Bonnyrigg Heights Primary School
Annual School Report 2014
School context statement
Bonnyrigg Heights has a reputation for quality teaching and learning. We have a strong academic focus with programs that challenge our students. A major emphasis is on the development of literacy and numeracy to ensure all students are provided with the skills for future success. We have excellent support programs for students with special needs. All students are provided with teaching and learning programs which encourage them to achieve their full potential. We are a welcoming and friendly school within a culturally diverse community.

Our staff is enthusiastic, dedicated and caring, providing a safe supportive and innovative environment where each child is involved and inspired to learn. Students learn in comfortable and well-resourced classrooms. They use state of the art technology, to engage them in their learning. Our students enjoy participating in a range of extracurricular activities in performing arts, public speaking and sport to develop their confidence and talents.

Our staff and students enjoy a caring environment and a range of outstanding facilities and opportunities. At Bonnyrigg Heights, we are “Proud of All We Do.”

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>368</td>
<td>360</td>
<td>395</td>
<td>450</td>
<td>492</td>
<td>519</td>
<td>537</td>
</tr>
<tr>
<td>Female</td>
<td>333</td>
<td>330</td>
<td>329</td>
<td>369</td>
<td>421</td>
<td>442</td>
<td>464</td>
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</table>

The school has utilised components of the Equity funding from the Resource Allocation Model to create two Assistant Principal positions in the mainstream. These positions supported the focus of the school in developing capacity of leaders. The high expectations and performance of staff ensures the delivery of quality teaching practices and the achievement of quality outcomes for all students.

56% of school staff are in the first five years of teaching and are strongly supported by the executive in the school. The school executive are highly motivated and self-directed in ensuring the success of teachers and students.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>31</td>
</tr>
<tr>
<td>Teacher of Mod Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>ESL teacher</td>
<td>4.8</td>
</tr>
<tr>
<td>Community Language Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.235</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.072</td>
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</table>

Total 70.707
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
<tr>
<td>NSW Institute of Teacher Accreditation</td>
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</table>

Professional learning and teacher accreditation

Extensive Professional Learning was provided to all staff. The major focus was on the successful implementation of the new NSW Syllabus documents incorporating the Australian Curriculum. Professional Learning supported the successful implementation of the new English syllabus and supported the preparation for the successful implementation of the new Math’s syllabus in 2015. Professional Learning also supported the trialing of the new Science syllabus. Professional Learning promoted structured reflection and effective teaching and assessment practices based on the quality teaching model.

A number of collaborative programs were undertaken by teaching staff to enhance their understanding of meeting the needs of students based on both NAPLAN and School data.

All teaching staff participated in quality professional learning which took the form of staff meetings, workshops, mentoring and lesson study practices.

The average expenditure per teacher on professional learning in 2014 was $450.00. The average number of days of professional learning for teaching staff was 2. Additionally all staff participated in 5 school development days which were held on day one of terms 1, 2, 3 and the last two days of term 4.

Throughout 2014 we had 4 teachers, including a combination of both permanent and temporary staff work towards achieving BoSTES accreditation and 26 teachers maintaining their accreditation at proficient level.

Beginning Teachers

As part of the Great Teaching Inspired Learning Initiative the school has supported our early career teachers through regular meetings, discussions, professional development sessions / workshops, demonstration lessons, observations and teacher reflections. Teachers were given additional preparation and support time on a weekly basis.

