the Metro improvement program in some schools. At BHS we went 50/50 with the government to refurbish the changerooms under the hall, remove the broken concrete near the hall and install stadium style seating. Additionally, the old change room in G Block was converted into two new change rooms for PDHPE and sport. All of these have been completed.

Other Projects have been planned for 2022 and money set aside for the new student facilities. However, at time of writing the building industry is in a state of lux and costs have escalated. These projects have been put on hold until 2023.

Sister school relationships are developing. Towards the end of 2017 Bonnyrigg HS began negotiations with Dong Do Middle School, Seoul Korea to establish a sister school relationship. In addition the Yonggok Middle School, Seoul South Korea, has been extremely interested in developing a sister school partnership. This relationship was forged by a visit by Yonggok to Bonnyrigg HS in early 2020. A visit to Korea had to be postponed due to international travel restrictions imposed because of COVID. There is the possibility of an exchange between the two schools in 2023.

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



Student Library Monitors have worked tirelessly to create fantastic displays in the library.

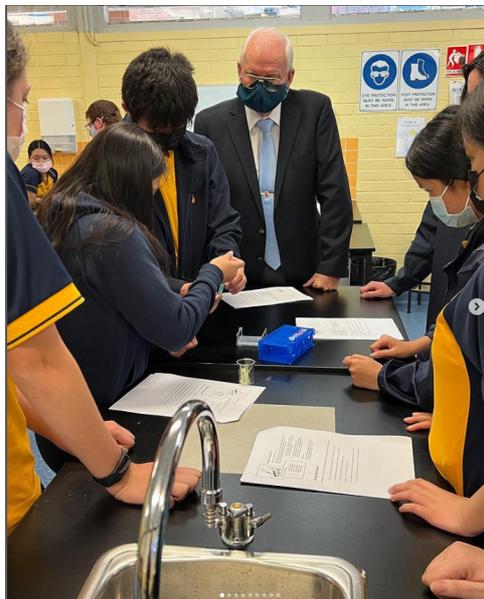
School vision

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

School context

Bonnyrigg High School is a partially selective, comprehensive and co-educational school in South Western Sydney. We acknowledge the traditional owners of the land on which we learn, the Cabrogal clan of the Dharug nation. The school has an enrolment of 1604 students, including 98% from a non-English speaking background and with 2% being Aboriginal. The school has exemplary student welfare programs and a focus on quality teaching.

Bonnyrigg High School is a high performing school with a strong learning culture and high expectations of students. Learning priorities for the next four years have been developed through a thorough situational analysis, in consultation with community. These high level areas for improvement include literacy, numeracy, high potential, vocational education and training programs, and increasing student engagement. The school's caring and supportive environment builds learning capacity in a wide range of academic, sporting, vocational, cultural and co-curricular experiences.



Year 9 Science class participating in a DNA fingerprint experiment.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

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	Excelling
LEARNING: Reporting	Excelling
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students continually grow in their learning through explicit, consistent and research-informed teaching. Teachers will continually evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of data and evidence-based practice to inform teaching.

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 Informed Practices
- Quality Teaching Practice

Resources allocated to this strategic direction

Professional learning: \$129,458.21

Socio-economic background: \$716,000.00

Refugee Student Support: \$3,692.17

Summary of progress

BHS has shown an improvement in the percentage of students achieving the top 2 bands in reading in year 9. Although the system-negotiated targets were not achieved for year 7 Numeracy and Literacy, and Year 9 Numeracy, the literacy and numeracy team have developed interventions to improve the literacy and numeracy skills of students in each cohort. The literacy and numeracy intervention programs have been successful, demonstrated by the large number of students meeting HSC Minimum Standards in 2021 for both reading, writing and numeracy. 98% of the year 12 cohort have met HSC Minimum Standards in all domains and will achieve an HSC Testamur. Intensive explicit teaching through literacy classes for Year 10 students in 2021 resulted in 97% of students meeting minimum standards in reading, 90% in writing and 92% in numeracy. These results were an improvement from the commencement of the year and an uplift of 3% in reading, 5% in writing and 4% in numeracy from 2020. The 2021 Year 11 cohort results showed 98% passed reading, 89% writing and 94% numeracy. In Year 12, 100% passed reading, 98% writing and 98% numeracy. Overall, 97% of Year 12, 87% of Year 11 students and 88% of Year 10 students have met minimum standards in all three domains.

Barriers that disrupted the progress of this strategic direction included COVID 19 as students were absent from school and online participation was low. Continual disruptions due to COVID 19 meant many students were absent from school in addition to the hard lock down, therefore literacy and numeracy face to face interventions were disrupted.

