

2022 Annual Report

Bonnyrigg Heights Public School



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Introduction

The Annual Report for 2022 is provided to the community of Bonnyrigg Heights Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Bonnyrigg Heights Primary School students are the centre of all decisions. Reflective teachers engage students and our community to promote a positive learning environment where all students feel known, valued and cared for every day. We have a relentless focus on school improvement, setting high expectations and encouraging student voice through quality teaching and learning practices, catering for individual differences. The school is committed to developing confident, resilient learners who connect, succeed and thrive at school and beyond.

School context

Bonnyrigg Heights Primary School is an Ambassador school, located in South Western Sydney on Dharug land and has a student enrolment of 885. The school culture is one that promotes diversity in learning, inclusiveness and a strong sense of belonging with students, staff, parents and the wider community working together in partnership.

The school community is culturally diverse with 93% requiring some level of English as an Additional Language/Dialect (EaL/D) support. Our students come from a wide range of socio-economic backgrounds. First Nations students represent 1.2% of the school population. The school has a vibrant community language program with our largest groups being Vietnamese, Arabic and Serbian. There is a strong emphasis on inclusion with five support unit classes catering for students with severe to moderate intellectual and physical needs.

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

Through our situational analysis, we have identified the need to further develop and refine data-driven practices to maximise the achievement of learning outcomes for all students in literacy and numeracy. High Impact Professional Learning is pivotal to the continual refinement of quality evidence-based teaching, learning and wellbeing practices. There is a strong school partnership and understanding of effective practices and strategies to support wellbeing.

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



Our principal, Mr McKay, welcomes students in the school administration building

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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 maximise achievement of student learning outcomes in reading and numeracy responsive to the needs of individual students.

Initiatives

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

- Data driven practices
- Personalised learning

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$120,667.05

English language proficiency: \$494,676.15

Low level adjustment for disability: \$238,102.19

Socio-economic background: \$187,586.47

Literacy and numeracy: \$40,430.63

Professional learning: \$7,476.83

Summary of progress

Data Driven Practices

The focus of 2022 was to build the capacity of teachers to collect, analyse and use a range of data sources in Literacy and Numeracy to positively impact student learning outcomes through data talks.

This involved a whole school focus on data and the use of formative assessment at key stages of the teaching and learning cycle to facilitate Consistent Teacher Judgement and drive future directions for teaching and learning.

Key actions included the effective use of QTSS which enabled scheduling of DP - Instructional Leader led pre-data talks with middle leaders. These resulted in a shift towards team leaders taking a leadership role in the analysis of relevant grade PLAN2/SCOUT data with their individual teams during weekly/fortnightly team meetings. COVID ILSP students were subsequently more effectively supported in small group guided reading and phonics instruction. Teachers more readily referenced Quality Assured resources from the Universal Resources Hub in the design of differentiated pre-assessment tasks and differentiated learning activities for their students.

We have seen positive changes in the way in which teams collaboratively analysed data to better inform programming of more relevant guided and independent learning activities. Improved teacher understanding of student grouping allowed for more flexible and targeted intervention. The consistent targeted intervention of the COVID ILSP has resulted in students and teachers reporting increased engagement in small group intervention lessons. The delivery of systematic phonics and guided reading instruction reflecting targeted professional learning was evident in the specific focus documented in Phonics and Guided Reading lessons and related student observation notes. Overall assessment and consistent teacher judgement processes are now more effectively incorporated into the teaching and learning cycle.

The data shows that team meeting notes reflected an increased emphasis and professional discussions devoted to the analysis of a range of data sources on a regular basis. Teaching and learning programs reflected an improved analysis of student data. Flexible support timetables were implemented to reflect data analysis and emerging support needs across the school. 100% of COVID ILSP focus students' progress was tracked on PLAN2. All teams incorporated pre-assessment tasks into regular practice thereby resulting in teaching activities that more accurately reflected student need.

Future directions

- refine the design and use of formative assessment
- develop the capacity of staff to use and analyse data to inform teaching and learning

Personalised Learning

The focus of 2022 was to have embedded a learning culture focused on the continuous improvement of teaching and learning by building teacher capabilities and collective pedagogical practice.

This involved a whole school focus on the introduction to the K-2 English and Mathematics syllabuses, problem solving and reasoning in mathematics, reading fluency and the use of Quality Texts to implement the English Textual Concepts.