We have implemented and improved performance, management and mentoring structures to improve practices of teachers and improve student learning outcomes. These structures have been implemented through professional learning, lesson studies and supervision and mentoring of all school personnel. All processes have aligned with the professional standards for teachers and school executive and have been an integral component of our school plan.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

![Percentage in bands: Year 3 Reading](chart1.png)

NAPLAN Year 3 - Spelling

![Percentage in bands: Year 3 Spelling](chart2.png)
### Year 3 NAPLAN Spelling

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>453.9</td>
<td>409.6</td>
<td>418.8</td>
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</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>5</td>
<td>10</td>
<td>36</td>
<td>37</td>
<td>48</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.5</td>
<td>3.6</td>
<td>7.3</td>
<td>26.1</td>
<td>26.8</td>
<td>34.8</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>1.8</td>
<td>5.4</td>
<td>16.0</td>
<td>24.6</td>
<td>24.0</td>
<td>28.3</td>
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<tr>
<td>SSG % in Bands 2014</td>
<td>3.8</td>
<td>13.6</td>
<td>14.1</td>
<td>24.2</td>
<td>23.8</td>
<td>20.5</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.2</td>
<td>12.6</td>
<td>12.2</td>
<td>22.5</td>
<td>23.4</td>
<td>25.2</td>
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### Year 3 NAPLAN Grammar and Punctuation

<table>
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<tbody>
<tr>
<td>Average score, 2014</td>
<td>450.3</td>
<td>411.9</td>
<td>427.1</td>
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#### Skill Band Distribution

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<tbody>
<tr>
<td>Number in Bands</td>
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<td>7</td>
<td>17</td>
<td>27</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.5</td>
<td>5.1</td>
<td>12.3</td>
<td>19.6</td>
<td>25.4</td>
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<tr>
<td>School Average 2010-2014</td>
<td>2.3</td>
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<td>15.4</td>
<td>23.2</td>
<td>23.2</td>
<td>28.3</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>4.6</td>
<td>8.7</td>
<td>19.8</td>
<td>23.3</td>
<td>21.2</td>
<td>22.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.7</td>
<td>8.3</td>
<td>15.3</td>
<td>21.1</td>
<td>20.9</td>
<td>29.7</td>
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### Year 3 NAPLAN Writing

<table>
<thead>
<tr>
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<th>School</th>
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<tbody>
<tr>
<td>Average score, 2014</td>
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<td>401.5</td>
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#### Skill Band Distribution

<table>
<thead>
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<tbody>
<tr>
<td>Number in Bands</td>
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<td>36.5</td>
<td>33.6</td>
</tr>
<tr>
<td>School Average 2011-2014</td>
<td>0.6</td>
<td>2.5</td>
<td>8.4</td>
<td>19.3</td>
<td>40.5</td>
<td>28.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>2.9</td>
<td>10.5</td>
<td>24.8</td>
<td>24.7</td>
<td>30.9</td>
<td>6.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>8.3</td>
<td>21.3</td>
<td>22.8</td>
<td>33.3</td>
<td>10.1</td>
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### NAPLAN Year 3 - Numeracy

<table>
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<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tr>
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<td>401.6</td>
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#### Skill Band Distribution

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<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>10</td>
<td>28</td>
<td>32</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.9</td>
<td>7.3</td>
<td>20.3</td>
<td>23.2</td>
<td>25.4</td>
<td>21.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>1.9</td>
<td>9.8</td>
<td>28.1</td>
<td>24.8</td>
<td>21.6</td>
<td>13.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>4.4</td>
<td>15.1</td>
<td>22.0</td>
<td>24.4</td>
<td>22.0</td>
<td>12.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>12.6</td>
<td>20.7</td>
<td>23.2</td>
<td>23.0</td>
<td>16.4</td>
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</table>
NAPLAN Year 5 - Literacy

**Percentage in bands:**

- **Year 5 Reading**
- **Year 5 Spelling**
- **Year 5 Grammar & Punctuation**
- **Year 5 Writing**

Graphs showing the percentage of students in different bands for each literacy area, comparing School Average and State DEC % in Bands 2014.
Aboriginal education

We maintain a whole school awareness of Aboriginal history and modern Aboriginal achievements which are integrated across all curriculum areas. All staff are provided with professional learning and have access to current and relevant resources to inform teaching and learning programs. Each of our ATSI students has a Personalised Learning Plan (PLP) which is a departmental requirement. The PLP’s have specific goals to meet each student’s individual needs and take into account their own abilities, interests and strengths. These plans are developed in consultation with parents, Learning and Support Teacher, school executive and the class teacher.