Enablers that assisted the achievement of the progress measures included explicit instruction of higher band questions and answers for NAPLAN, and provision of additional learning support interventions both within and out of the classroom to support students to complete assessments and build on literacy and numeracy skills. BHS teachers continued to differentiate the curriculum and make reasonable adjustments to cater for students learning needs, both for those working beyond age and Stage level, and those working below. Additionally, student's literacy skills were enhanced through the continuation of both the Year 8 and Year 10 literacy classes, where explicit teaching of skills help support students' ability to understand and construct text. Furthermore, Year 9 and 10, 5.1 classes have an adjusted curriculum, where numeracy skills are explicitly taught to assist students with numeracy skills needed in everyday life. And lastly, the continued employment of the Aboriginal education officer has provided additional support mechanisms, in addition to learning and support interventions, enabling BHS Aboriginal students to increase their literacy and numeracy skills to achieve higher NAPLAN bands and allow the school to meet the negotiated targets.

BHS next steps involve the continuation of the Year 8 and Year 10 literacy programs to further support student's ability to understand and construct text. The team-teaching pedagogy has been timetabled for 2022, using teachers and tutors to work in tandem, enabling one-on-one and small group tutoring to take place. Years 7, 8 and 9 will benefit from the continued NSW Equity Consortium initiative, which will involve ambassador taught lessons, delivered through English and literacy timetabled lessons. The consortium leverages the combined expertise of teachers, researchers and universities to deliver an education outreach program that enhances student literacy skills. Pre and post data will assist in on-going program evaluation. Moreover, year 9 and year 10, 5.1 Mathematics will continue to be taught with an adjusted curriculum designed to improve student's numeracy skills and assist in the achievement of HSC Minimum Standards and increase NAPLAN results. 2022 focus will be around increasing the number of higher bands in both HSC and NAPLAN, through building teacher capacity and explicit teaching models.

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
<p>NAPLAN top 2 Bands</p> <p>Improvement in the percentage of students in the top 2 bands to be at or above the school's system-negotiated targets in reading and numeracy.</p> <p>An increased percentage of Aboriginal students achieving the top 3 NAPLAN bands in reading and numeracy</p>	<p>NAPLAN results for 2021 exceeded our annual trajectory in Reading with an uplift of 1.8% . Numeracy results showed a downturn of 15.4%</p> <p>Expected growth in numeracy of Aboriginal students in year 9 showed an uplift of 9%, indicating the program adjustments and intervention have had a positive impact on student results and achievement of negotiated target.</p> <p>Expected growth in reading of Aboriginal students in year 9 showed an uplift of 51%, indicating the year 8 literacy program has had a positive impact on student results and achievement of negotiated target.</p> <p>Expected growth in numeracy of Aboriginal students in year 7 showed a downward trend by 20% indicating progress yet to be seen towards the system-negotiated target</p> <p>Expected growth in reading of Aboriginal students in year 7 showed a downward trend of 40%, indicating progress yet to be seen towards the system-negotiated target</p>
<p>HSC attainment</p> <p>By the end of Year 12, an increased percentage of students will have met minimum standards.</p> <p>All Aboriginal students will achieve the HSC whilst maintaining their cultural identity</p> <p>Improvement in the percentage of HSC students achieving results in the top 2 bands to reach the lower bound system negotiated targets.</p>	<p>98% of the year 12 cohort achieved minimum standards in all domains</p> <p>100% of Aboriginal students achieved their HSC</p> <p>HSC results for 2021 exceeded our trajectory and showed an uplift of 4.46% with us exceeding our lower bound by 3.31%.</p>
<p>An increased percentage of students achieving expected growth in reading and numeracy.</p>	<p>Percentage of students achieving expected growth in reading showed an uplift of 1.8%, exceeding our annual trajectory of our negotiated targets.</p> <p>Percentage of students achieving expected growth in numeracy showed a downturn of 15.4%, indicating progress is yet to be seen towards our negotiated targets.</p>
<p>By the end of Year 12, an increased percentage of students will have met minimum standards</p>	<p>98% of the year 12 cohort achieved minimum standards in all domains.</p>
<p>Percentage of students intellectually engaged in their learning according to TTFM data - Expectations for Success improves</p> <p>Teachers use effective differentiation strategies to cater for student learning needs</p> <p>Students participate in high potential extra-curricular activities</p> <p>Successfully implements High Potential Gifted Education policy by measuring</p>	<p>Due to the COVID 19 pandemic only a cross section of students from 7 to 11 participated in the TTFM survey, which totaled 1081. The survey focused on student engagement at school. The survey results indicate:</p> <p>Regarding Explicit teaching Practices and Feedback, Bonnyrigg HS scored 6.9/10 (.5 above NSW Government norm), indicating that students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn;</p> <p>Regarding Expectations for Success, Bonnyrigg HS scored 7.8 (.8 above the NSW Government norm), indicating that students feel that school staff emphasise academic skills and hold high expectations for all students to succeed.</p>

the 7 statements against the SEF at Sustaining and Growing or above

COVID 19 impacted our quality teaching activities, delaying their start and delivery. Some of the lesson resources were delivered on line to cater for student learning needs. Differentiated tasks for selective students, which aimed to extend learners, were not completed as students were not engaging in online learning. Some high potential extra-curricular activities were placed on hold, but the Tri-wizard cup went ahead with all students identified as high potential and gifted in years 7 participating.

