Bonnyrigg Heights Primary School
Annual School Report 2013
School context

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.”

Principal’s message

Bonnyrigg Heights Primary School is committed to ensuring that students develop to their fullest potential in a caring and safe environment. In 2013, the school has continued its mission to provide quality teaching and learning in every classroom. Our school climate is one that fosters and nurtures respect of self and others. Other programs in the school value and support the achievement of students across all areas of the curriculum. We have a strong emphasis on literacy, numeracy and technology across all stages of development.

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

Sharon Saunders

P & C message

2013 has been another busy year for our P&C at Bonnyrigg Heights PS.

We meet on the first Monday of every month at 2pm. Our team, a great group of volunteers, is made up of parents, carers and grandparents. Their time, enthusiasm and passion helps to meet the needs of our students by providing extra resources. The P&C work closely with the staff, school executive and our Community Liaison Officer.

The P&C have supported the school throughout the year. We have participated in the Kids to Kindy program where we assisted with new parents coming to the school in 2014 as well as providing opportunities for parents to purchase new school uniforms. Harmony Day in March was another great success with many parents assisting with the serving of a variety of food from around the world.

Funds are raised for the P&C throughout the year. Our major fund raising occurs with an Easter raffle, Mothers’ Day and Fathers’ Day stalls, Holiday Hampers, a disco and mufti days.

The P&C donated funds:

• to purchase athletics ribbons;
• to the Year 6 Farewell to assist in the decorating of the school hall;
• to purchase silver seats in front of the administration building, providing a safe area for students as they wait to be collected at the end of the day.

The P&C also coordinate the Commonwealth School Banking which provides students opportunities to develop great saving habits.
The P&C welcome new members into the team to ensure a positive impact on the children who attend Bonnyrigg Heights PS.

Debbie Regan
P&C President

Student representative’s message

The 2013 SRC is made up of 15 students from years 2-6. Each of these year groups elect a boy and girl representative. Joining these members are the school captains as well as a representative from the school’s support unit.

At the commencement of the year, the SRC met to share the concerns of the students and what types of events they would like their school to participate in. The SRC selected charities, events and causes that they believed were of great importance to the school and its community.

In Term 1, the entire school was busy participating in our own version of Clean Up Australia Day... Clean Up Bonnyrigg Heights Day. The Clean Up Australia organisation donated bags and gloves and the school was also able to make use of bags and gloves which we had recycled from last year’s event. Each grade was designated an area of our school’s playground or surrounding fence line to clean up. Our school was once again acknowledged with a certificate of recognition for participating in this event.

Through World Vision Australia, our school continued its vital financial support by raising over $1,300 for our two sponsor children. Ke Bo, a twelve year old boy from China and Kirshan, a six year old boy from Nepal. In addition to raising funds to help support these children and their communities, the SRC also sent greetings, gifts and messages to these boys for their birthdays and for Christmas.

While the SRC members of 2013 all enjoyed taking part in these events and charities, they also got to appreciate the work and consideration that goes into our school, local and international communities.

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

Our enrolment at the end of 2013 was 961 including 519 boys and 442 girls.

On average, 95% of students attended school each school day. This was similar to daily attendance in 2012.

In 2013, we had 36 mainstream classes and 5 support classes for students with disabilities.
### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>94.3</td>
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<td>95.7</td>
<td>95.5</td>
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<td>96.1</td>
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<td>96.1</td>
<td>95.1</td>
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<tr>
<td>Total</td>
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<td>95.1</td>
<td>94.5</td>
<td>93.9</td>
<td>94.8</td>
</tr>
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</table>

### Workforce information

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

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### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>37</td>
</tr>
<tr>
<td>Teacher of Mod. Intellectual Disabilities</td>
<td>2</td>
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<tr>
<td>Teacher of Severe Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Multi-categorical</td>
<td>1</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>
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<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4.8</td>
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<tr>
<td>School Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
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<td>Total</td>
<td>64.635</td>
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### 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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
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<tr>
<td>Postgraduate</td>
<td>10%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>40%</td>
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### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

### Date of financial summary
30/11/2013

<table>
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<th>Income</th>
<th>$</th>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1361412.33</td>
</tr>
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### Expenditure

- Teaching & learning
  - Key learning areas: 115503.83
  - Excursions: 71374.18
  - Extracurricular dissections: 35133.11
- Library: 15520.41
- Training & development: 0.00
- Tied funds: 334224.93
- Casual relief teachers: 73661.35
- Administration & office: 95584.83
- School-operated canteen: 0.00
- Utilities: 74985.90
- Maintenance: 53802.14
- Trust accounts: 59310.13
- Capital programs: 55954.87
- Total expenditure: 985055.68
- Balance carried forward: 985055.68

### Date of financial summary
30/11/2013

A full copy of the school’s 2013 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.