All staff have received professional learning about the importance of PLP’s in improving the performance of Aboriginal students and helping to reduce the gap between the attainment of Aboriginal students compared with non-indigenous students. The PLP’s are evaluated by class teachers and school executive and regularly reviewed with parents to provide feedback on student progress towards their individual goals.
We have ensured that Aboriginal students participate in and have equal access to extra curricula activities such as PSSA, dance groups, debating and other whole school activities.

A cultural visit to the school was arranged to celebrate NAIDOC week. Ryka Ali, whose heritage stems from the Wuthathi tribe of Shellburne Bay, Cape York and from the Torres Strait Islands, performed giving students a greater insight into the richness of the Aboriginal and Torres Strait Islander cultures. The show was presented in two parts, beginning with an introductory dance and then an explanation of the various artefacts, costumes and instruments specific to the islands. Ryka then performed traditional Aboriginal dances and encouraged student participation in learning some of the dances. The performance finished with an extraordinary performance on the didgeridoo. The NAIDOC performance gave students a deeper understanding of Aboriginal and Torres Strait islander cultures and traditions.

**Multicultural education and anti-racism**

Approximately 90.4% of our students are from an EAL/D (English as an Additional Language or Dialect) background, which includes over thirty languages and cultures. This diversity in our school population enables rich understanding and respect of all cultures.

Bonnyrigg Heights Primary School has a variety of programs and practices that reflect a strong commitment to multicultural education. The EAL/D program has provided in-class team-teaching support to classes across the school and targeted curriculum-based English language instruction to New Arrivals. The New Arrival Program continued to cater for a number of students who arrived from overseas and required intensive English instruction.

The Community Languages Program has continued to support all students in language development and cultural knowledge, with students receiving two hours of instruction each week. The Community Language teachers have supported classroom teachers by providing them with appropriate cultural perspectives as needed.

Wetherill Park TAFE delivered computer classes to our parents this year and these lessons were very popular.

The Community Liaison Officer has worked extremely hard all year working with staff and parents to provide a variety of workshops catering for our school community. Publications written in different languages have also been distributed when requested.

Our school includes a variety of strategies to deal with racism and has zero tolerance towards all forms of racism and discrimination. We embrace the three dimensions of the anti-racism policy and promote acceptance of Australian cultural, linguistic and religious diversity. An ARCO (Anti-Racism Contact Officer) is available within the school to handle complaints and ensure consequences are applied against racist and discriminating behaviours.

**Socio-economic background**

The school is funded based on a number of factors of the Resource Allocation Model. Socio economic background is based on FOEI and enrolment data. This data indicates the number of children that are funded under quartile one and two. Each of the these quartiles attract a base figure-Quartile 1 $434 x 284 students and Quartile 2 $217 x 324 students Based upon these figures, the school’s FOEI of 112 is determined and attracts funding of $193,554

**English language proficiency**

Bonnyrigg Heights Primary School has an enrolment of 1020 students and 90% of our students come from an EAL/D background. We are proud of our dynamic multicultural population and ensure that all EAL/D students are catered for with English language support in K-6 classes. Students are assessed at enrolment using the EAL/D progression phases and this data is updated regularly. EAL/D teacher allocation is determined based on the English language proficiency needs of the students and the data collected. Currently we have an allocation of 4.8 EAL/D specialist teachers and these teachers work collaboratively with mainstream teachers to
provide quality teaching and learning programs, which include EAL/D pedagogy and strategies used to differentiate programs and assessments for EAL/D students.

