

# 2022 Annual Report

## Bonnyrigg Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Bonnyrigg 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

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## Message from the principal

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The purpose of this report is to provide parents, carers and interested members of the school community with information about Bonnyrigg Public School, its programs, achievements and targets. Team work and participation are key words at Bonnyrigg. The students, staff and community all fully participate in school life. The staff support students and students support the staff through their enthusiasm and determination. All visitors that come to the school are impressed with the grounds, the students, school atmosphere and inclusiveness by staff.

I thank the school community for its support and enthusiasm for the quality education process they provide and their commitment to the students of Bonnyrigg Public School.

## Message from the school community

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The parents, carers and community friends of Bonnyrigg Public School value the many opportunities the school provides for us to be involved in school. During 2022 these have included community playgroups, parent excursions, cooking programs, parent group meetings and numerous celebrations that embrace and celebrate the multicultural aspect of our school community and make us feel valued. The parent maths workshops and drop in sessions have enhanced our ability to understand how we can better support our children at school. Of particular note was the publishing of 'Gulyangarri Gunyalunggalung' Children's Dreaming book in Darug language that was a source of great celebration and pride for the whole school community.

## School vision

At Bonnyrigg Public School we believe all students, teachers, leaders and community will achieve their personal best. Our vision is to create a diverse and vibrant learning environment where students, teachers, leaders and community can flourish. We are working towards excellence by embracing our shared values and focusing on holistic, evidence-based practices that model high expectations.

## School context

Bonnyrigg Public School is a school of 268 students K-6 and 40 preschool students who attend a partial program. Bonnyrigg Public School is situated in South Western Sydney, on Dharug land, where the traditional custodians are the Cabrogal people. Bonnyrigg Public School serves a low socioeconomic school community. The Bonnyrigg area is undergoing a major reconstruction with existing housing in the estate being demolished and rebuilt.

The school serves a multicultural community. Aboriginal and Torres Strait Islanders represent 17% of the school population. Other cultural backgrounds include Samoan, Thai, Cambodian, Vietnamese (which is the largest group) and Arabic-speaking.

Our school is an identified Early Action for Success School and strives to close the gap for all students in an inclusive and comprehensive manner through;

- \* strategic class structures, ensuring that each child has the opportunity to be a successful learner,
- \* exemplary programs in literacy and numeracy based on current pedagogical understanding,
- \* targeted resources that support students and provide them with future focused learning experiences,
- \* an English as an Additional Language or Dialect and Vietnamese Community Language programs,
- \* strong student welfare policies and programs supported by outside agencies,
- \* a wide variety of extracurricular activities and opportunities,
- \* extensive transition programs providing the best start to Preschool, Kindergarten and High School.
- \* a dedicated focus to revitalising Aboriginal language and culture.

As a result of our rigorous situational analysis and community consultation, including our Aboriginal Education Team, we have identified the following high level areas of improvement over the next four years:

1- Student Growth and Attainment

2- Culture of High Expectations

3- Belonging and Thriving

## 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   | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Excelling              |
| 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                     | Delivering             |
| 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 ensure student growth through explicit, consistent and evidence-based teaching and learning practices. Our teachers will evaluate their effectiveness and further refine their practice through quality targeted professional learning and implementation of evidence-based practice.

### 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.

- Rigorous approach to assessment
- Challenging Students Growth

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$91,937.00

**English language proficiency:** \$97,821.50

**Beginning teacher support:** \$4,000.00

**QTSS release:** \$54,702.00

### Summary of progress

#### Rigorous approach to assessment

The focus for 2022 was making data more meaningful. This involved time for structured collaborative meetings where data was analysed. Short 20 min data talks were initially implemented, however deemed not beneficial from teacher feedback. The Executive team moved into terms 1-3, implementing 5 week collaborative planning days led by stage AP's and APCI. Teams reviewed PLAN2 data and engaged in critical conversations that informed planning. This process improved teacher capacity creating programs that reflected current data and student need. 100% of teacher feedback indicated that CTJ meetings provided an opportunity for deep conversations and analysis of student data, that supported programming cycles. Stage 2 teachers reported that the assessment schedule needed to be refined as some data sources do not support programming and the assessment schedule was overcrowded. After review, the Executive Team made appropriate changes. Further refinement was needed in term 4 from AP feedback of class programs, that indicated data was only being reviewed every 5 weeks and there was need for review of data to be an embedded, regular practice. In term 4, to support SD1, teachers were given an extra hour per week to collaborate with team members and AP and APCI in reviewing and updating data in identified areas (reading, writing, numeracy), and creating rigorous responsive programs. Executive leaders will obtain feedback from stage AP's to evaluate the effectiveness of this model.