### School performance 2013

#### 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)
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

**Percentage in bands: Year 3 Reading**

**Percentage in bands: Year 3 Writing**

**Percentage in bands: Year 3 Spelling**

**Percentage in bands: Year 3 Grammar & Punctuation**
**NAPLAN Year 3 - Numeracy**

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Average progress in Reading between Year 3 and 5*

<table>
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<tbody>
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<td>57.9</td>
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<tr>
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<td>73.5</td>
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<tr>
<td>State DEC</td>
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<td>79.2</td>
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Average progress in Writing between Year 3 and 5*

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<tr>
<td>State DEC</td>
<td>55.2</td>
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Average progress in Spelling between Year 3 and 5*

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<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
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<td>75.4</td>
<td>95.4</td>
<td>84.9</td>
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Average progress in Grammar & Punctuation between Year 3 and 5*

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</thead>
<tbody>
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<td>81.3</td>
<td>79.4</td>
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Average progress in Numeracy between Year 3 and 5*

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<tr>
<td>SSG</td>
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<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
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Other achievements

Creative Arts

In 2013, our students were provided with a variety of opportunities to participate in Creative Arts activities.

Bonnyrigg Heights Primary School participated in the Western Liverpool Festival of Performing Arts. The production was based on the theme, "Carnivale". The festival was held over three nights at Mounties and was attended by the families of the students involved and community members. There were twenty-six students in the K-2 dance
group which was entitled "Danza del Amor" which translates as The Dance of Love. The 3-6 dance production was entitled “Brazilian Beat” and involved thirty children. Both productions were visually spectacular.

Our Talented Art program continued in 2013. This program gave children with particular talent in Visual Arts the wonderful opportunity to take part in weekly art classes to explore their creativity and to use a wide range of materials. This year, the program was taught by Mrs Manson and Mrs Levi. The Year 6 children who took part in this program travelled to Cecil Hills High School once a week for one hour and took part in Visual Art lessons. The lessons were team taught by Mrs Manson and a high school Visual Arts teacher.

Our school held its annual art exhibition in the school hall to showcase the works of art created by students throughout the year. The art works on show included those created by the children from Talented Art classes as well as works created in classes by our mainstream children and our children from our Support Unit. The exhibition featured more than two hundred works of art and included paintings, drawings, clay sculptures, wire sculptures and photography.

The Bonnyrigg Heights Creative Kids Club continued this year giving eight children the opportunity to create works of art using materials which may not be available in their own classrooms. This program is designed to improve the self-esteem of the children involved while teaching visual arts concepts.

Sport

Our school continued to be one of the leaders in our district in the sporting arena in 2013, providing our students with sporting programs which promote skill development, participation and sportsmanship.

During the year, our students were given the opportunity to take part in fun physical activity via a number of channels. Class fitness, home sport, PSSA sport, school carnivals and visits from outside sporting organisations remain integrated with regular classroom programs.

Our home sport program for students in years 3-6 was designed to develop our students’ skills in a variety of fun, modified games. Each activity focused on developing a particular skill and these focus skills were usually chosen based on the following PSSA season’s sports. Also incorporated into our home sport program were weekly discussion topics such as being honest, offering encouragement, playing by the rules and being a good winner.

In conjunction with our home sport program, volunteers from the Northcott Society also visited our school each Friday to conduct a
variety of inclusive, modified games for our students who use wheelchairs.

PSSA continued to provide many BHPS students the chance to compete in sports against other schools in the Green Valley district. This year our school entered senior and junior teams in the following sports: touch football, oztag, softball, basketball, newcombeball, soccer, netball, rugby league, cricket and AFL. From these teams we had numerous finish the season as either Premiers or Runners up. We also had individual achievements with some students succeeding in making it into Green Valley and also Sydney South West representative teams in netball, touch football, soccer, basketball and rugby league.