Our English language proficiency program in 2014 has enabled the New Arrivals Program to take place and eleven students have been given intensive English language instruction. Our refugee students have also received support continually throughout the year and their English language proficiency levels have greatly improved. Mainstream teachers have also received professional learning in EAL/D pedagogy while working collaboratively with their EAL/D teachers and this has ensured that the English language needs of the students are being met.

We have employed specialist staff such as our Community Liaison Officer and outside providers to assist the needs of our students and families from EAL/D backgrounds to assist their transition from home to school and the wider community. Our school has provided English proficiency classes to parents and these lessons were presented by Wetherill Park TAFE. This year computer classes were offered and on average 25 parents attended each week.

Our Community Liaison Officer and Teacher Mentor, have presented workshops for parents on a weekly basis. These workshops have covered areas such as informing parents about the NAPLAN test, becoming a parent helper, helping your child with reading, writing and math’s at home and how to read your child’s report.

**Low level adjustment for disability**

In 2014 the school had nine students who received integration funding support in regular classes. All students were provided with an Individual Education Plan to address their individual learning needs and their well-being. The plans were developed in consultation with parents, Learning and Support Team, LaST and the class teacher at the beginning of the year. Student’s interests and abilities were also used to develop the IEP’s so they could be fully engaged in learning. The IEP’s had specific literacy and numeracy goals which were identified through observation, assessment data, recommendations from outside agencies, including therapists and government agencies, as well as the individual needs of the student. If required, they also addressed the particular social needs of the student. The students were made aware of their specific learning goals so that they could monitor their own progress and achievement. The plans were monitored regularly by the LST and the class teacher and were reviewed with the LST and parents each term to discuss any improvements and areas for development. The teacher completed a written evaluation and plans were then adjusted and new goals identified and strategies implemented. These procedures were clearly outlined in the schools Expectations Policy and the Learning and Support Team Guidelines. Through grade meetings and professional learning, all staff were made fully aware of whole school processes and procedures and the support services available to improve students learning outcomes. These whole school collaborative procedures have increased the effectiveness of teachers, school executive and the Learning and Support Team in delivering and monitoring personalised learning to improve student outcomes. Parents, at review meetings, show a greater awareness of the strategies used to support their child and are very supportive of the school and willing to collaborate on the development and review of the IEP’s.

To provide quality teaching for these students and improve their learning outcomes, the school developed teacher’s knowledge and understanding of learners who have additional learning needs and support needs through quality professional learning. This included mandatory professional learning for all staff, including SLSO’s, on the Disability Standards, Disability Data Collection, Every School Every Student and Great Teaching Inspired Learning initiatives, the role of the Learning and Support Team, and the Personalised Learning and Support Tool (PLAAST). This has resulted in all staff having increased
knowledge and capacity to improve the learning outcomes for students with a disability, through differentiated and personalised learning. Class teachers, in consultation with the LaST, Learning Support Team and parents, have continued to develop individual education plans for identified students with additional learning and support needs, in line with school and departmental policy. The personalised learning and support for these students has increased their engagement with the curriculum, improved their academic performance as well as their participation in the classroom and in whole school activities.

Refugee students
In 2014 the school received funding to support our refugee students. The funding was used to provide extra teacher support for one day a fortnight. In addition to this, the school also employed an Arabic speaking SLSO for 6 hours a week to assist students with the language demands of the curriculum and allow them to participate in class activities. The SLSO also reinforced concepts and helped to develop the skills outlined in each student’s Individual Learning Plan. With assistance from the SLSO, the school was able to regularly communicate with parents about student progress and other issues related to their learning needs and wellbeing. Students also had the opportunity to be part of whole school programs such as Reading Recovery. All staff received professional learning in differentiating the curriculum to meet the English language needs of refugee students in the mainstream classroom.

Refugee students were provided with an individualised learning program as well as classroom support to meet the English language demands of the curriculum. This program included basic vocabulary development and breaking down the content of the curriculum so that students could participate in and engage in class activities. Students were also given the opportunity to develop social skills so that they could communicate with teachers and their peers in class and the playground. As a result of these interventions and continued school support, students have adjusted to school routines, are actively participating in class and meeting the demands of the curriculum. Students will continue to be supported and monitored by the school.