#### Challenging Student growth

In 2022, the focus on supporting student learning continued to strengthen. The LaST teacher (0.2 above establishment), continued to support teacher professional learning and classroom practice. In 2022, the NCCD team increased in capacity, as teachers joined the team to assist in gathering data. APs and APCI delivered professional learning and shoulder to shoulder support to teachers in this area. A school wide process continued to be developed with an LST distributive model flow chart that clearly identified processes and support structures. The BPS HPGE school leaders was launched to begin the school wide implementation of HPGE policy. HPGE leaders attended a 2 day leaders course and worked collaboratively to map out school wide delivery and processes. Bonnyrigg Public School took part in the Aboriginal HPGE project, where Aboriginal students participated in network 'Finding the Potential' day. Further collaboration across networks will continue into 2023. Parent engagement in developing PLaSP learning goals, increased slightly compared to 2021.

### 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  |
|---|---|
| Increase the % of students achieving in NAPLAN reading in the top two bands | Increase of 6% of students achieving the top 2 bands in NAPLAN reading indicating progress yet to be seen toward achievement of the lower bound |

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| to be above system-negotiated lower bound target, with an uplift of 5.6%.  | target.   |
| Increase the % of students achieving in NAPLAN numeracy in the top two bands to be above system-negotiated lower bound target, with an uplift of 4.1%.   | Increase of 7% of students achieving the top 2 bands in NAPLAN numeracy indicating increased achievement toward lower bound target.   |
| <p>• MacqLit - 85% to successfully complete the program (achieving level I of the program).</p> <p>Reading - 90% on track or demonstrating sustained growth (Check-in assessment, LLLL, PM reading assessment, class comprehension assessments, and K-6 tracking Phonic knowledge and word recognition PKW on the Learning Progressions).</p> <p>Writing - 75% on track or demonstrating sustained growth (class formative and summative assessment data against rubrics).</p> <p>Spelling - 80% on track or demonstrating sustained growth (SA Spelling assessment, SMART Spelling class data, and K-6 tracking Spelling SpG on the Learning Progressions).</p> | <p>MacqLit - The percentage of students achieving expected growth in reading increased to 100% of students.</p> <p>Reading - The percentage of students achieving expected growth in reading decreased to 74% indicating progress yet to be seen toward the lower bound target.</p> <p>Writing - Review of student progress against the learning progressions indicates 75% of students are demonstrating sustained growth or on track for writing in Stage 3.</p> <p>Spelling - 86% at or above expectations as measured by NAPLAN and school-based assessments.</p> |
| <p>PAT Maths - 80% Year 3 - 6 students to achieve at or above expectation.</p> <p>SENA - 80% of students to achieve at or above expectation.</p> <p>TEN - 80% K-2 students to achieve at or above expectation.</p> <p>Check-in assessment - 80% Year 4 and 6 students to achieve at or above expectation.</p>  | <p>PAT Maths - Was discontinued in 2022 due to ongoing challenges.</p> <p>SENA - 84% at or above expectation as measured by PLAN2 data.</p> <p>TEN - Was discontinued in 2022</p> <p>Check-in Assessment - 84% achieved at or above expectation.</p>  |
| Working towards sustaining and growing in the theme curriculum provision, teaching and learning programs and differentiation within the element 'Curriculum'   | In 2022, the school continued working towards sustaining and growing in the theme curriculum provision, teaching and learning programs and differentiation within the element 'Curriculum' .  |
| <p>100% teachers are trialling use of Tiered Intervention Charts in a refined template, specific to identified areas of the literacy and numeracy learning progressions.</p> <p>Teachers independently using the EALD progressions to accurately track student progress.</p> <p>Teachers independently developing and implementing PLASPs with</p>   | <p>100% of teachers are utilising Tiered Intervention Charts and are working towards collating evidence to support their decisions.</p> <p>Teachers are continuing to develop their understanding to accurately track student progress with the assistance of the EAL/D specialist teachers and leaders.</p> <p>Teachers are continuing to write SMART goals that compliment student PLASPs. They will continue to work closely with the Learning and Support Team.</p>   |