Key actions included stage-based professional learning to support the Engage and Enact phases of syllabus implementation which enabled teachers to develop and strengthen their understanding of the research underpinning the changes in the new English and Mathematics K-2 syllabuses. Evidence-based PL facilitated all teachers to incorporate an increased focus on Reasoning and the overarching Working Mathematically outcome, the updated Writing Cycle in shared reading/writing programs with a focus on the use of Quality Texts and the English Textual Concepts. Teacher understanding of the aspects of reading fluency and use of the Fluency Scale was strengthened through stage-based professional learning.

We have seen positive changes in the way that assessment, groupings and differentiation practices reflected this significant change in teachers' pedagogical understanding. Numeracy and Literacy programs incorporated the use of rich tasks from the Quality Assured activities in the Universal Resources Hub. Data informed choices about Textual Concept and Mentor Text selection regularly occur K-6 enabling explicit teaching of sentence construction. Incorporating evidence of learning into all best practice shared reading and writing programs enabled clearer tracking of student achievement. Reading fluency is now perceived as the bridge between decoding and comprehending. Teachers K-6 implemented Quality Assured teaching and learning activities that strengthened the reading fluency skills of their students. Teachers more effectively monitored improvement in students' ability to read fluently as evidenced by the quality of individualised student observation notes in K-6 Guided Reading folders.

The data shows 100% of K-6 teachers participated in the scheduled professional learning sessions. Student participation in best practice phonics, decodable text and guided reading lessons have resulted in improved reading skills. Explicit teacher modelling of sentence construction has resulted in improvement in student writing of simple, compound and complex sentences. Numeracy programs incorporated explicit team-devised planning for possible responses, questions and prompts in problem solving activities which supported all teachers in developing rich, meaningful classroom discussion with their students in mathematics. 100% of teachers regularly used the Fluency Scale to track student progress in all aspects of reading fluency. Teachers reflected on their own practice and provided students with more specific and relevant feedback and feed forward on their ability to read fluently.

Future directions

- provide differentiated High Impact Professional Learning (HIPL) to implement K-2 English and Mathematics syllabuses
- implement the engage phase for 3-6 English and mathematics

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • increase the % of students achieving the top 2 NAPLAN bands in reading by 10.21% 	There has been a decrease in the percentage of students achieving in the top two bands of NAPLAN Reading of 4.37%, indicating progress is yet to be seen towards the system generated negotiated target base-line.
<ul style="list-style-type: none"> • increase the % of students achieving growth in numeracy to be above the system-negotiated base-line 	Due to COVID-19, NAPLAN was not conducted in 2020, therefore there is no data available in the percentage of students achieving growth in numeracy.
<ul style="list-style-type: none"> • increase the % of students achieving the top 2 NAPLAN bands in numeracy by 8.82% 	There has been an increase in the percentage of students achieving in the top two bands of NAPLAN Numeracy of 1.78%, indicating progress toward the system generated target base-line.
<ul style="list-style-type: none"> • increase the % of students achieving growth in reading to be above the system-negotiated base-line 	Due to COVID-19, NAPLAN was not conducted in 2020, therefore there is no data available in the percentage of students achieving growth in reading.
<ul style="list-style-type: none"> • 90% or more of students attaining at least expected levels of literacy benchmarks K - 6 as evidenced by school-based data 	<p>86% Early Stage 1 students achieving at least expected levels of literacy benchmarks as evidenced by end of year report data.</p> <p>90% Stage 1 students achieving at least expected levels of literacy benchmarks as evidenced by end of year report data.</p>