Special Education
Bonnyrigg Heights PS is valued by its community for providing meaningful values and dynamic educational environment for students with special needs in a safe, supportive and caring atmosphere with a strong focus on inclusion were each student has the opportunity to participate in the school life aimed to develop social and communication skills, and positive behaviors.

Students have moderate to severe intellectual and multiple disabilities, including autism, vision impairment and epilepsy.

The school provides curriculum access for students from Kindergarten to year 6 in all Key Learning Areas as determined by the Board of Studies.

Majority of the students have severe speech difficulties and Augmentative Communication Programs have been developed and implemented across the school. (Key Sign Language, board maker visuals, and PECS)

As part of our professional training and collaborative approach to best meet the needs of the students; teachers have successfully participated in a QTF Lessons study.

The goal of the project was to challenge ourselves to become better teachers by making
significant changes to our teaching practice to engage students more effectively in learning.

As part of the project and in line with our culture of high expectations; we have worked with specific elements from the framework to maximize student’s participation and engagement in the learning cycle. This opportunity created high expectations for teachers on how to incorporate the elements in daily teaching, collaborate and engage on guided reflection with colleagues to improve student’s outcomes.

In Semester 1 we worked on Reading and the element of Substantive Communication.

In Semester 2 we worked on Mathematics and the element of Student Direction.

Focusing on a Quality Teaching Element, collaboration and reflection have assisted us to increase students’ participation in teaching and learning. The quality and the productivity of the lessons have increased, students are more motivated to stay on task and complete school work.

Students have learnt that there are steps they need to follow to be successful learners.

Friends of Bonnyrigg Heights in conjunction with The Variety Club, the children’s Charity have kindly donated a bus to the students in the support classes. Students’ participation within the community has increased enormously as children have been to the Museum of Contemporary Arts, Magic Show, Music for health Concert, trip to the Zoo, swimming scheme program, trip to the Farm and many more community outings. The bus has been a great asset to the school as community access for the students is a crucial part of their social life.

Participation in these activities has given students great opportunities to develop their social and communication skills.

School planning and evaluation 2012—2014

School planning 2012—2014: progress in 2014

School priority 1

Literacy / Numeracy

Outcomes from 2012–2014

- Increased levels of literacy and numeracy achievement for every student consistent with National, state and region directions

Evidence of progress towards outcomes in 2014:

- 36% of students in Year 3 scored in the top two skill bands for Reading.
- 17% of students in Year 5 scored in the top two skill bands for Reading.
- Year 3 students performed at a band 4 average in Reading.
- Year 5 students performed at a band 5 average in Reading.
- 87% of students achieving stage outcomes in Literacy.
- 46% of students in Year 3 scored in the top two skill bands for Numeracy.
- 31% of students in Year 5 scored in the top two skill bands for Numeracy.
- Year 3 students performed at a band 4 average in Numeracy.
- Year 5 students performed at a band 6 average in Numeracy.
- 92% of students achieving stage outcomes in Numeracy.

Strategies to achieve these outcomes in 2014

- Explicit and systematic teaching of literacy and numeracy.
- Informed understandings of K-6 literacy continuum.
- Ongoing Professional Learning for all staff.
- Reflective assessment practices using data.
- Explicit teaching of numeracy using K-6 continuum.
- Ongoing Professional Learning for all staff on implementation of new syllabus documents.
- Reflective practices using data.
School priority 2
Leadership and Management

Outcomes from 2012–2014

- Increase staff capacity to meet the needs of a significantly cultural diverse and changing community

Evidence of progress towards outcomes in 2014:

- Class programs reflect quality teaching elements and practices based upon current Professional Learning.
- Staff have executed their professional learning plans and worked towards achieving their personal goals.
- Increased capacity of school staff in the involvement of school collaborative planning.
- Increased capacity of school staff to meet diverse student needs.