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| <p>guidance of Learning Support Team and and NCCD team established to support gathering of evidence.</p>  |  |
| <p><b>Learning: Assessment</b> - in the area of student engagement within the element of assessment shifts from Delivering to Sustaining and Growing.</p> <p><b>Teaching: Effective Classroom Practice</b> - continuing to refine teaching practices that support clear LISC and targeted feedback strategies.</p> <p><b>Teaching: Data Skills and Use</b> - teachers are supported to use internal and external data to plan for teaching and learning.</p> <p><b>Leading: Educational Leadership</b> - a sustained focus on sub-elements High Expectations and Community Engagement continues to support a self-assessment at Sustaining and Growing.</p> | <p><b>Learning: Assessment</b> - working towards sustaining and growing and developing a deeper understanding both summative and formative assessment strategies.</p> <p><b>Teaching: Effective Classroom Practice</b> - continuing whole school professional learning to deepen teacher understanding of learning intentions and success criteria.</p> <p><b>Teaching: Data Skills and Use</b> - Teachers to continue working with APCIs and APs to interpret data to adjust teaching and learning programs</p> <p><b>Leading: Educational Leadership</b> - Information was collected from teachers and parents from the annual Tell Them from Me Survey. Feedback was utilised to inform school planning. The leadership team will develop processes to collaboratively review teaching practices.</p> |
| <p>A continuing upward trend from the 2019 baseline data in the % of students achieving in the Top 3 NAPLAN bands in reading and numeracy.</p>  | <p>Reading - Continuing upward trend from 2019 (33%), 2021 (28%) and 2022 (45%) in the top 3 bands for Year 3 NAPLAN.</p> <p>Numeracy - In 2022 there was a decrease of students achieving in the top 3 bands for Numeracy. This will be a area of focus for 2023.</p>   |

## Strategic Direction 2: Culture of High Expectations

### Purpose

To establish aspirational expectations to focus on continuous improvement in learning, teaching and leading. Our whole school community will be motivated and supported to encourage continuity of learning by establishing and maintaining collective responsibility.

### 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.

- Valuing expertise and innovation
- A shared view of high expectations

### Resources allocated to this strategic direction

**Professional learning:** \$2,000.00

### Summary of progress

#### Valuing expertise and innovation

In 2022 valuing expertise to support this direction focused on developing and implementing high impact professional learning. The APCI delivered professional learning on Spirals of Inquiry to support this initiative. All staff attended these sessions and began to work in collaborative groups to engage in our first Spirals of Inquiry. This culminated in teams sharing their Spirals of Inquiry with staff. It allowed staff to engage in an environment involving collaborative practices to improve their practice. Learning alliances were formed in school only, where Stage 1 and 2 teachers participated in the Writing Revolution. Deep engagement with this professional learning was reflected in teacher trials and collaboration with each other. Teachers shared their expertise with all staff in term four through a staff sharing session. Further sharing sessions were conducted throughout the year, where teachers across the school shared their team's learning journey and discussed how it improved outcomes for students. The beginning teacher program continued to support 5 beginning teachers and resulted in a support network. Teachers from this program met twice a term with the school coordinator to support teaching practice and accreditation processes.

#### A shared view of high expectations

In 2022, the school continued to build high expectations for education in parents. The school launched the Class Dojo app across K-6 and the Kinderloop app in Preschool to enable effective two-way communication between the parents and school. These communication apps have proven to facilitate a shared approach to education. Parents are engaging with the apps, and feedback has indicated that further support for parents in using the app is needed. The school's shared approach to behaviour management continued to strengthen, with parents engaging with the school's behaviour system. Positive behaviour and consistent expectations were areas of focus and ongoing professional learning was provided to all staff. We have seen a slight increase in extra curricular opportunities in 2022 such as Spelling Bee, Mathematics Competitions and dance group. In 2023, the school will continue to support an increase in this area.

### 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  |
|---|---|
| All class teachers to monitor and record homework engagement of students.<br>Student engagement in homework to be at or above 75%<br><br>90% of parents to be involved in the development of student learning plans for identified students.<br><br>Parents volunteer for classroom | Homework completion was inconsistent and difficult to track across the school. Class data indicated that 40% of students engaged in some homework over the year. Parent volunteers in the classroom remains an area for improvement, with one parent volunteering to support learning in the classroom. Further work in 2023 in this area will consist of 'parents as helpers in the classroom' program. Parent involvement to collaboratively support students PLaSP goals increased to 15% and attendance at parent meetings has continued to increase. The building of stronger relationships with families has directly contributed to student success. |



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| support at 30% of the time.  |  |
| <p>All teachers are supported use AITSL standards to create PDP and goals reflect authentic reflection of practice.</p> <p>75% Teachers participate in monitoring their improvement of achievement across teaching standards.</p> <p>All teachers are supported actively seek professional learning to support PDP goals.</p> <p>Teachers achieving Proficiency and Highly accomplished.</p>   | <p>100% of teachers are using the AITSL standards to create PDP goals. Stage supervisors have embedded reflection sessions to unpack goals, and to further support teachers in this area. Feedback from teachers has indicated that they feel supported in this area and have increased understanding of the process and the AITSL links. 100% are participating in monitoring their improvement and achievement through collaborative session sharing and one-on-one meetings with supervisors. All teachers are engaging in professional learning to support their PDP goals and have improved their understanding of strategically planning professional learning to support professional and personal goals. Teachers are achieving at graduate or proficient level.</p> |
| <p>Student leadership team guides future school leaders (handbook).</p> <p>All students engage in leadership opportunities (Peer Support)</p>  | <p>100% of the Student Leadership Team engaged in the Leadership by the Cowpasture networking opportunity and gained valuable leadership experiences and skills. Leaders organised and implemented a playground support program for all students K-6 and feedback was positive from students. K-2. Leaders participated in 'hand over' sessions from the 2021 leaders to ensure effective transitions of leadership.</p>   |
| <p><b>Learning:</b> Delivering in the theme '<i>High Expectations</i>' within the element '<i>Learning Culture</i>' and in the theme '<i>Curriculum Provision</i>' in the element '<i>Curriculum</i>'.</p> <p><b>Teaching:</b> Sustaining and Growing in the themes '<i>Collaborative practice and feedback</i>' and '<i>Professional learning</i>' in the element '<i>Learning and Development</i>'.</p> <p><b>Leading:</b> Sustaining and Growing in the themes '<i>Instructional leadership</i>' and '<i>High expectations culture</i>' in the element of Educational Leadership.</p> | <p>In 2022, the school moved into sustaining and growing in the area of High Expectations within the element of '<i>Learning Culture</i>', and in the theme of Curriculum Provision in the element Curriculum. The school continues in sustaining and growing in the themes of Collaborative Practices and Feedback and Professional Learning and in the element of Learning and Development, Instructional Leadership and High Expectations Culture in the element of Educational Leadership.</p>   |

## Strategic Direction 3: Belonging and Thriving

### Purpose

To develop a holistic student within an inclusive environment to allow them to connect, thrive and succeed. We will embrace our diverse cultural backgrounds through fostering positive partnerships with our broader school community.

### 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.

- Whole School Approach to Wellbeing
- Strengthening Community Engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$62,500.00

### Summary of progress

#### Whole School Approach to Wellbeing

In 2022, Bonnyrigg Public School took positive steps to ensure the wellbeing of all key stakeholders within the school. Positive Behaviour for Learning (PBL) was officially launched in 2022 with the implementation of signage around the school, a new school mascot, rewards days and a PBL team. This year there was a focus on Tier 1 strategies to encourage positive behaviour across the school, with a fortnightly PBL focus, newsletter messages, and teacher shared understanding and consistency in implementation across the school. While there was a documented increase in low level violent incidents on the playground which could be attributed to more consistent application of expectations, there was greater positive behaviour observed in the classrooms and the PBL team collaborated to implement strategies to support staff and students on the playground. In 2023, PBL will continue as a focus for the school and will be moving towards tier 2 strategies to support positive behaviour.

School leaders participated in the Berry Street Education model training in 2022. Following this Domain 1 (body) has been implemented across the school, through morning circles, ready to learn scales and ready to learn plans, brain breaks and meditation. Smiling Mind and PBL continued to work in conjunction with the BSEM. In 2023 both activities will continue to work side by side to support wellbeing across the school. All staff will undertake the BSEM training to ensure a consistent approach to wellbeing is implemented in every classroom.

Other programs to support a whole school approach to wellbeing in 2022 included, the TopBlokes mentoring program where an 80% increase in social domains of becoming, being and belonging in students who participated was recorded. Partnerships with Topblokes will continue in 2023 to support the mental and physical health of young boys. Additionally, a school wide Social Emotional Program (SEL) was rolled out for all classes K-6 to support student wellbeing. The Bounce Back program has been successful for students at Bonnyrigg Public School as it has improved social awareness and supported positive relationships among the students. Teachers noted that students are now more aware of their emotions and can act on them in a more deliberate way. This program will remain as part of our PDHPE curriculum.

#### Strengthening Community Engagement

In 2022 the school's attendance team continued their partnership with the Cowpasture Attendance Network party introduced at all schools across the network. Each year new strategies have been implemented to build community understanding of the importance of attendance. This year we introduced attendance reports sent home twice a term, attendance raffles each Monday morning, 'three weekly' class analysis for teachers to take identified actions and newsletter messaging. We have continued to work with the HSLO to target tier 3 students and families. Due to COVID cases within our school we have not been able to reach our 2022 set target, however since the start of the year there has been a measurable increase in students attending >90% of the time. We are 13% from the school target which equates to 20 students. Attendance will continue to be a focus for Bonnyrigg Public School as we continue the journey to share the importance of coming to school. Consistent messaging to our community will continue.

In 2023 the focus will shift towards community and parent engagement. With COVID's lessening impact, we will utilise the expertise of our CLO, AEO'S, Bilingual SLSO's and community language teachers, to support our families in engaging with the numerous programs planned. Events throughout 2022 such as multicultural day, moon cake festival and NAIDOC day saw our community heavily engaged and school focus will build on this success. We look towards more cultural events, Parent Workshops and translations of notes and newsletter. We will also be utilising CClass DOJO to build these relationships with our community to ensure they are provided with consistent messages and informed of

## 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  |
|---|---|
| <b>Attendance</b><br><p>Increase in attendance data for students attending 90% or more of the time.</p> <p>Partial attendance data to show an improvement to 95% of students arriving to school 90% of the time.</p>  | <p>Students attending 90% or more of the time has decreased since the previous year. At the end of 2022 we had 48% of students attending 90% or more of the time, this decrease was a result of COVID at the beginning of the year. Data throughout the year followed a more positive trend.</p> <p>Partial attendance did not reach targets, we still have many students consistently arriving late to school.</p> |
| <b>Wellbeing</b><br><p>An increased proportion of students reporting expectations for success, advocacy and sense of belonging at school.</p>   | <p>While there was a decrease in students reporting expectations for success, advocacy and sense of belonging the data remains positive. Sense of belonging reported the lowest data at 63% which will be a focus for 2023.</p>   |
| <p>Improvement as measured by the School Excellence Framework</p> <ul style="list-style-type: none"> <li>• <b>Learning:</b> Learning Culture - <i>Attendance (S&amp;G)</i></li> <li>• <b>Wellbeing</b> - <i>A planned approach to wellbeing (S&amp;G)</i></li> <li>• <b>Teaching:</b> Effective Classroom Practice - <i>Classroom Management (S&amp;G)</i></li> <li>• <b>Leading:</b> Educational Leadership - <i>Community engagement (S&amp;G)</i></li> </ul> | <p>All SEF elements are measured at Sustaining and Growing with a focus on moving towards excelling.</p>  |
| <p>Continuing to build engagement with increased participation and confidence of parents and carers through parent workshops and the use of the TTFM survey.</p>  | <p>This year we had more parents engage in the TTFM survey,</p>   |

| Funding sources                                       | Impact achieved this year  |
|---|--|
| <p>Refugee Student Support</p> <p>\$8,252.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> <li>• engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds</li> <li>• Resources for students to engage in the curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Teachers and SLSO staff engaged in professional learning to support refugee students, and this enabled greater support for all students. Refugee families received additional assistance to support participation in education such as uniform assistance and excursion assistance. Students received extra in class support through additional teacher and bi-lingual SLSO staff. Food hampers were provided also throughout the year and had positive impact on students and families wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Additional employment of bi-lingual SLSO staff to support families and students. Provide professional learning for all staff regarding refugee students and support in the classroom. Continue to support refugee families with school in Australia to ensure a smoother transition for all.</p> |
| <p>Integration funding support</p> <p>\$15,609.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Bonnyrigg Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students who receive this funding received personalised targeted support on a regular basis to support their development and learning goals. Integration funding has enabled the employment of additional SLSO staff and to provide staff with targeted training to support student learning. Funding was used to provide release time for collaborative PLaSP meetings with LaST teachers, students and families, with student goals communicated and monitored.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Strengthen parent partnership in goal setting of student PLaSPs. Increase SLSO knowledge and understanding in individualised support for students.</p>  |
| <p>Socio-economic background</p>                      | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bonnyrigg Public School who may be</p>  |

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|---|---|
| <p>\$695,417.00</p>                                     | <p>experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Approach to Wellbeing</li> <li>• Strengthening Community Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support program implementation.</li> <li>• professional development of staff to support student learning</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Our community Liaison officer who was employed under this funding was used to engage parents with school initiatives. Funds were used to employ additional teaching and non teaching staff to deliver targeted support. The purchase of additional resources contributed to implementation of support programs such as MacqLit and MiniLit. Data reflected 100% improvement in student's reading levels.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Strengthening collaborative practices across the school and upgrading resources such as ICT for student learning.</p>  |
| <p>Aboriginal background</p> <p>\$89,203.00</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bonnyrigg 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>A school based Aboriginal language program being implemented in classrooms by AEO's and supported by class teachers. Professional learning for staff on Aboriginal culture to increase cultural understandings and sensitivities. Enabled one-on-one support for Aboriginal students in classrooms for literacy and numeracy and PLP goals. Ongoing wellbeing support for Aboriginal students and families.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Enhancing the Aboriginal language program. Strengthen parent partnerships in PLP's and communication with the school.</p> |
| <p>English language proficiency</p> <p>\$293,464.50</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bonnyrigg Public School.</p>  |

|  |   |
|--|---|
| <p>English language proficiency</p> <p>\$293,464.50</p>        | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Rigorous approach to assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The school has seen a significant increase in funding for 2023. All staff professional knowledge has increased and is evident in supporting students in the classroom. Collaborative practices are increasing and the support of an educational leader has been a significant change in supporting EAL/D students. This funding has increased teachers understanding of the EAL/D progressions and teachers are using progressions effectively.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Building collaborative practices with EAL/D specialists and classroom teachers to enable collaborative programming for increase student support.</p>  |
| <p>Low level adjustment for disability</p> <p>\$216,186.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Bonnyrigg Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Challenging Students Growth</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• targeted students are provided with an evidence-based intervention Worry Woos and Zones of Regulation to increase learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The allocation of this funding has resulted in the following impact:<br/>The development of a LaST teacher to work with a support network to manage individual students plans (PLaSPs) and provide support within the classroom and in whole school settings through evidence-based programs (Berry Street).<br/>Employed School Learning and Support Officers to implement small groups programs to improve mathematics and reading in the students who fell behind during Covid.<br/>Employed a speech pathologist to develop programs to cater to the receptive and expressive needs of students with speech delays.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>After evaluation, the next steps to support our students will be to use Covid funds to continue funding intervention programs for students identified as falling behind as a result of COVID.</p> |



|   |   |
|---|---|
| <p>Professional learning</p> <p>\$36,903.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bonnyrigg Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Valuing expertise and innovation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Teaching and non-teaching staff successfully achieving goals identified in PDP. Evidence of professional learning being embedded in teaching programs and classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Streamline professional learning that include PDP and SIP directions.<br/>Create a school procedure for monitoring and tracking professional learning.</p>   |
| <p>QTSS release</p> <p>\$109,404.00</p>         | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bonnyrigg Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Rigorous approach to assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Teachers supported consistently to embed evidence based teaching practices into classrooms. Assistant Principals provide shoulder to shoulder support to enhance teacher capacity. Reflection and feedback practices support ongoing improvement.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Assistant Principal support with release time to lead improvement in areas of literacy and numeracy. Foster collaborative partnerships between Assistant Principals and teachers.</p> |
| <p>COVID ILSP</p> <p>\$202,573.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul>   |

|                                       |  |
|---------------------------------------|--|
| <p>COVID ILSP</p> <p>\$202,573.00</p> | <ul style="list-style-type: none"> <li>• employing/releasing staff to coordinate the program</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> The allocation of this funding has resulted in: Support for students (4 times per week) in the following programs;<br/> MacqLit: 83% of the students who initially commenced the MacqLit program successfully completed the program. 18 students commenced the MacqLit program in 2022 and out of these students, 3 students left the program due to high absences. The remaining 15 students (100%) completed the program and demonstrated a significant improvement in reading (moving between 7 - 14 reading levels by the end of the program).<br/> MiniLit: 24 students initially commenced the MiniLit program, 6 students are now in year 3 and on the MacqLit program and 11 are still working on the MiniLit program, demonstrating steady progress. The remaining 7 students tested off the MiniLit program.<br/> Numeracy Intervention: 16 students were identified to be part of the intensive maths program. All students have demonstrated growth in numeracy. Students have demonstrated improved engagement and confidence in mathematics as a result of the small group maths intervention program.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> After evaluation, the next steps to support our students will be to use Covid funds to continue funding intervention programs for students identified as falling behind as a result of COVID.</p> |
|---------------------------------------|--|



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 140        | 131  | 124  | 130  |
| Girls    | 143        | 138  | 149  | 143  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 92.5 | 86.9 | 87.4 | 81.8 |
| 1         | 91.5 | 89.1 | 90.0 | 78.8 |
| 2         | 91.1 | 89.6 | 91.4 | 85.0 |
| 3         | 92.6 | 85.9 | 91.3 | 86.3 |
| 4         | 92.7 | 88.2 | 89.0 | 83.2 |
| 5         | 91.4 | 86.1 | 94.1 | 85.1 |
| 6         | 91.6 | 84.2 | 92.9 | 89.2 |
| All Years | 91.9 | 87.2 | 90.7 | 84.1 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 93.1 | 92.4 | 92.8 | 87.9 |
| 1         | 92.7 | 91.7 | 92.7 | 87.4 |
| 2         | 93.0 | 92.0 | 92.6 | 87.8 |
| 3         | 93.0 | 92.1 | 92.7 | 87.6 |
| 4         | 92.9 | 92.0 | 92.5 | 87.4 |
| 5         | 92.8 | 92.0 | 92.1 | 87.2 |
| 6         | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 6.4   |
| Classroom Teacher(s)                    | 16.16 |
| Learning and Support Teacher(s)         | 0.8   |
| Teacher Librarian                       | 0.6   |
| Teacher ESL                             | 1     |
| School Administration and Support Staff | 4.82  |
| Other Positions                         | 2     |

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 129,767                 |
| <b>Revenue</b>                        | 6,026,710               |
| Appropriation                         | 5,953,552               |
| Sale of Goods and Services            | 4,480                   |
| Grants and contributions              | 66,808                  |
| Investment income                     | 1,870                   |
| <b>Expenses</b>                       | -5,808,632              |
| Employee related                      | -5,303,441              |
| Operating expenses                    | -505,191                |
| <b>Surplus / deficit for the year</b> | 218,078                 |
| <b>Closing Balance</b>                | 347,845                 |

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

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

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 39,623                            |
| <b>Equity Total</b>     | 1,112,774                         |
| Equity - Aboriginal     | 89,203                            |
| Equity - Socio-economic | 695,417                           |
| Equity - Language       | 195,643                           |
| Equity - Disability     | 132,511                           |
| <b>Base Total</b>       | 2,353,336                         |
| Base - Per Capita       | 71,319                            |
| Base - Location         | 0                                 |
| Base - Other            | 2,282,017                         |
| <b>Other Total</b>      | 1,832,734                         |
| <b>Grand Total</b>      | 5,338,466                         |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- Parents stated that school communication is now a strength and that they have been provided with opportunities to consult and participate in relevant decision making processes. Involvement in our parent group is increasing with the ongoing support of CLO.
- Parents continued to seek opportunities to develop their role in supporting student learning at home. There has been an increase in their participation with opportunities at school and the parent 'Drop in Sessions' were highly valued.
- The multi cultural aspect of the school was viewed as positive and enriched the school culture and EID celebrations, hampers and Multicultural Days were highly valued.
- They reported positive benefits of community partnerships that include playgroups in partnership with Fairfield City Council, 54 Reasons and Karitane, Breakfast Club and lunches in partnership with St George Community Housing, Woolworths, Foodbank and Eat Up. Soccer clinic in partnership with Parkside Baptist Church, Garden project in partnership with Bunnings.
- Parents appreciated active involvement in Mothers and Fathers Day stalls, Parent excursions, cooking programs, maths workshops.
- Students stated that they were treated fairly in well managed classrooms and that they had positive relationships with their teachers. This was also evidenced in lesson observations.
- Students and teachers reflected that feedback on student learning was timely, relevant and positive. This was also evidenced in lesson observations.
- Teachers indicated that overall they felt positive about most major programs and initiatives implemented in 2022. They felt that they contributed to and were well informed about school initiatives and programs.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.