<ul style="list-style-type: none"> • 90% or more of students attaining at least expected levels of literacy benchmarks K - 6 as evidenced by school-based data 	<p>86% Stage 2 students achieving at least expected levels of literacy benchmarks as evidenced by end of year report data.</p> <p>91% Stage 3 students achieving at least expected levels of literacy benchmarks as evidenced by end of year report data.</p> <p>All English Shared Reading/Writing programs reflect the explicit and systematic teaching of sentence level grammar resulting in:</p> <ul style="list-style-type: none"> • 67% Early Stage 1 students able to independently write at or above a simple sentence level grammar • 70% Stage 1 students able to independently write at or above compound sentence level grammar • 87% of Stage 2 students able to independently write at or above compound sentence level grammar • 81% of Stage 3 students able to independently write at or above compound sentence level grammar <p>All Guided Reading lessons reflect the explicit and systematic matching of students to text complexity resulting in:</p> <ul style="list-style-type: none"> • 96% Early Stage 1 students reading at/above simple text complexity • 100% Stage 1 students reading at/above simple text complexity • 93% Stage 2 students reading at/above predictable text complexity • 70% Stage 3 students reading at/above moderately complex text complexity <p>All Guided Reading teaching and learning programs reflect the explicit and systematic teaching of Reading Fluency skills resulting in 100% of students K-6 being monitored using the fluency scale.</p>
<ul style="list-style-type: none"> • 90% or more of students attaining at least expected levels of numeracy benchmarks K - 6 as evidenced by school-based data 	<p>93% Early Stage 1 students achieving at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>92% Stage 1 students achieving at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>91% Stage 2 students achieving at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>94% Stage 3 students achieving at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p>
<p>Increase the % of Aboriginal students achieving in reading and numeracy.</p>	<p>100% of Aboriginal students have achieved results in the top 3 NAPLAN bands in Year 3 in reading indicating achievement of the lower bound target.</p> <p>Aboriginal students have not achieved results in the top 3 NAPLAN bands in Year 3 in numeracy indicating progress yet to be seen toward the lower bound target. 100% of Aboriginal students have achieved results in the middle 2 NAPLAN bands in Year 3 in numeracy.</p> <p>Aboriginal students have not achieved results in the top 3 NAPLAN bands in Year 5 in reading indicating progress yet to be seen toward the lower bound target. 100% of Aboriginal students have achieved results in the middle 2 NAPLAN bands in Year 5 in reading.</p> <p>Aboriginal students have not achieved results in the top 3 NAPLAN bands in Year 3 in numeracy indicating progress yet to be seen toward the lower bound target. 100% of Aboriginal students have achieved results in the middle 2 NAPLAN bands in Year 5 in numeracy.</p>

Purpose

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

Initiatives

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

- Leadership and collaboration
- Authentic engagement

Resources allocated to this strategic direction

Professional learning: \$60,053.99

Beginning teacher support: \$121,736.00

QTSS release: \$206,398.12

Summary of progress

Initiative 1 - Leadership and Collaboration

In 2022, continuous staff reflection and high-quality collaboration and feedback were prioritised to maximise the positive impact on student learning.

Professional Learning Communities (PLC) were utilised to engage in collegial discussion and improve practice. Middle leaders engaged in feed forward discussions with class teachers as well as utilised opportunities for engagement in professional discussions with their supervisors to develop their leadership capacity. There was positive change in the opportunities for staff to actively participate in PLCs. The use of QTSS funding saw 100% of class teachers given the opportunity to team teach with their supervisors as well as some staff taking up the opportunity to observe other teachers. Discussions with middle leaders and deputy principals allowed for increased opportunities to enhance teaching and learning practices across the school. Data showed that middle leaders were able to identify a range of Lead descriptors that they are currently demonstrating as well as a few common indicators in which to build capacity.

The beginning teachers successfully participated in professional learning led by Daniela Falecki with a focus on shifting from 'exhausted to energised' and looked at teacher wellbeing. Staff reflections stated that this was an enriching opportunity for our Beginning Teacher PLC to develop skills and strategies to prioritise the work-life balance when starting their career journey. The eleven staff in the beginning teacher PLC were led through professional learning by teacher mentors on topics, such as behaviour management, hands-on maths lessons and writing reports. The beginning teachers reported feeling safe and supported in a reflective environment. After the professional learning session with Daniela Falecki and working in the Beginning Teacher PLC, 100% of the beginning teachers reported feeling less stressed and better able to manage their work-life balance.

Targeted professional learning, led by a small group from the SD2 team, focused on enhancing student voice in the classroom through teacher reflection of current opportunities available to students. There was a shift in the number of opportunities for students to have a voice in the classroom which saw teachers identifying professional goals to enhance student voice opportunities in their classrooms. Classroom teachers across the school reported that students in kindergarten to year 6, felt an increasing sense of belonging and ownership in the classroom when increased student voice opportunities were presented to them. The increase in student engagement saw classroom teachers further enhancing the opportunities for students to have a greater voice at school. On analysis of a teacher reflection on student voice survey, 52% of staff indicated that they would like to explore the use of exit slips and surveys to measure learning and get feedback on their teaching as well as facilitating inquiry-based learning in their classrooms.

Future directions

- enhanced opportunities for staff to actively and regularly engage in PLCs to target improved teaching and learning practices including student voice
- enhanced opportunities for deputy principals to engage with middle leaders and APCIs on leading curriculum instruction reform

Initiative 2 - Authentic engagement

Consistent, school-wide practices were fostered and developed with students, parents and staff to enhance engagement

and student voice in the classroom.

Teachers provided their classes with enhanced opportunities for student voice. These opportunities were mostly incorporated into science programs using a KWL chart (what do I know, what do I want to know and what have I learned). The Support Unit modified their opportunities so that they were meaningful to the students by giving them choice in STEM activities. Other student voice opportunities provided included: selecting their own seats, designing classroom layouts, selecting how to present their learning, selection of topics to study, choosing students to work with and identifying work to be sent home to parents and carers. We have seen a marked improvement and positive change across the school in student engagement in KWL/STEM programs with students expressing enjoyment of the opportunities they had to enhance their voice in the teaching and learning process. In a variety of surveys conducted at the end of the year, an average of 65% of students across the school would like to have greater opportunities to conduct experiments in class. Another direction voiced from students was that they would like greater opportunities to work in groups.

The majority of parents were connected through Class Dojo and this provided an effective avenue to bridge the gap between the home and school. The use of selfie sticks, and the sharing of class stories saw an increase in the information and learning being shared with parents. Due to revisiting the minimum requirements for sharing class stories and individual messages to parents, we have seen a positive change in staff ability to complete this each term so as not to adversely affect teacher workload. Teachers would like to see a stronger bond between the parents and school when posting on Class Dojo. Many parents felt much more comfortable in "liking" a post rather than making a specific comment. A parent focus group stated that they would like consistency on the amount of posts staff do across the school and they responded positively when teachers posted work to share student achievement and efforts. Parent feedback was more prevalent on class stories rather than individual student posts. One reason for this could be how the system notifies parents and the need to log into different student accounts.

Learning Intentions and Success Criteria continued to be incorporated across all learning areas and year 4 students were given the opportunity to share their goals in their semester 2 reports. The Year 4 students indicated that they felt an increased sense of ownership of the report this semester and felt very engaged and proud to be able to write and share their goal achievements with their parents/carers.

Future directions

- incorporate student voice in reports across K-6 by having students share two of their achieved goals with the aim of enhancing student voice in reporting
- increase student voice opportunities including student reflection (using student-centred reflective discussions to drive personal improvement) and feedback to teachers as a forum to enhance student engagement

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School leaders demonstrate strongly developed skills as instructional leaders who are developing their knowledge and understanding of current research.	High expectations, continuous reflection and improvement practices indicate that school leaders are recognising the impact of their leadership to enhance teacher capacity to effectively know and understand their content and how to effectively teacher it for maximum impact.
All staff are actively participating in at least one Professional Learning Community to improve student learning outcomes.	100% of staff are active members of at least one team/grade Professional Learning Community who meet regularly to discuss their impact on student learning.
Increase the number of staff engaged in High Impact Professional Learning to strengthen teacher quality to support student progress and achievement.	100% of staff are consistently engaged in High Impact Professional Learning where professional learning is led by school leaders in small teams, based on identified need, is collaborative, continuous and applied to strengthen practice.
All students state their learning goals and with teacher guidance, identify evidence of their achievement.	94% of students can state their learning goals and 100% of year 2-6 students in the mainstream setting can identify some evidence of their achievement with teacher guidance.
All parents are regularly updated on student achievement and at least 50% of parents engage in their child's learning through specific feedback.	100% of parents receive regular Dojo class story and individual student progress updates with 21% of parents responding with specific feedback. (Many parents continue to prefer to acknowledge their child's work with an emoji symbol and a generalised comment about their child's effort.) Parents

All parents are regularly updated on student achievement and at least 50% of parents engage in their child's learning through specific feedback.

are very appreciative of the use of Dojo to bridge the gap between the home and the school environments.

Strategic Direction 3: Partners in Learning

Purpose

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

Initiatives

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

- Learning culture
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$430,016.79

Aboriginal background: \$15,503.40

Refugee Student Support: \$8,784.56

New Arrivals Program: \$23,327.00

Integration funding support: \$224,010.00

Summary of progress

Initiative 1 - Learning Culture

In 2022, we continued to undertake a whole school approach to embed a learning culture that promoted whole school wellbeing and a relentless focus on improved student learning.

We implemented our revised whole school attendance policy. As a school, we encouraged students to attend school each day with the positive classroom attendance strategies in place. The importance of daily attendance at school was reinforced every fortnight in Semester 2 with a spotlight on attendance, communicating with our community via our school newsletter and Class Dojo. We identified a need to target "casual absences" in our school, particularly students who were in the 85-90% attendance range. Additionally, we implemented a reward program identifying the class in each grade with the best overall attendance each week which was recognised at the whole school morning assembly. As a school, we continued regular fortnightly monitoring of student attendance with all staff following procedures outlined in the school policy. An attendance coordinator participated in a network meeting each term to discuss strategies to improve regular attendance with formal monitoring twice a term. Data indicated that students and parents continued to positively embrace school attendance procedures and strategies with an increase in the number of students attending school greater than 90% of the time. 6 students were presented with our school attendance medallion at presentation day for 100% attendance for the 2022 school year. Student attendance continued to be impacted, particularly in the first semester of 2022, because of the restrictions placed upon us due to Covid 19.