Strategies to achieve these outcomes in 2014:

- Provide quality Professional Learning program in literacy and numeracy.
- Increase the use of the Quality Teaching framework with a focus on student achievement.
- Facilitate quality TARs, EARs and PARs processes.

School priority 3
Curriculum and Assessment

Outcomes from 2012–2014

- The implementation of a broad, inclusive and relevant curriculum

Evidence of progress towards outcomes in 2014:

- 100% of teaching programs reflect clear alignment between the implementation of curriculum, professional learning and student learning needs.
- 100% of teaching programs embed appropriate assessment and reporting practices.
- Increased capacity of school staff in evaluation of numeracy and literacy performance using data to provide quality and explicit learning outcomes for all students.

Strategies to achieve these outcomes in 2014:

- Provide awareness of the NSW syllabuses and Australian Curriculum.
- Quality professional learning on new syllabus documents.
- Quality professional learning to support staff in the implementation of quality teaching practices, classroom modification and learning adjustments and the implementation of Individual Learning Plans for students.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of staff and students about the implementation of the new Australian English Curriculum

Their responses are presented below.

Teacher’s responses were:

As a classroom teacher, were you made aware of the new Australian English Curriculum?
Overwhelming 98% of teachers are aware of the new Australian Curriculum. Teachers engaged in quality Professional Learning and ongoing supervision by their supervisor. Teachers were continually reflecting on practices and re focusing programs to meet the needs of their students.

In terms of Professional Learning, how many hours have you completed in relation to the implementation of the new English Curriculum?

99% of teachers participated in School Development days, Grade meetings, Quality Professional Learning courses, including online learning as well as observing best practice by colleagues.

Have you trialled any of the new English units?

98% of staff have implemented and evaluated new English units of work that was provided and 97% of staff have developed their own English unit in consultation with their team and supervisor.

Are you ready to implement the new English Curriculum?

12% of staff feel confident in developing and implementing the new units of work but still require more understanding of specific concepts. 87% of staff are fully competent in relation to developing and implementing the new English units of work.

Are there enough resources to support your implementation of English units in your classroom?

95% of staff strongly indicated that the current resources in the school will support the implementation of units of work developed. Teachers acknowledged that although happy in relation to the quality resources, that purchasing even more will support their teaching and learning programs. 4% of staff felt the need to purchase new material to support them in their teaching and learning.

Student responses were?

Do you enjoy:

a. reading  Yes  No
b. writing  Yes  No
c. spelling Yes  No

Responses are

94% of students enjoy reading while 6% of students do not enjoy reading.

91% of students enjoy writing while 9% of students do not enjoy writing.

90% of students enjoy spelling while 10% do not enjoy spelling.

What area in English would you consider that you may need more help?

a. reading  Yes  No
b. writing  Yes  No
c. spelling Yes  No

Responses are

5% of student population considered that they require more help to be a better reader.

16% of student population considered that they require more help to be a better writer.

15% of student population considered that they require more help to be a better speller.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Strategic Direction 1**
Facilitate high expectations of student achievement and engagement across all areas of literacy and numeracy. Build the capacity of student learning by ensuring that individual needs are met through differentiation and engagement.

**Strategic Direction 2**
Facilitate ongoing professional learning for all staff to effectively integrate quality, authentic technology practices into teaching and learning.

**Strategic Direction 3**
Implement a quality student welfare policy that effectively meets the needs of all students. Ensure that all stakeholders participate in the development of new policy.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Kristina Dundovic Assistant Principal
Maria Oyarzun    Assistant Principal
Anthea Kenny      Assistant Principal
Ben Dixon         Assistant Principal
Kylea Dowling     Assistant Principal
Michelle Jones    Assistant Principal
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May Bailey        Teacher

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: