

2023 Annual Report

Bonnyrigg Heights Public School



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Introduction

The Annual Report for 2023 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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2023 school captains and vice captains with Mr Daryl McKay

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.



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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To further develop data driven practices and provide high impact professional learning to strengthen teachers' capabilities, in order to maximise achievement of student learning outcomes in literacy and numeracy.

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.

- Capability building
- Evaluative thinking

Resources allocated to this strategic direction

English language proficiency
AP Curriculum & Instruction
Literacy and numeracy

Summary of progress

Capability Building

The focus of 2023 was to build the capability of teachers to implement quality evidence-based literacy and numeracy pedagogy. The APC&I team led quality whole-school targeted professional learning in the following areas of English to support curriculum reform: phonics and spelling, school reading group guidelines, developing quality learning intentions and success criteria (LISC) and the English 3-6 syllabus. Professional learning in mathematics was also conducted in the following areas: place value, multiplicative relations and the mathematics 3-6 syllabus.

Individual teachers' professional learning needs were also met in fortnightly grade team meetings led by APC&Is. This involved shoulder to shoulder planning and programming and modelling in classrooms of evidence-based teaching methods. This included: developing and modelling component A lessons, cooperatively writing LISCs for writing programs and modelling their use, deep dives into syllabus content to further understand the DOE units of work, shoulder to shoulder adaptation of K-2 units of work to suit the BHPS context, collaboratively adapting 3-6 English units to prepare teachers for successful implementation in 2024, cooperatively evaluating NAPLAN and Check-in data with 3-6 to determine reading comprehension needs, developing teachers' skills in aiding discussion through techniques, such as questioning the author and building background knowledge, addressing student needs in phonological awareness through the introduction of Heggerty program, building teachers' understanding of the connectionist approach to further understand the rationale behind the mathematics syllabus, trialling daily reviews in mathematics lessons in years 2 and 4 and unpacking outcomes and content for mathematics K-2.

Whole school and individualised targeted professional learning were responsive in addressing teacher needs as they arose. Because of this, teachers were able to transfer their new learning into the classroom practice immediately. This resulted in a positive increase in student learning outcomes and engagement in identified areas across grade groups. Team meetings and professional learning exit slips indicate that 100% of staff felt supported and equipped to successfully implement the new syllabus documents and units of work into the classroom.

Future directions:

- consolidating teacher working knowledge of the K-10 English and mathematics syllabuses, and,
- refine evidence-based literacy and numeracy pedagogy based on the Science of Reading, the connectionist approach to teaching mathematics and the Science of Learning throughout the school.

Evaluative Thinking

In 2023, the APC&I team worked closely with teams to embed effective strategies and processes for the collection, tracking and analysis of data. Teams were also guided in using this data to strategically make decisions about the learning needs of their students and teachers.

The APC&I team led targeted professional learning in grade teams to enable the reformation of our school's assessment structures. Through shoulder to shoulder planning and modelling in classrooms, grade teams successfully implemented the following new assessments in our school: the Phonics Diagnostic Assessment, the DRA Sparkle Reading

Assessment, the LLLL LLARS Reading Assessment, the DoE Spelling Diagnostic Assessment and the DoE Fluency Assessment Tool. These assessments were consistently conducted by 100% of class teachers at various points throughout the year. After consultation with the DoE Primary Numeracy Consultant Team, the IfSR was not introduced across the school this year.

The data collected from these assessments provided a clear purpose and sustained focus in improving student literacy and numeracy during APC&I fortnightly meetings with grade teams. The APC&I team also led teams in the analysis of Check-in and NAPLAN data. The data was presented in a shared space and student cohort patterns were summarised and target learning focus areas were identified. As a result, all grade teams successfully use SCOUT to access student data and the Quality Assured resources from the DoE Universal Hub when designing differentiated learning activities for students. All grade teams were then guided in developing their skills in evidence-based teaching approaches to contribute to student development in these identified learning areas.

As a result of the data analysis of the Phonics Diagnostic Assessment, in 2023, the COVID ILSP groups were formed with a focus on Phonic Knowledge. The APC&I team collaboratively wrote phonics teaching and learning programs. Professional learning was conducted for support teachers, class teachers and SLSOs, so that the learning needs of students throughout years 1-6 in this learning area could be met. Semester 1 data reflected that 85% of students in the COVID ILSP groups showed improvement in Phonics Knowledge skills.

The APC&I team led the introduction of Learning Intention & Success Criteria (LISC) in writing lessons in all K-6 classrooms. All grade teams participated in professional learning to enable the collaborative writing of quality LISC, referring to LISC throughout the writing lesson and using it as a self-assessment tool. The APC&I team modelled the use of LISC in both the programming and teaching and learning phases. Data shows the majority of teachers feel confident in writing LISC in the programming phase. More professional development is needed in enabling students to use the LISC as a tool to successfully self-evaluate their learning.

Future directions:

- consolidate the consistent use of LISC as a tool for assessment and student self-evaluation in writing lessons,
- introduce use of LISC as a tool for assessment and student self-evaluation in mathematics lessons,
- implement the use of a whole school assessment schedule to ensure planned and regular data collection, and,
- refine the capacity of staff to use and analyse data to inform teaching and learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase % of Year 6 accuracy in numeracy in Term 3, 2023 Check-in Assessment to be above 53.2% (base data - Year 5, 2022).	Year 6 Term 3 2023 Check-in data for accuracy in numeracy increased to 59.7%. This showed an increase of 6.5% in the numeracy accuracy of this cohort of students.
Increase % of Year 6 accuracy in reading in Term 3, 2023 Check-in Assessment to be above 49.6% (base data - Year 5, 2022).	Year 6 Term 3 2023 Check-in data for accuracy in reading increased to 55.5%. This showed an increase of 5.9% in the reading accuracy of this cohort of students.
80% or more of students attaining at least expected levels of literacy benchmarks K-6 as evidenced by school-based data.	<p>80% of kindergarten students achieved at least expected levels of literacy benchmarks as evidenced by end of year report data.</p> <p>84.9% of year 1 students achieved at least expected levels of literacy benchmarks as evidenced by end of year report data.</p> <p>75% of year 2 students achieved at least expected levels of literacy benchmarks as evidenced by end of year report data.</p> <p>82.1% of year 3 students achieved at least expected levels of literacy benchmarks as evidenced by end of year report data.</p> <p>83.7% of year 4 students achieved at least expected levels of literacy benchmarks as evidenced by end of year report data.</p> <p>89.4% of year 5 students achieved at least expected levels of literacy</p>

<p>80% or more of students attaining at least expected levels of literacy benchmarks K-6 as evidenced by school-based data.</p>	<p>benchmarks as evidenced by end of year report data.</p> <p>84.2% of year 6 students achieved at least expected levels of literacy benchmarks as evidenced by end of year report data.</p>
<p>80% or more of students attaining at least expected levels of numeracy benchmarks K-6 as evidenced by school-based data.</p>	<p>96% of kindergarten students achieved at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>89.1% of year 1 students achieved at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>89.4% of year 2 students achieved at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>89.3% of year 3 students achieved at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>92.2% of year 4 students achieved at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>94.7% of year 5 students achieved at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p> <p>85% of year 6 students achieved at least expected levels of numeracy benchmarks as evidenced by end of year report data.</p>
<p>80% of Aboriginal students show growth in reading and numeracy, as evidenced by system and school based data.</p>	<p>80% of Aboriginal students in 3-6 showed growth in reading according to Check-in Assessment data. Our Aboriginal students are working towards showing growth in numeracy.</p>
<p>Class teachers are actively engaged in understanding the impact of professional learning on their teaching practice with 70% or more developing excellence in explicit literacy and numeracy teaching.</p>	<p>70% of class teachers are actively engaged in understanding the impact of professional learning on their teaching practice and are demonstrating its impact as they are developing excellence in explicit literacy and numeracy teaching.</p>
<p>Class teachers analyse, interpret and collaboratively use data from a range of high quality assessments, to inform planning, identify interventions and modify teaching practice at the level of delivering in Data Skills and Use (SEF).</p>	<p>Class teachers are demonstrating Data Skill and Use at the level of Delivering (SEF), by analysing, interpreting and collaboratively using assessment data to inform planning, identify interventions and modify teaching practice, and will now work towards Sustaining and Growing in this area.</p>

Strategic Direction 2: Leading Learning

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.

- Enhancing teacher quality
- Leadership and collaboration for school improvement

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Beginning teacher support
QTSS release

Summary of progress

Enhancing Teacher Quality

In 2023, there was a continued integrated school-wide approach where staff and students are motivated to deliver their best and continually improve.

Quality targeted professional learning, led by a small group from the SD2 team, focused on High Potential Gifted Education, staff wellbeing, mental health and the Quality Teaching framework. All staff were actively engaged in and consistently applying High Impact Professional Learning (HIPL) to strengthen teacher quality and impact on student progress and achievement in the classroom.

Continuing on after the successful trial with Year 4 students from 2022, student voice and reflection in the academic reports was a focus in 2023. In the semester one school reports for kindergarten to year 6 students, student voice was included with the introduction of student/teacher negotiated English and mathematics goals. Additionally, in the semester two reports, all students across the school were given the opportunity to reflect on their achievements towards their English and mathematics goals. 100% of students were able to successfully write two English and two mathematics goals in their semester one reports and also accurately reflect upon these goals in their semester two reports. This process allowed students to become more active participants in the learning process, identify what is important to their own learning and reach their full potential.

Teachers who participated in Quality Teaching Rounds (QTR) provided their classes with opportunities for student voice and feedback through the use of a student survey. The questions on the survey were based on the elements of engagement, connectedness, high expectations and knowledge integration from the Quality Teaching framework. Students reported that they were more engaged in their learning and wanted to produce work of a higher standard for their teacher. Surveys indicated that student appreciated the opportunity to provide their teacher with feedback about the content of the lesson as well as the teaching strategies used.

Future directions:

- continue to develop the staff's understanding of the HPGE policy, how to identify students with potential and how to better cater for their needs in and outside of the classroom context,
- increase student voice opportunities including student reflection and feedback to teachers as a forum to enhance student engagement and level of challenge, and,
- provide HIPL to all staff on the new syllabus documents.

Leadership and collaboration for school improvement

In 2023, the school continued to embed explicit systems to facilitate a learning culture which focused on continuous reflection of pedagogy.

Professional Learning Communities (PLC) were utilised to engage in collegial discussion and improve student learning outcomes. 100% of staff actively engaged in at least one PLC where they collaboratively planned, developed, refined and improved teaching and learning programs with the aim of enhancing student learning outcomes.

Quality Teaching Rounds were established with 16 teachers from kindergarten to year 6 including the support unit participating in the initiative. Based on data from the 2022 Tell Them From Me student survey, the elements of connectedness, high expectation and engagement were chosen to be areas of focus during the QTR lessons. The QTR process provided the teachers involved with a structured professional learning experience that encourages collaboration and reflection, whilst building teachers' confidence in their capacity for quality teaching. 100% of teachers reported that they greatly valued and benefited from the opportunity for professional dialogue with colleagues and learning from others' experiences and classroom practices.

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. All staff were provided with numerous opportunities throughout the year to collaboratively plan, design, program and evaluate lessons and units of work with their team during planning days twice a term and weekly grade meetings. This resulted in solid professional conversations between teachers to jointly evaluate and plan further teaching and learning programs accordingly.

The executive team successfully participated in professional learning led by Daniela Falecki with a focus on creating flourishing teams, understanding the difference between management and leadership as well as embracing a 'leader of learner' mindset. After the professional learning sessions, the executive team indicated that they had an increased confidence in their ability to lead effectively and had a greater awareness of how to create high quality connections between their teams. 100% of executive team members took part in one-on-one zoom sessions with Daniela Falecki to discuss their insights from the sessions and provided the team with advice, strategies, tools and resources to further enhance leadership capacities.

The staff also enthusiastically participated in professional learning led by Daniela Falecki with a focus on exploring ways to recharge their energy and develop a communication framework which encourages collaborative conversations and reflections. Staff were provided with skills and strategies to help them feel empowered and connected. After the professional learning session, 100% of the staff reported that they found the workshop insightful and informative and had developed a set of skills to manage their own wellbeing as well as have collaborative discussions and reflect on feedback given by others.

Future Directions:

- continue to provide staff with opportunities to be involved in PLC, and,
- continue to develop the skills and knowledge of school leaders as instructional leaders

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 staff are actively participating in at least one Professional Learning Community (PLC) with a focus on improving student learning outcomes.	100% of staff are active members of at least one team/grade Professional Learning Community who meet regularly and engaged in professional discussion and collaborate to improve teaching and learning in their classes.
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.
Increase the number of staff engaged in and applying High Impact Professional Learning (HIPL) to strengthen teacher quality and impact on student progress and achievement.	100% of staff actively engage in and apply High Impact Professional Learning into their teaching practices to improve student learning outcomes.
Develop opportunities for every student to maximise agency for improved learning outcomes to ensure they feel engaged and challenged.	Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching. Teachers and students regularly co-constructed learning intention and success criteria during English and mathematics lessons.

Purpose

To foster and nurture strong, collaborative partnerships and engagement between students, staff, parents/carers and the wider community by continually developing and implementing whole school and targeted, integrated wellbeing practices to allow students to have a high sense of belonging and connectedness.

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

Integration funding support
Socio-economic background
Aboriginal background
Low level adjustment for disability
Refugee Student Support
New Arrivals Program

Summary of progress

Learning Culture

The importance of daily attendance maintained its role as a high priority area in 2023. Teachers and supervisors remained vigilant in monitoring students who required intervention to improve their attendance. Regular attendance meetings occurred with the Home School Liaison Officer and suggested strategies were implemented to monitor and improve student attendance. Improvements in partial and whole school student attendance became a focus for 2023 with the introduction of a special attendance improvement award. There was a continued focus on ensuring that absences are explained when returning to school or via the parent portal or Dojo apps. Attendance continued to be a focus in the Kindergarten Expo to set the expectations and importance of a high attendance rate for students entering school. Data indicated that there have been improvements in attendance rates for many students as a result of positive attendance strategies and communication with parents and carers. 54 students achieved an AIM award for improving their partial attendance and 65 students achieved an AIM award for improving their whole day attendance. Throughout the year, 393 students have achieved a 100% attendance award for the term with 13 students achieving a medallion for 100% attendance throughout the year. There has been a 7.3% decrease in unexplained absences as teachers have been vigilant in attaining explanations for absences and parents have utilised more efficient methods of communication with the teachers and school regarding attendance. The school has made some positive advancements in awarding students for their improvements in partial and whole attendance and this will remain a focus for the coming year. The Partners in Learning team will prioritise the creation of an attendance monitoring team to target students below the expected percentage attendance rate of 90% or above, with particular emphasis on those students who take off days such as gala and sporting events, birthdays and other unjustified reasons.

The Learning Support Team made a change to the SMART goals with the addition of Evaluation and Review, making them SMARTER. This was applied to both the Personalised Learning and Support Plans (PLaSPs) and Personalised Learning Pathways (PLPs). The professional learning in term 2 on Staff Development Day assisted teachers in gaining a greater understanding of the needs of First Nations students in our school. Staff participated in professional learning units titled: Personalised Learning Pathways, First Nations EaLD learners, Reconciliation Action Team and Stronger Strides Together. As a result of the professional learning and the leadership of the Learning and Support Teachers, the Personalised Learning Pathways showed a greater knowledge and understanding of setting SMARTER goals with a focus on culture for each First Nations student. Data also reflects that 87% of students achieved their intended learning goals and 20% of students have improved in their learning and no longer need to be working on a Personalised Learning and Support Plan. The school has made some positive changes with how learning goals are written and evaluated and there is a definite focus on ensuring that Personalised Learning Pathways reflect cultural goals to enhance a connection to culture at a school level. The school will continue to strengthen student achievement of differentiated learning goals for students on PLaSPs and PLPs.

Parent/carer partnerships play a vital role to the continual improvement and connection of students at school. Parents have multiple opportunities to engage with their child's learning through interviews, semester 1 and 2 reports, open

classrooms during whole school events, other school events and regular communication and posts through Class Dojo. Parents and extended family members have had many opportunities to engage with school life including: Chinese New Year, EID celebrations, Easter Hat Parade, ANZAC Day, Mother's Day, cross country, Harmony Day, Education Week, Book Week, Father's Day, Spring Fair, athletic carnivals, BHPS 30th Anniversary celebrations, school assemblies, Presentation Day, Grandparent's Day, learning workshops throughout the year and parent excursion to the Nepean River. Class Dojo school stories and announcements were used to communicate reminders to parents/carers as well as showcasing events in the classroom. Some teachers utilised individual messaging to share student achievements. Parents and teachers were also able to contact each other effectively through individual messaging in the app. Data has shown us that Class Dojo is being mainly used for announcements about upcoming events and we would like to see an increase of the app's use in showcasing student achievement. There is a high percentage of parents and carers viewing the messages, however, there is minimal visible interaction shown on each post. There is a greater improvement in the parent/teacher partnership and engagement due to the communication via Class Dojo. Parents have enjoyed the many opportunities to attend and participate in a variety of school activities and events throughout the year to support and celebrate student achievement.

Future directions:

- whole school strategies to reduce partial and whole absences, especially for occasional absences without a valid reason, with regular analysis of data and a plan of action to reduce these,
- ensure that SMARTER goals are achievable for all students, and
- strengthen authentic partnerships with parents.

Wellbeing

Students in Year 3 were given the opportunity to participate in a 'Special Interest Project' in term 4 running over 3 weeks. They were given the choice of ten different subjects to promote student voice with the ability to select three choice preferences: 3D printing, cooking, debating, robotics, photography, drama, writing, maths club, sport and art. Art and cooking were extremely popular, and photography, writing and debating were not. This led to the creation of additional art and cooking classes to ensure that more students were able to receive their first-choice class. 63.8% of students received their first-choice preference while 36.2% received their second choice. We utilised six additional teaching staff to ensure that numbers were able to remain low with an average student to teacher ratio of 10:1. Due to the available equipment/space, robotics and sport were able to have up to 18 in their groups to further assist the small ratio in the other groups. At the conclusion of the sessions, students were asked whether they would want to participate in a similar project in the future with an overwhelmingly positive student average of 89.7% across the grade. Some of the positive reflections from the students include that it was fun, it was a great to be able to work with past friends currently in other classes, it enabled students to participate in learning that they do not normally do and that they were able to make connections with other staff.

Throughout 2023, a group of nineteen staff, comprised of school executive members, Learning and Support Teachers and the Wellbeing team, were trained in the Berry Street Education Model. This involved eight twilight professional learning sessions to cover content across five modules: Body, Relationship, Stamina, Engagement and Character. As a result of this training, we have initiated several strategies to support student connections to school and the development of respectful relationships with peers and the teacher. As a school, we have already incorporated morning circle into our morning routines and brain breaks throughout the day. The team has also worked on integrating important strategies and activities into our current Social and Emotional Learning lessons and the use of "Ready to Learn" scales to allow students to reflect on their openness and readiness to learn. Teachers and students have responded positively to these strategies being embedded into our daily routines. Students feel a stronger sense of belonging and that their teachers know them better as a result. Teachers use brainbreaks to energise and refocus student learning.