Teachers across KLA's made reasonable adjustments and differentiated course work and assessments to enable students to meet curriculum outcomes and be successful in their learning.

BHS successful implementation of the High Potential Gifted Education policy has ensured students are challenged. Differentiated assessment tasks have allowed students to demonstrate their skills and extended their learning.



Our first place winner for the 'Capture Fairfield' photography competition.

Purpose

To ensure that our students are known, valued and cared for, we will continue to connect with our community to ensure authentic relationships.

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.

- Wellbeing
- Connected Communities

Resources allocated to this strategic direction

Socio-economic background: \$472,000.00
: \$18,000.00

Summary of progress

COVID and remote learning impacted the initiatives in SD2 in 2021. Increasing student involvement in extra physical health activities was unavailable face to face, however a number of physical activities were developed and presented online. Students and staff accessed these during lunch and after school. Attendance was difficult to meet due to non face to face attendance throughout the year. The school will work towards this target in 2022.

The school will continue to develop community relationships through continued communication and improvement through feedback and evaluation. SBAT students will continue to be supported by the SBAT teachers.

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
<p>Wellbeing</p> <p>Increase in the proportion of students attending school > 90% of the time.</p> <p>TTFM Wellbeing data improves to be at or above the lower-bound system negotiated targets</p>	<p>The school's Focus for 2021 around student attendance was to utilise school personnel and resources to improve individual student attendance to greater than 90%. With an aim to prioritise students where the greatest impact in attendance can be made, the school identified the target group of 80%-90%. The school utilised student attendance data in Scout and Sentral to determine students in targeted groups, enabling us to prioritise these group for intervention phone calls by school support staff. During the year as COVID affected face-to-face learning the school shifted to student well-being and engagement calls, to monitor student engagement and welfare. Upon the return to school, late 2021, the support staff were tasked with re-engaging students with face-to-face learning through individual phone calls home. In the following year, 2022, the school aims to utilise support staff in refocusing and improving attendance for students of greatest impact (80%-90%) by communicating with parents again through the phone intervention plan.</p> <p>Through the collection of attendance data and questionnaires students reported an increase in a sense of belonging and building positive relationships with their peers. Students have also reaped the physical benefits of participating in their program, resulting in an increase in students being successful in their school knockout teams. Due to COVID 19 and the lockdown these programs had to cease, therefore the percentage of students participating in extracurricular physical activities was impacted. Once students returned from lockdown there were COVID 19 restrictions enforced, which prevented the recommencement of the programs.</p> <p>We were unable to facilitate TTFM surveys at the end of 2021 due to the</p>

<p>Wellbeing</p> <p>Increase in the proportion of students attending school > 90% of the time.</p> <p>TTFM Wellbeing data improves to be at or above the lower-bound system negotiated targets</p>	<p>disruption of the Covid lockdown and online learning. In 2022, TTFM surveys will be conducted and the data collected will provide an indication of the overall wellbeing of students across different year groups.</p>
<p>A significant percentage of staff are providing positive recognition to students</p> <p>Increase in the percentage of students involved in extra- curricular physical health activities</p>	<p>During online learning in the second semester of 2021, all staff were encouraged to recognise student learning efforts by putting a positive entry on Sentral. At the end of each week, a student from each year group who received one of these Sentral entries was randomly drawn by the Head Teacher Wellbeing and awarded the Online Learning Effort student of the week. These students received a certificate and a voucher and their names were announced on our school social media pages. Between 16/07/2021-28/10/2021, there were 1155 Online Learning Effort entries recorded on Sentral. This significantly increased our overall positive entries on Sentral from a total of 948 in 2020 to 2255 in 2021.</p> <p>Our focus for 2021 was to increase the percentage of students involved in extracurricular physical activities. There was a focus on introducing new physical activities programs for students to participate in.</p> <p>Student voice from the 2020 physical activity survey led to the implementation of a variety of physical activity programs. Students expressed their interest in participating in volleyball and basketball. The volleyball and basketball program had been implemented after school to allow students a designated time to practice, however staff supervision after school was hard to come by, further support from staff to assist will be required. Connections with an external agency Western Sydney Wolves was established, to have highly trained coaches provide engaging and relevant skill based drills, however without sufficient funding this could be a costly expense for the students and school. As a result of the expert coaches, students were able to develop their knowledge and skills of the sports. Through the collection of attendance data and questionnaires students reported an increase in a sense of belonging and building positive relationships with their peers. Students have also reaped the physical benefits of participating in their program, resulting in an increase in students being successful in their school knockout teams. Due to COVID 19 and the lockdown these programs had to cease, therefore the percentage of students participating in extracurricular physical activities was impacted. Once students returned from lockdown there were COVID 19 restrictions enforced, which prevented the recommencement of the programs.</p> <p>Next year we will work on reestablishing the after school programs of volleyball and basketball while gradually implementing new extracurricular physical activities for students. We will also work on increasing staff involvement to organise and assist with supervision of the programs as well as addressing cost effective solutions to implement the programs. This will support further improvement in the percentage of students involved with extracurricular physical activities.</p> <p>In 2022, staff will be encouraged to recognise students who are consistently demonstrating CHEER values and the 5Ps by putting a Positive for Postcards entry on Sentral. At the end of each term, those students receiving five or more Positive for Postcards entries will have a postcard sent home acknowledging their efforts throughout the term. The aim is to increase student recognition and positive data on Sentral as well as promote further communication and engagement with parents, carers and our school community.</p>
<p>Connected Communities:</p> <p>Increase in the proportion of HSC Non-Atar students participating in the SBAT program in order to successfully transition out of high school</p>	<p>BHS met the target for SBAT students in 2021. Students have been successful in receiving their ROSA and year 1 of the SBAT.</p> <p>COVID impacted the Connected communities initiative in SD2. The school's ability to develop authentic relationships with parents was challenging. Thinking creatively, and the introduction of the school stream as a</p>