As part of our beginning school transition programs, we continued to support students and parents from a refugee and EALD background with limited English with 16 families attending the four-week program. 52 students participated in the Kids to Kindy program to support students with additional learning and wellbeing needs or who have had limited exposure to a pre school setting. All students enrolled for kindergarten in 2023 then attended a further two-week orientation program. In 2022, we trialled a new interactive "expo" style approach to support families in feeling more comfortable and engaged to gather information and ask questions. Our families with English as an Additional Language/Dialect were well supported by staff who were able to translate if required. 60% of students and families attended our six to ten week transition program and 40% of students and families attended our two-week orientation program supporting students for a successful start to 2023.

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

Future Directions

- monitor and reduce regular partial attendance concerns with a range of targeted strategies
- enhance authentic parent partnerships across the school (P&C, parent workshops and the Parent Café)

Initiative 2 - Wellbeing

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

We employed a wellbeing teacher mentor to support targeted programs and students across the school to build social skills, confidence, resilience, and self-esteem, and support the regulation of behaviour and emotions. To support this initiative, we continued to utilise an identified classroom as a wellbeing space for students to access support during recess and lunch time and for other targeted wellbeing programs. Access arrangements to this dedicated space were impacted by cohorting restrictions, limiting access for some students. We continued our strong partnership with the Mission Australia Star4Kids program, offering three evidence-based target support programs, including, "Rock and Water" and "Seasons for Growth". We also worked closely with our Speech Therapy team to offer the UCLA PEERS social skills program to a target Year 6 cohort group. This is an evidence-based program that provides students with the skills to navigate new friendship groups as they transition to high school.

Staff were provided with professional learning on the new Inclusive, Engaging, Respectful Schools Reform. We engaged with two of the three components, those being the inclusive education policy and the student behaviour policy and procedures. As a whole school (including students, staff and parents), we conducted a comprehensive review of our current school behaviour policies identifying what was working well, what could be improved, how it could be improved and identifying further suggestions and ideas. Collation of this focus group data has been incorporated into our new School Behaviour Management and Support Plan, ready for implementation at the beginning of the 2023 school year.

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

Personalised Learning and Support Plans were developed with Learning and Support Teachers, class teachers, students and parents to identify and action appropriate learning adjustments and goals to support the improvement of student learning with 18% (212) of students on a plan. The school Learning Support Team reviewed practices and procedures to now evaluate plans once each term, including determining student progress, reviewing goals and making further adjustments as required. The Learning and Support Teachers provided all staff with guidance, training and scaffolds to support the writing of SMART goals. K-2 and 3-6 Aboriginal cultural groups were formed to ensure that our Aboriginal students know, understand, value and celebrate their Aboriginal culture and history in an authentic way.

Future Directions

- the wellbeing teacher mentor position will be increased to allow further support and implementation of identified programs
- key staff to be trained in the Berry Street Education Model which provides strategies that enable teachers to increase engagement of students with complex learning needs and successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increased percentage of students attending more than 90% of the time by at least 8.4% to achieve the system negotiated target.	The percentage of students attending greater than 90% of the time or more indicates progress is yet to be seen towards the system-negotiated target. Due to the impact of Covid-19 and the mandatory restrictions there has been a 31.59% decrease in the number of students attending greater than 90% of the time or more over the past two years.
Increase the proportion of students reporting expectations of success, advocacy and a sense of belonging at school by at least 7.7%.	Tell Them From Me data shows a slight decline of 2.7% of reported positive wellbeing. A 1% increase in expectations of success at school was noted.
Authentic parent partnerships are strengthened through regular informal and formal communication, learning activities and initiatives.	Analysis of our school's communication data indicates that our school sent 27,130 messages and 320 stories were shared throughout the year. We had 825 families connected to our school communication App. Authentic parent partnerships were strengthened through regular communication about learning activities and initiatives.
Student collaboration with staff and	Analysis of Personalised Learning and Support Plans (PLaSPs) indicate

parents is strengthened to achieve their PLaSP goals in learning, wellbeing and attendance as required.

that students have achieved their PLaSP goal/s in learning, wellbeing and attendance as required and 100% of learning programs include evidence of adjustments made to accommodate individual student needs. 92% of students collaborated with staff and parents to negotiate PLaSP goals and discuss strategies to achieve their goals in learning, wellbeing and attendance.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,784.56</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: students being supported to successfully and confidently engage in class programs and intensive, targeted withdrawal programs. Students have increased competencies in the use of the English language, individually, in small groups and within the classroom setting. 100% of students have achieved identified short-term learning and wellbeing goals.</p> <p>After evaluation, the next steps to support our students will be: to continue intensive and targeted class programs and withdrawal groups to support the individual learning, language and wellbeing needs of refugee students. The Learning Support Team and specialist EaL/D staff will collaboratively develop a Personalised Learning and Support Plan tool to specifically address the unique characteristics and needs of refugee learners in our school.</p>
<p>New Arrivals Program</p> <p>\$23,327.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bonnyrigg Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: students being supported to successfully and confidently engage in intensive, targeted withdrawal programs. Students have increased competencies in the use of the English language, individually, in small groups and within the classroom setting. 100% of students have achieved identified short-term learning, language and wellbeing goals.</p> <p>After evaluation, the next steps to support our students will be: to continue intensive and targeted class programs and withdrawal groups to support the individual learning, language and wellbeing needs of new arrival students. The Learning Support Team and specialist EaL/D staff will collaboratively develop a Personalised Learning and Support Plan tool to specifically address the unique characteristics and needs of new arrival learners in our school. The employment of a School Learning Support Officer in 2023 will support new arrival students in the classroom and assist in liaising with families to support the learning and wellbeing needs of students.</p>

<p>Integration funding support</p> <p>\$224,010.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bonnyrigg Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: students being supported to successfully and confidently engage in intensive, targeted classroom programs. 100% of students have achieved identified short-term learning and wellbeing goals as outlined in their Personalised Learning and Support Plan. Adjustments and accommodations are made in collaboration with students, staff and parents in the development and achievement of learning goals. Achievement of identified goals is supported in collaboration with external support agencies and services. Students are successfully supported at identified points and a smooth transition to new school settings.</p> <p>After evaluation, the next steps to support our students will be: to continue intensive and targeted individual support programs to accommodate the individual learning and wellbeing needs of identified students. The Learning Support Team will collaboratively develop Personalised Learning and Support Plans and streamlined processes to better support the improved outcomes of targeted students receiving integration funding support.</p>
<p>Socio-economic background</p> <p>\$617,603.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bonnyrigg Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Learning culture • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through instructional leadership to support student learning • employment of additional staff to support attendance and wellbeing program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: students being supported by a nominated wellbeing teacher mentor for three days a week. Students have engaged with whole school wellbeing initiatives, targeted small group programs and, specialised individual programs. Identified students successfully participated in programs to build social skills, confidence, resilience and self-esteem and support the regulation of their behaviour and emotions. An allocated school attendance officer supported the monitoring of student attendance across the school resulting in a decreased response time for attendance notifications. Instructional leaders have led effective teaching and learning and strengthened reflective practices across the school. Students are supported to successfully and confidently engage in intensive, targeted classroom</p>

<p>Socio-economic background</p> <p>\$617,603.26</p>	<p>programs. Students have achieved identified short-term learning and wellbeing goals as outlined in their Personalised Learning and Support Plan.</p> <p>After evaluation, the next steps to support our students will be: to continue with the employment of a wellbeing teacher mentor who will support and engage students through whole school wellbeing initiatives, targeted small group programs and specialised individual programs. An allocated school attendance officer will continue to refine and streamline school attendance practices and monitor student attendance across the school. The employment of instructional leaders will continue to support the professional development of staff engaging in high impact professional learning leading to improved student learning outcomes. Highly reflective data-driven practices will support professional learning communities across the school.</p>
<p>Aboriginal background</p> <p>\$15,503.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bonnyrigg Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal students being supported to successfully and confidently engage in intensive, targeted classroom programs. 100% of Aboriginal students have achieved their personal short-term learning and wellbeing goals as outlined in their Personalised Learning Pathway. Adjustments and accommodations are made in collaboration with students, staff and parents in the development and achievement of learning and cultural goals.</p> <p>After evaluation, the next steps to support our students will be: to continue intensive and targeted personal support programs to accommodate the individual learning, cultural and wellbeing needs of Aboriginal students. The Learning Support Team will collaboratively develop Personalised Learning Pathways and streamlined processes to better support the improved outcomes of Aboriginal students.</p>
<p>English language proficiency</p> <p>\$494,676.15</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bonnyrigg Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <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 <p>The allocation of this funding has resulted in the following impact: EAL/D students being supported to successfully and confidently engage in</p>

<p>English language proficiency</p> <p>\$494,676.15</p>	<p>intensive, targeted classroom programs. Identified EAL/D students have achieved their targeted short-term learning goals as outlined in their Personalised Learning and Support Plans. Quality differentiated practices support the engagement of EAL/D students with their learning, maintaining the focus on the continual improvement of their learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: to continue intensive and targeted support programs to accommodate the individual learning needs of EAL/D students. The Learning Support Team and EAL/D specialist staff will collaboratively work with classroom teachers to ensure the implementation of quality differentiated teaching and learning programs; the development of Personalised Learning and Support Plans; and streamlined processes, to better support the improved outcomes of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$238,102.19</p>	<p>Low level adjustment for disability equity loading provides support for students at Bonnyrigg Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: students being supported to successfully and confidently engage in intensive, targeted and differentiated programs. Students are being supported to achieve identified short-term learning and wellbeing goals as outlined in their Personalised Learning and Support Plan. Adjustments and accommodations are made in collaboration with students, staff and parents in the development and achievement of learning goals. Small groups of targeted students are also being supported with quality differentiated teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: to continue intensive and targeted individual support programs to accommodate the individual and small group learning and wellbeing needs of identified students. The Learning Support Team will collaboratively develop Personalised Learning and Support Plans and streamlined processes to better support the improved outcomes of targeted students.</p>
<p>Professional learning</p> <p>\$67,530.82</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 Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Leadership and collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning for school staff • mandatory professional learning for school staff

<p>Professional learning</p> <p>\$67,530.82</p>	<ul style="list-style-type: none"> • reflective school practices embedded into the professional development cycle for staff <p>The allocation of this funding has resulted in the following impact: high impact professional learning being delivered across a range of identified areas including: literacy, wellbeing and student and community engagement. Staff are working collaboratively in professional learning communities to improve student learning outcomes. All mandatory professional learning requirements have been met.</p> <p>After evaluation, the next steps to support our students will be: to provide targeted professional learning with a focus on identified aspects of literacy and numeracy, student voice and engagement. Staff will continue to be engaged in multiple professional learning communities to impact on student progress and achievement.</p>
<p>Literacy and numeracy</p> <p>\$40,430.63</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bonnyrigg Heights Public School from Kindergarten to Year 6.</p> <p>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 driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning in literacy and numeracy • implementation, monitoring and evaluation of best practice literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: regular team-based meetings throughout the term and planning weeks provided time for quality discussion to ensure consistency of judgement and understanding of best practice in literacy and numeracy instruction.</p> <p>After evaluation, the next steps to support our students will be: to continue to use team planning and discussion time to reflect on the impact of literacy and numeracy small group interventions.</p>
<p>QTSS release</p> <p>\$206,398.12</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bonnyrigg Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership and collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: fortnightly rotations to ensure quality Professional Learning Communities exist at Bonnyrigg Heights PS. Assistant Principals are instructional leaders developing effective practices to enhance teaching and learning, reflection, consistent teacher judgement, assessment and reporting, use of learning goals and parent engagement across their grade. During the fortnightly rotation, staff have the opportunity to engage in or view expert lessons or teachers to enhance their own quality practices. Executive staff effectively lead "feed forward" discussions in formal and informal lesson observations to positively impact quality classroom practice and student learning.</p>

<p>QTSS release</p> <p>\$206,398.12</p>	<p>After evaluation, the next steps to support our students will be: to continue to employ additional staff to support collaboration in the implementation of high quality teaching and learning practices. Assistant principals will continue to be provided with additional release time to support classroom teachers and targeted programs. This will allow the release of staff to align their professional learning to the strategic improvement plan and develop the capacity of all staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$120,667.05</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bonnyrigg Heights Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • strategic employment and allocation of staff to K-2 classrooms to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • analysis of data sources during Data Talks enabling teachers to identify and pinpoint exact learning needs and implement targeted intervention strategies <p>The allocation of this funding has resulted in the following impact: improved learning outcomes of target students K - 2 in literacy and numeracy. Data talks have increased the capacity of staff to analyse a range of data sources to correctly identify target students and their learning progress. Discussion in team meetings has ensured greater consistent teacher judgement in the analysis of student achievement.</p> <p>After evaluation, the next steps to support our students will be: continuing the targeted intervention through the strategic deployment of staff to support focus students. Continue the implementation and monitoring cycle to further develop teachers' understanding of best practice in differentiation.</p>
<p>COVID ILSP</p> <p>\$298,244.00</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>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"> • staff employed and strategically timetabled to deliver small groups K - 6 literacy and numeracy lessons to identified focus students • planning weeks utilised by teams to identify students requiring intensive support • master lessons written to support staff in the delivery of high quality, evidence-based lessons in literacy and numeracy • High Impact Professional Learning delivered to staff K - 6 in specific areas of need in literacy and numeracy • teachers regularly monitoring student progress by recording observable student behaviours and regularly updating PLAN2 data • teachers providing parents with progress in the achievement of student learning outcomes during parent teacher interviews and biannual individual student reports <p>The allocation of this funding has resulted in the following impact:</p>

COVID ILSP

\$298,244.00

the strategic delivery of needs based high quality professional learning for staff supported the management of the diverse learning needs associated with small group instruction in classrooms K - 6. Triangulation of data sources during data talks reflected improved staff understanding in the collection, monitoring and analysis of data sources. PLAN2 data resulted in improved student learning outcomes for all students K-6 in the COVID ILSP. Teachers more consistently ensured learning intentions and timely individual feedback were made explicit to students.

After evaluation, the next steps to support our students will be: continue to build the capacity of each grade team leader to lead team data talks. Continue to provide staff with evidence-based master lessons to support best practice instruction across the school K - 6. Continue to utilise COVID ILSP for 2023 to improve student learning outcomes in literacy and numeracy.



Kindergarten students engaged in shared reading activities

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	568	549	534	497
Girls	550	510	483	455

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	93.1	92.0	84.7
1	91.4	90.5	92.7	85.7
2	92.1	90.7	92.6	87.1
3	93.3	92.9	93.3	85.7
4	92.4	93.1	93.0	86.8
5	92.1	89.6	93.1	85.7
6	93.2	92.2	92.2	86.5
All Years	92.5	91.6	92.7	86.1
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

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

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



Students and parents know the importance of a healthy lunchbox

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	37.31
Literacy and Numeracy Intervent	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	10.87
Other Positions	3.6

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	997,798
Revenue	11,098,904
Appropriation	10,752,139
Sale of Goods and Services	87,690
Grants and contributions	248,825
Investment income	10,249
Expenses	-10,640,392
Employee related	-9,705,047
Operating expenses	-935,344
Surplus / deficit for the year	458,512
Closing Balance	1,456,310

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



Students enjoy learning music and performing creatively

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	232,795
Equity Total	1,365,885
Equity - Aboriginal	15,503
Equity - Socio-economic	617,603
Equity - Language	494,676
Equity - Disability	238,102
Base Total	7,379,481
Base - Per Capita	265,450
Base - Location	0
Base - Other	7,114,031
Other Total	1,186,521
Grand Total	10,164,681

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



Students share a love of reading

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.



A well-stocked library provided countless hours of engagement in reading

Parent/caregiver, student, teacher satisfaction

Decodable Readers in Kindergarten

At Bonnyrigg Heights PS, we have adopted principles of evidenced based science of reading strategies. We have implemented a systematic, synthetic phonics program and have begun using decodable texts for our beginning readers in Kindergarten. This enables them to use their growing phonics skills to independently read texts. Decodable readers replaced levelled texts for reading groups and for home reading. Teachers participated in professional learning to support the implementation, and parents were invited to an information session explaining how to support their children read decodable texts at home. Lesson plans, linked to each decodable text, were provided to support teachers with best practice when teaching reading using a decodable.

Teachers who have been teaching Kindergarten for several years have noticed that students who have been taught using the decodable texts have better reading and writing skills compared to previous years. Teachers felt the decodable lessons provided were well structured and easy to follow. They appreciated that these lessons were readily available and accessible when needed. Opportunities for modelled or demonstration lessons helped teachers feel confident to teach reading using decodables. Teachers also felt supported in the teaching and learning cycle, by having a mentor teacher come in to assist in assessing students to determine suitable decodable texts for each student.

Kindergarten students found the DRA books engaging as the characters continue to appear throughout all levels. They also found the DRA interactive lessons appealing and simple enough to navigate independently at home. Students were excited to read independently because they felt confident to work out words on their own.

Parents found that compared to older siblings, who were taught reading using levelled texts when in Kindergarten, their youngest child who was reading decodable texts, was progressing more quickly with reading. They were able to automatically decode a word by blending and were not relying on pictures or guessing words. Parents also noticed that their child was using metalanguage (grapheme, phoneme, blending) at home when referring to letters and sounds while reading. Parents felt that the Decodable Reader Australia (DRA) online subscription lessons and books supported their child's development in reading and reinforced what was being taught in the classroom. Parents were also very appreciative and receptive of the parent-information session about the use of decodable texts for homework that was delivered in Kindergarten classrooms. They felt comfortable asking questions and felt confident to sit with their child and complete their reading homework. By using decodable texts, we have provided students with a strong foundation in early reading skills as they develop a lifelong love of reading.



Kindergarten students learning to read with decodable texts

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.

Aboriginal Education - School statement

- Representation at the Cowpasture Warami Team.

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.