Future directions:

- further implementation of the Berry Street Education Model with the upskilling of the whole school in the five components and further embedding of the program into each classroom, and,
- enhance the responsibilities and structure of the student leaders and utilising student voice to increase attendance.

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 work towards the system negotiated target.	The percentage of students attending greater than 90% of the time or more indicates progress is heading towards the system-negotiated target. In 2023, there has been a 12.5% increase in the number of students attending greater than 90% of the time or more from 2022 data.

<p>Increase the proportion of students reporting expectations of success, advocacy and a sense of belonging at school by at least 7.7%.</p>	<p>Tell Them From Me data shows a 4% increase of students reporting a positive sense of belonging. There was an increase of 5% of students acknowledging positive relationships at school. The student mean for expectations of success at school rose by 0.2 to 8.9. Students reporting an advocacy at school remains steady at a mean of 7.7.</p>
<p>Authentic parent partnerships are strengthened through a shared understanding and commitment to improving student wellbeing and inclusion using the Family-school partnerships framework, focusing on communication, connection, collaboration and participation.</p>	<p>Authentic parent partnerships continue to be a focus for improvement in the Strategic Improvement Plan. The school started using School Bytes to streamline portal payments and the delivery of information to parents. Class remains an effective avenue to distribute communication and enhance connections, collaboration and participation with parents. These methods assist parents as they have a translate function. 149 parents completed the Tell Them From Me parent survey which is comparable to 2022.</p>
<p>An increased percentage of class teachers are able to develop effective personalised student plans to drive and monitor achievement of SMARTER goals, allowing students to succeed and thrive in an enabling learning environment with evidence of impact tracked on the Wellbeing Self-Assessment Tool for Schools.</p>	<p>Analysis of Personalised Learning and Support Plans (PLaSPs) reflects that 87% of students achieved their intended learning goals and 20% of students have improved in their learning and no longer need to be working on a PLaSP. Goals were enhanced to be SMARTER with the additional steps of evaluation and review. Tell Them From Me data from students reported an increased mean of 0.3 to 8.1 regarding explicit teaching practices and feedback. Students feel supported by their teachers with explicit feed forward reflections. TTFM shows a slight decrease in the number of students in the optimal range of high challenge and high skill from 37% to 29%. Evidence continues to be tracked on the Wellbeing Self-Assessment Tool for Schools to determine next steps in the school wellbeing journey.</p>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,849.54</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"> • Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of 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>Integration funding support</p> <p>\$273,732.00</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"> • Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs <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 (PLaSP). 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 PLaSPs and streamline processes to better support the improved outcomes of targeted students receiving integration funding support.</p>

<p>Socio-economic background</p> <p>\$614,111.33</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"> • Learning Culture • Leadership and collaboration for school improvement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in the area of teacher wellbeing and reflective practices • employment of additional assistant principals to lead grades through curriculum and assessment • employment of external providers to support students with additional learning needs in OT and speech. <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 programs. The majority of 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 learning across the school.</p>
<p>Aboriginal background</p> <p>\$14,322.05</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal students being supported to successfully and confidently engage</p>

<p>Aboriginal background</p> <p>\$14,322.05</p>	<p>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 streamline processes to better support the improved outcomes of Aboriginal students.</p>
<p>English language proficiency</p> <p>\$661,523.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bonnyrigg Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Capability building • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: EAL/D students being supported to successfully and confidently engage in intensive, targeted classroom programs. Identified EAL/D students have achieved their targeted short-term learning goals as outlined in their Personalised Learning and Support Plans. Quality differentiated practices support the engagement of EAL/D students with their learning, maintaining the focus on the continual improvement of their learning outcomes.</p> <p>After evaluation, the next steps to support our students 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>\$332,777.06</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"> • Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified

<p>Low level adjustment for disability</p> <p>\$332,777.06</p>	<p>students</p> <ul style="list-style-type: none"> • employment of an Occupational Therapist to provide intervention programs that support student needs <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 streamline processes to better support the improved outcomes of targeted students.</p>
<p>Professional learning</p> <p>\$71,571.64</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"> • Enhancing teacher quality • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. <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>QTSS release</p> <p>\$203,001.12</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 for school improvement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives

<p>QTSS release \$203,001.12</p>	<ul style="list-style-type: none"> • 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>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>COVID ILSP \$291,443.50</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: the strategic delivery of needs-based high quality professional learning for staff supported the management of the diverse learning needs associated with small group instruction in classrooms K - 6. Triangulation of data sources during data talks reflected improved staff understanding in the collection, monitoring and analysis of data sources. PLAN2 data resulted in improved student learning outcomes for all students K-6 in the COVID ILSP. Teachers more consistently ensured learning intentions and timely individual feedback were made explicit to students.</p> <p>After evaluation, the next steps to support our students will be: continue to build the capacity of each grade leader to lead team curriculum and data talks. Continue to provide staff with evidence-based master lessons to support best practice instruction across the school K - 6 with a gradual release of control. Continue to utilise targeted funding for 2024 to improve student learning outcomes in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	549	534	497	479
Girls	510	483	455	412

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.1	92.0	84.7	88.5
1	90.5	92.7	85.7	90.1
2	90.7	92.6	87.1	91.0
3	92.9	93.3	85.7	91.2
4	93.1	93.0	86.8	88.7
5	89.6	93.1	85.7	90.1
6	92.2	92.2	86.5	89.7
All Years	91.6	92.7	86.1	89.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	8
Classroom Teacher(s)	36.05
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.4
Teacher EAL/D	4.8
School Counsellor	1
School Administration and Support Staff	10.17
Other Positions	3.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,252,322.32
Revenue	11,753,349.36
Appropriation	11,414,469.44
Sale of Goods and Services	51,963.65
Grants and contributions	250,802.92
Investment income	36,113.35
Expenses	-11,358,948.26
Employee related	-10,639,086.06
Operating expenses	-719,862.20
Surplus / deficit for the year	394,401.10
Closing Balance	1,646,723.42

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



Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	227,184
Equity Total	1,622,734
Equity - Aboriginal	14,322
Equity - Socio-economic	614,111
Equity - Language	661,524
Equity - Disability	332,777
Base Total	7,187,264
Base - Per Capita	256,049
Base - Location	0
Base - Other	6,931,215
Other Total	1,373,955
Grand Total	10,411,137

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



Parent/caregiver, student, teacher satisfaction

Throughout 2023, Bonnyrigg Heights PS trialled the use of an online mathematics website, Matific, to enhance the engagement of students when completing mathematics homework and mathematics tasks in class. This trial was a result of the need to increase positive homework behaviour and engagement in mathematics based on data collected in 2022.

Students in year 1 to 6 used Matific mainly for homework tasks each week. In a recent Tell Them from Me survey, 69% of students stated that they enjoyed using Matific for homework. Throughout 2023, Matific data showed that there was a 72% completion rate of set homework tasks with a total of 135000 activities set across the school. There were 746 students actively completing homework on Matific.

Parents were asked two questions through the parent Tell Them From Me survey and 149 parents responded. The results showed that 61% of parents prefer that students complete homework using a mix of worksheets and Matific online tasks, and a further 12% prefer students to be learning solely online. 69% of parents surveyed agree that Matific is a great program to use to reinforce topics being taught in class.

Teachers from year 1 to year 6 actively set tasks on Matific each week, with a total of 34 active staff. There were 1643 teach logins to Matific to set tasks and review completed work with most teachers logging in twice per week. Teachers utilised worksheets for students who were unable to access the Internet at home and they also provided opportunities for students to complete some tasks during class mathematics lessons.

As a school, we will continue to use Matific for setting homework tasks in 2024 to reinforce concepts taught in class. The P and C have kindly donated money to support the subscription for 2024 ensuring that this will not financially burden families.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