An increased percentage of authentic parent collaborations through regular two-way initiated informal and formal communication

communication platform, enabled the school to continue to improve both formal and informal communication. 2021 saw an uptake of the school community utilising school stream from approximately 180 families to over 1000 families. The school also utilised social media platforms and remote meeting spaces to engage the school community. In particular, the parent zooms to disseminate information on Stage 6 and assessments, were well attended.



Welcome Back - We Missed You

Strategic Direction 3: Collaborative Practice

Purpose

To build capacity of teachers to utilise high impact strategies and research to further enhance classroom practice. Teachers will continually evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of data and evidence based practice to inform teaching.

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.

- Classroom Practice
- High Impact PL Teaching Strategies

Resources allocated to this strategic direction

Summary of progress

The staff at Bonnyrigg High School regularly engage in collaborative practice sessions to build the capacity of teachers and provide them with high impact teaching strategies and tools to enhance their classroom practice. A classroom management bulletin was designed and disseminated, which utilised effective research to professionally develop staff in managing the challenges of classroom practice. Some staff attended PL on Bill Rogers' 'Cracking the Hard Class'. In addition, a 5Ps classroom expectation poster was developed and professional learning was delivered to staff. These expectations are taught by staff and used to have conversations with students in order to build supportive and inclusive learning environments. To evaluate our learning environments, a classroom audit was also conducted.

Evidence-based explicit teaching strategies were explored and professional learning around the explicit use of quality teaching practices was developed. A team decided to focus on 2 explicit teaching strategies per semester, allowing staff to become familiar and refine their use of these strategies. Additionally, a number of staff received training in HSC High Leverage Strategies, to collectively improve student achievement, allowing them access to quality resources and a platform to collaborate regarding the features of high achievement in the HSC. The expectation is for teachers to gain skills and confidence in developing high impact learning strategies, to support and engage learners from Year 7-12.

The school has prioritised the use of collaboration sessions to improve teaching and classroom practice. This has been assisted by the implementation of regular collaborative practice sessions every term, enabling these initiatives. However, due to COVID lockdowns, collaboration and progress in these initiatives were impacted.

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
Classroom practice Some teachers feel confident in openly discussing effective classroom practice Some classrooms are stimulating learning environments, specific to the KLA and promoting school values.	<p>To build the capacity of teachers and provide them with a toolbox of strategies to enhance their classroom practice a classroom management bulletin was designed and disseminated to staff at least once per term. The bulletin utilised effective research to professionally develop staff in managing the different challenges in the classroom and ensure a supportive and inclusive learning environment. To build capacity of the HTs, Bill Rogers' 'Cracking the Hard Class' was purchased as a resource to supporting challenges that were being faced by classroom teachers. Three staff members also attended the PL and shared their learning with their faculty. This was disrupted as a result of COVID.</p> <p>The team met and created new classroom expectation posters. A lot of discussion about the focus areas of classroom expectations took place and the team decided on using the 5Ps as the main focus. The 5Ps align to our CHEER values. Staff and students were consulted on the content and design of the posters. The posters were designed to ensure a consistent approach to classroom expectations. This was finalised in term 4 and</p>

<p>Classroom practice</p> <p>Some teachers feel confident in openly discussing effective classroom practice</p> <p>Some classrooms are stimulating learning environments, specific to the KLA and promoting school values.</p>	<p>delivered to staff on our SDD#1 2022. The intention is for staff to teach these expectations and use as a reminder when students are not following them. The posters are displayed at the front of each classroom and or learning space.</p> <p>The team also designed a survey to gather data on behaviour support and management. 44 staff members completed the survey.</p> <p>The final focus for the team was completing a classroom audit. The team not only focused on classroom practice but also building staff capacity in creative supportive and inclusive learning environments. The team developed a checklist and audited each classroom, to ensure it was a supportive environment. Due to COVID, the implementation of classroom improvement has been put on hold to 2022.</p>
<p>High Impact Teaching Strategies</p> <p>Teachers demonstrate emerging skills in high impact teaching strategies, supported by research.</p>	<p>In order to build capacity and improve classroom practice, evidence-based explicit teaching strategies were explored utilising pedagogical research. A path of professional learning was developed around the explicit use of quality teaching practices. A team has been established and led by the HT T&L and Ms Samil, DoE Quality Teaching adviser, who has begun to mentor and train the team to deliver Professional Learning to all staff. The team decided to focus on two explicit teaching strategies per semester, allowing staff to become familiar and thoroughly develop and refine their use of these strategies.</p> <p>In addition, six members of staff have been trained in HSC High Leverage Strategies, to collectively improve student achievement. This training has allowed staff to access high-quality resources and collaborate with HSC teachers from across the state, in order to understand the features of high achievement in the HSC by utilising student work samples. Additionally, teachers have developed skill and confidence in delivering high impact learning strategies that engage learners from years 7-12.</p>



Congratulations to our graduating class of 2021.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,692.17</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"> • Data Informed Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • engage with external providers and specialist to provide intensive language support to identified EAL/D students • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in:</p> <p>An increase in student awareness of what a Refugee is. The Refugee coordinators and students held many awareness raising activities to increase our refugee students sense of belonging. Activities have been embedded as part of our homeroom program, to ensure cultural sensitivity from students who are not refugees.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To ensure a continued dedication to creating a sense of belonging for our refugee students, awareness raising activities will continue throughout 2022. To further build the capacity of staff, we will work with a network consultant and our E/ALD teachers to deliver intensive E/ALD strategy workshops during our collaborative practice meetings. This will further enhance teacher capacity in being able to support E/ALD learners in their classrooms and embed the strategies in their teaching programs. Teachers will also participate in trauma informed care workshops to support the wellbeing of our refugee students.</p>
<p>Integration funding support</p> <p>\$211,803.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Bonnyrigg High 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 additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p>

<p>Integration funding support</p> <p>\$211,803.01</p>	<p>Increased in class support to cater for the learning needs of students with learning difficulties. In class support for additional differentiation in the classroom to increase student understanding and enhance student achievement of outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support students in the learning with in the classroom.</p>
<p>Socio-economic background</p> <p>\$1,278,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bonnyrigg High 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"> • Data Informed Practices • Wellbeing • Connected Communities • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Literacy and Numeracy to support identified students with additional needs • staff utilised to further enhance community engagement. Links made external services to support student post school destination. • professional development of staff through Collaborative Practice program to support student learning <p>The allocation of this funding has resulted in: All students in Year 12 have successfully met the minimum standards. Social media Wellbeing centre is on hold until AMU approves the building of the Wellbeing Hub.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Literacy and numeracy program will continue in 2022 with a dedicated focus on building the capacity of teachers in utilising the progressions in the KLA programs.</p> <p>The Wellbeing Hub will be completed early in 2022 to provide students with a centralised area to access support for their wellbeing. This space will be utilised by key personnel to deliver Wellbeing programs to further cater for the diverse wellbeing needs of students.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bonnyrigg High 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 equity loading 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 • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs

<p>English language proficiency</p> <p>\$700,000.00</p>	<p>The allocation of this funding has resulted in: 98% LBOTE students have been supported and able to access to quality and differentiated curriculum. Staff complete intensive PL to support students through the use of E/ALD strategies. HSC - E/ALD</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers will engage in professional learning to further develop their understanding of how E/ALD strategies can be utilised in their classrooms. The PL will be delivered during our collaborate practice meetings by our HT LOTE and an external E/ALD consultant. E/ALD teachers will also be supporting teachers utilising their expertise in co-teaching contexts, to build the capacity of teachers and increase student achievement of the outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$412,778.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Bonnyrigg High 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • support for students in Life Skills; Individual Learning Plans/Profiles; HSC special provisions • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Specialist Learning Support teachers employed to co-teach and support students in their learning. The disability adjustment is targeted funding for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Specialised staff and SLSO support for students. Build teacher capacity through targeted professional learning to improve the quality of co teaching.</p>
<p>COVID ILSP</p> <p>\$533,211.46</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Writing

<p>COVID ILSP \$533,211.46</p>	<ul style="list-style-type: none"> • employing staff to provide online tuition to student groups in literacy/numeracy - Writing / Reading and Numeracy • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: Students were supported during the COVID lockdown through the use of the COVID tutors. COVID Tutors actively worked with students during the lockdown period to support them in meeting KLA requirements.</p> <p>After evaluation, the next steps to support our students with this funding will be: Program will continue in 2022 with intensive literacy and numeracy support for identified students at risk of not meeting minimum standards.</p>
<p>Aboriginal background \$23,305.34</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bonnyrigg High 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Despite the reduced face to face interactions with a reliance on online delivery during term 3 as a result of COVID 19, our Indigenous students were continually supported and provided with the resources required to continue their education remotely. Bonnyrigg High School's Aboriginal Education Worker, alongside the Aboriginal Education Team, regularly checked in with Aboriginal students and their families to build and strengthen links. This regular communication along with academic assistance offered was appreciated by parents, caregivers and students. Feedback emphasised the benefit of this contact on the wellbeing of our students and in keeping them feel connected.</p> <p>The full range of cultural activities usually undertaken could not be delivered due to the COVID lockdown and limitations on visitors being allowed on site. However, NRL School to work continued to support students via Zoom, which was beneficial to those involved. 5 students participated in this program. These students forged strong link with mentors and were provided with the opportunity to engage in conversations about future careers and opportunities.</p> <p>One student in Year 11 was successful in their application to participate in the NRL Youth Leadership summit where he took part in various cultural and leadership workshops. The summit provided our student with valuable</p>

Aboriginal background

\$23,305.34

insights so that they can take advantage of opportunities that come their way after school. As a result of this summit, the student was inspired to create a new leadership role for Aboriginal students. This student negotiated with the Senior Executive and HT wellbeing to get approval to develop the Indigenous Ambassador leadership role, which will be implemented in 2022.

Three students graduated Year 12 in 2021 and all were successful in their chosen endeavours. Two students were successful in attaining a traineeship, one in hospitality and another in mechanics. Another student is gainfully employed in the hospitality industry.

After evaluation, the next steps to support our students with this funding will be:

Implement Indigenous Ambassador program by selecting a junior and Senior Indigenous Ambassador Role to give voice to our ATSI students and develop leadership skills and build a culture of leadership aspiration
Professionally develop the Aboriginal Education team to develop improved and negotiated personal learning plans for students
Increase the level of participation and communication with our ATSI community by making them more involved with the PLP process and their child's education



Congratulations to our 2021 House Cup champions: the Devils.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	814	813	828	819
Girls	779	844	860	797

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.5	94.4	91.2	92.5
8	93	92.2	88.8	89.8
9	91.5	90.2	86.6	87.9
10	89.7	88	85.6	85
11	88	89.9	87.6	89.4
12	91.6	87.2	88.8	88
All Years	91.4	90.4	88.1	88.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Our school has continued to prioritise attendance, and manage student engagement throughout the pandemic, by implementing a phone intervention plan to contact parents and engage students with calls home. This enabled the school support staff and teachers to assist students and families with wellbeing and course engagement.

On return to face-to-face learning, the phone intervention program shifted to support students attendance of targeted groups by connecting with parents and supporting students to attend.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	10
Employment	4	5	6
TAFE entry	5	2	2
University Entry	0	0	69
Other	0	0	11
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

34.95% of Year 12 students at Bonnyrigg High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.2% of all Year 12 students at Bonnyrigg High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Congratulations to us on our Focus On Ability Short Film achieving the Highly Commended award.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	18
Classroom Teacher(s)	80
Learning and Support Teacher(s)	2
Teacher Librarian	2
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	17.37
Other Positions	2

*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.



Bonnyrigg HS Bees are busy collecting nectar today on all the flowers out in bloom.

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	5,436,254
Revenue	20,409,960
Appropriation	19,629,796
Sale of Goods and Services	111,791
Grants and contributions	493,682
Investment income	5,828
Other revenue	168,865
Expenses	-22,835,119
Employee related	-18,317,908
Operating expenses	-4,517,211
Surplus / deficit for the year	-2,425,159
Closing Balance	3,011,095

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.

	2021 SBAR Adjustments (\$)
Targeted Total	210,194
Equity Total	2,436,084
Equity - Aboriginal	23,305
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	412,779
Base Total	15,170,078
Base - Per Capita	415,997
Base - Location	0
Base - Other	14,754,081
Other Total	652,221
Grand Total	18,468,577

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.



Congratulations to Year 9 student Ryan Seck who has been selected for the Australian Sliders team.

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.

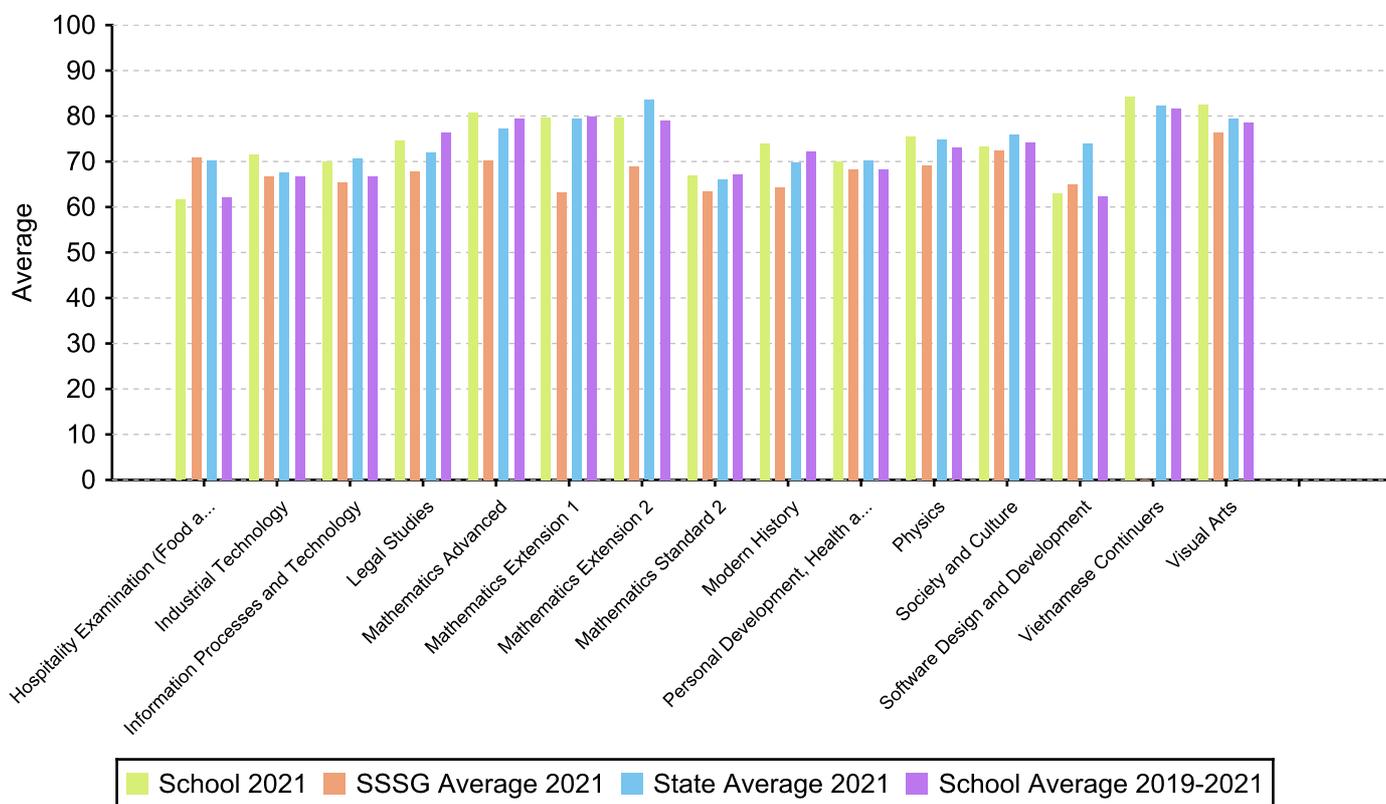
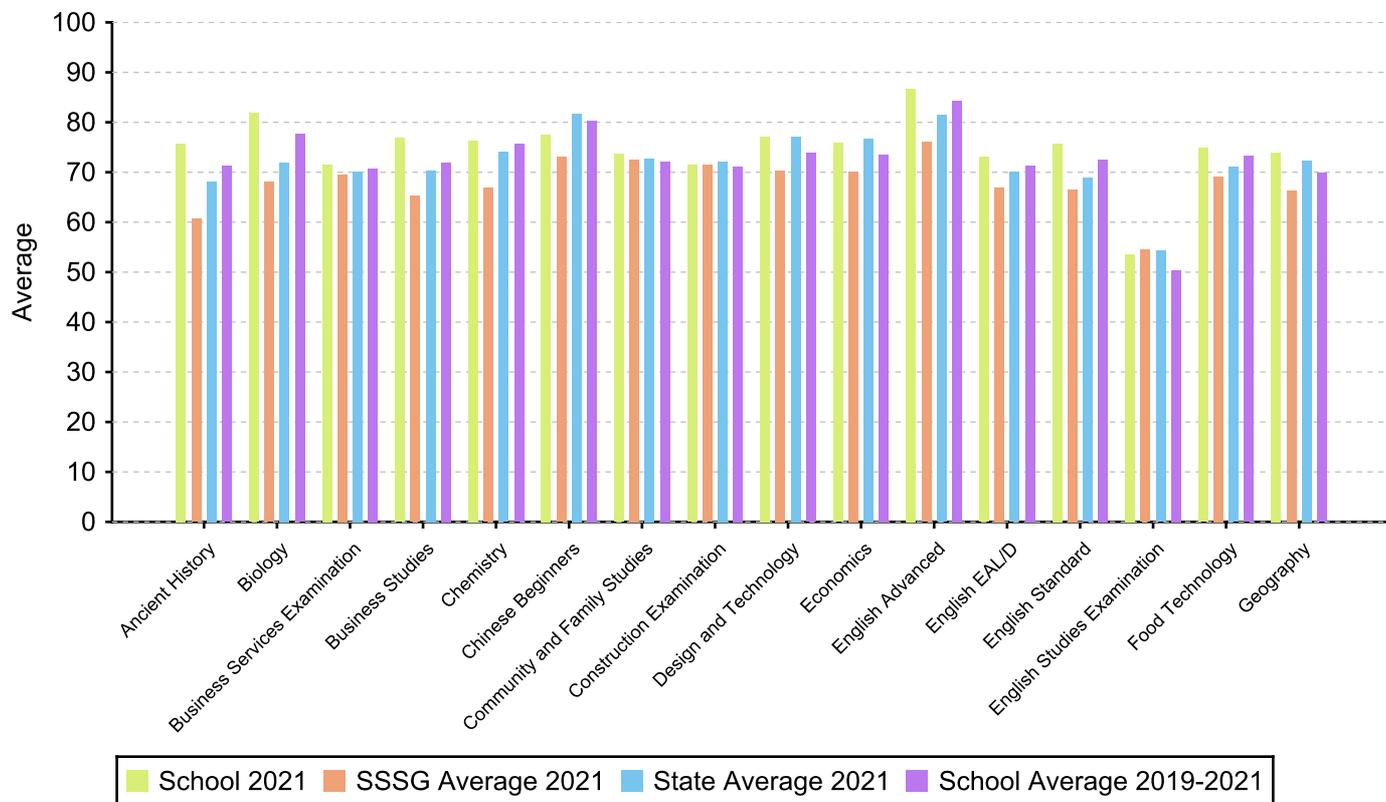


2022 School Captains and SRC Induction.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	75.7	60.7	68.1	71.2
Biology	81.8	68.0	71.9	77.6
Business Services Examination	71.5	69.5	70.1	70.8
Business Studies	76.8	65.2	70.4	72.0
Chemistry	76.3	66.8	74.1	75.6
Chinese Beginners	77.5	73.0	81.7	80.3
Community and Family Studies	73.6	72.5	72.7	72.1
Construction Examination	71.4	71.4	72.2	71.2
Design and Technology	77.1	70.3	77.2	73.8
Economics	75.8	70.1	76.7	73.5
English Advanced	86.7	76.0	81.4	84.3
English EAL/D	73.0	66.9	70.0	71.3
English Standard	75.7	66.6	68.8	72.5
English Studies Examination	53.6	54.5	54.3	50.3
Food Technology	74.8	69.1	71.0	73.2
Geography	73.9	66.4	72.4	69.8
Hospitality Examination (Food and Beverage)	61.6	70.8	70.3	62.2
Industrial Technology	71.6	66.8	67.7	66.8
Information Processes and Technology	70.0	65.5	70.8	66.7
Legal Studies	74.6	67.9	72.0	76.4
Mathematics Advanced	80.8	70.3	77.4	79.5
Mathematics Extension 1	79.7	63.3	79.5	79.9
Mathematics Extension 2	79.7	69.0	83.5	79.1
Mathematics Standard 2	67.0	63.3	66.1	67.1
Modern History	73.9	64.3	69.7	72.3
Personal Development, Health and Physical Education	70.0	68.4	70.3	68.4
Physics	75.4	69.3	74.8	73.0
Society and Culture	73.3	72.5	76.0	74.2
Software Design and Development	63.1	65.0	74.0	62.4
Vietnamese Continuers	84.2	0.0	82.3	81.7
Visual Arts	82.6	76.5	79.4	78.6



Congratulations to Massimo Russo for receiving first
in Year 12 music 2

Parent/caregiver, student, teacher satisfaction

In 2021, Bonnyrigg High School sought the opinions of students through a survey called Tell Them From Me. The survey focused on student engagement at school.

Due to the COVID-19 pandemic, not all students were able to complete the survey. A total of 1081 students from Years 7, 8, 9 10 and 11 were able to complete the survey. The survey results indicate:

63% of students felt a positive sense of belonging, felt accepted and valued by their peers and others at their school;

91% of students reported displaying positive behaviour at school, 5% above the NSW Government norm mean;

Regarding Explicit teaching Practices and Feedback, Bonnyrigg HS scored 6.9/10 (.5 above NSW Government norm), indicating that students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn;

Regarding Advocacy at school, Bonnyrigg HS scored 6.4/10 (.4 above NSW Government norm) indicating that most students feel they have someone at school who consistently provides encouragement and can be turned to for advice;

Regarding Positive Learning Climate, Bonnyrigg HS scored 6.6/10 (1.0 above the NSW Government norm) indicating most students understand there are clear rules and expectations for classroom behaviour;

Regarding Expectations for Success, Bonnyrigg HS scored 7.8 (.8 above the NSW Government norm), indicating students feel that school staff emphasise academic skills and hold high expectations for all students to succeed; and

87% of Bonnyrigg HS students indicated that they planned to finish Year 12 (4% above state government norm)



Students have been participating in a Sydney Story Factory writing workshop with Western Sydney author Vivian Pham.

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.



Congratulations to our boys soccer team. They won 4-1 Bonnyrigg against Prairiewood High School.