Of particular merit, Angie Smith once again represented New South Wales at the National Hockey Championships in Canberra while the talented, Alyssa Rose, represented our state at both the National Soccer Championships on the Gold Coast and the Touch Football Championships in Tamworth.

Another great sporting achievement was our school winning all three (swimming, cross country and athletics) district carnivals this year. From these district carnivals we had students go on to reach as high as the state level in their respective events.

**Significant programs and initiatives**

**Public Speaking**

This year, the school participated in the Cowpasture Cluster Debating Competition throughout Terms 1 to 3. The competition was based on premier style debating which meant that students only received the topic on the day of the debate. Students were then given one hour of preparation time before they presented the debate. The debates were held over three days at Greenway Park Primary School with students participating in two debates and debating workshops throughout the day.

Our debating team comprised of two teams, a blue and a red team. Our red team finished equal second in the competition. Each team member received a medal and a certificate of participation.

The following students were in the BHPS 2013 debating team: Eric Ny, Arineh Izmirlian, Nouha El Hamawi, Zaynah Khan, Serena Izmirlian, Bianca Acampora, Alicia Varas, Tatijana Neskovic and Melissa Ferris.

The school was also involved in the Fairfield/Hoxton Public Speaking Competition in Term 4. One student from each stage was selected to represent BHPS. Each student was required to prepare a speech on a selected topic. Students from stage 2 and 3 were also required to participate in an impromptu speech; they were given a topic on the day and five minutes of preparation time.

The following students from BHPS were selected to represent the school at the competition: Abbey Patamisi, Tiana Tepsa, Astella Brain and Austen Thai.
**Aboriginal education**

We maintain a whole school awareness of Aboriginal history and modern Aboriginal achievements integrated through all curriculum areas.

We have ensured that Aboriginal students participate in and have access to extra curricula activities such as PSSA and dance.

A cultural visit to the school was arranged to celebrate NAIDOC week. Tjupurru performed with the didjeribone, which is an Australian made instrument fusing the elements of a didjeridoo and trombone. He shared his history with the students and demonstrated his modern take on aboriginal music using modern technology.

**Multicultural education**

In 2013, approximately 91% of our students have English as an Additional Language or Dialect (EAL/D), with over thirty languages and cultures being represented. This has continued to have a significant and beneficial impact on our school community.

Bonnyrigg Heights Primary School has a range of programs and practices that reflect a strong commitment to multicultural education. The ESL (English as a Second Language) 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 Arrivals Program expanded in 2013 to cater for the eleven students who arrived from overseas and were in need of initial English instruction.

Having increased numbers of refugee students led us to undertake professional development for the whole staff. This focussed on catering effectively for the needs of students who had experienced trauma on their refugee journey.

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

The school has continued to offer classes to parents in 2013, which were coordinated with Wetherill Park TAFE and the Multicultural Education Unit. This year parents took part in Computer and Floristry classes.

In addition to this, our Community Liaison Officer has worked with staff to provide a variety of parent workshops for our multicultural community. She has also made available various publications in different languages as required, to support the community partnership in our students’ learning.

**Connected Learning**

Bonnyrigg Heights Primary School is dedicated to enhance the technology skills of students and staff alike. This year has seen an increasing use of various technologies across the KLAs to support teaching and learning programs to improve student learning outcomes.

The school currently has 38 classrooms equipped with an interactive whiteboard to enhance the teaching across all Key Learning Areas. The interactive whiteboards enable lessons to be interactive and content rich to
provide quality learning experiences for the students.

All grades from Kindergarten to Year 6 have access to iPads equipped with many applications to assist teaching and learning across the KLAs. The iPads are highly motivational and allow students to be thoroughly engaged in their learning.

All classes have access to the computer laboratory for 30 minutes to one hour sessions. Students are given access to the computer laboratory as well as workstations in the main library area to complete research tasks with the use of the Internet and publishing software. Two interactive whiteboards are also used for lessons in the library and computer laboratory.

Teachers have received valuable in-service training and development on the effective use of the Notebook software and iPads to enhance teaching and learning programs. An emphasis has been placed on making lessons interactive to promote 21st Century learning.

The video conferencing technology has been utilised to provide training and development for staff members. Once again, Year 6 students utilised this technology to participate in conferences with NASA in the United States of America. These video conferences with NASA staff were a highly engaging experience for the students which enhanced the learning occurring in the classroom. Students were able to make real life connections to the content they were taught, strengthening their comprehension.

Students with Disabilities

Bonnyrigg Heights Public School caters for 42 students with moderate to severe intellectual and multiple disabilities, including autism, vision impairment, cerebral palsy 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.

In line with school assessment and reporting guidelines, a new system of reporting to parents was trialed in 2013. Instead of the written school report; parents were invited to meet with their child’s class teacher to discuss their child’s progress. At the meeting, parents were provided with the opportunity to talk about current Individual Learning Plans (ILPs), student work samples and future planning was also decided upon based on the analysis of data presented.

Most parents indicated that this system of reporting meets their needs in terms of:

Providing the information they most wanted on their child’s educational priorities.
Their understanding of the goals stated in their child’s ILPs.

Their satisfaction with the knowledge the Classroom Teacher has of their child’s needs and achievements.

Their understanding of the planning using SMART goals: i.e. Specific, Measurable, Achievable, Realistic and Time framed goals.

Parents were provided with a summary sheet that stated student’s progress and future directions.

As part of our professional training and collaborative approach to best meet the needs of the students; teachers have successfully participated in an Engagement Project in partnership with the University of Western Sydney. The goal of the project was to challenge staff 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 made sensory resources and activities for a series of books to make the stories more significant to the students. The sensory books provide students with high sensory processing disorder; the opportunity to learn about the story using all senses; and, a hands-on approach that encourages students to make connections with the story by feeling, tasting and smelling 3D items in the story. The sensory items allow students to engage with the books by having a better understanding of the characters, setting and plot in the story.

Overall, students have had the opportunity to succeed in most areas of their program. Partnership with parents and whole school community acceptance have been vital components of students’ achievements and success.

Student Welfare

The overall welfare of every student is our highest priority at Bonnyrigg Heights Primary School. We have continued to maintain a number of current school programs and implement initiatives to ensure that all students have equal access to the curriculum.

The aim of our school student management and discipline policy is to establish a safe and positive learning environment for all students. We have communicated our school rules, school values and the rights and responsibilities of students to parents and the school community to ensure their support of these school policies and procedures. Our school rules and values are proudly displayed around the school. Whole school student management programs reward positive behaviour in the classroom and playground. When individual students display these behaviours they are rewarded through Bronze, Silver and Gold awards. These awards are handed out at school assemblies and parents/guardians are invited to attend.

Our Child Protection and Drug Education programs teach students about the benefits
of a healthy lifestyle and how to keep safe. These programs are taught in all grades and help students to make positive long term lifestyle choices.

The Peer Support Program helps to develop positive relationships among all students. The program allows students to explore issues relevant to their life and well-being. Year 6 students are given the opportunity to develop their leadership skills when leading a group of students from K-5, with support from class teachers.

The Learning Support Team meet regularly to address the academic, social, behavioural and overall welfare needs of students. The Principal, school counsellor, Deputy Principal, Learning and Support Teacher (LaST) and teacher representatives are all members of the Learning Support Team. The purpose of the Learning Support Team is to ensure that all students have equal access to the curriculum. Once a student is referred, the team liaises with the class teacher, parents and other agencies (if needed) to gather information about the student in order to implement programs to support their individual learning needs. These individual needs could be addressed through the development and implementation of specific programs such as: Speech Programs, Parent Tutor Programs and classroom support. The Learning and Support Teacher will also collaborate with teachers and parents to develop Individual Learning Plans for identified students. These plans will outline explicit learning goals and strategies which will be regularly monitored by the Learning Support Team. Teachers, parents and other professionals can all make referrals to the Learning and Support Team if they have concerns about the performance or well-being of any student.

National partnerships and significant Commonwealth initiatives (participating schools only)

Bonnyrigg Heights Primary School participated in the Centre for Excellence (C4E) transition program in 2013. This initiative was part of the Smarter Schools National Partnerships on Improving Teacher Quality. As a Centre for Excellence, Bonnyrigg Heights is a site which demonstrates, develops and shares high quality teaching, leading to improved outcomes for students. Mrs Sharon Younan has continued in her appointment as the Highly Accomplished Teacher (HAT), funded by this initiative.

The areas of focus in 2013 have been:

- Supporting early career teachers through regular meetings, discussions, professional development sessions, demonstration lessons, observations and teacher-reflections.

- Continuing a link with Prof. Geoff Munns, who has supported action research projects with our Year 1 and Support Unit teachers on increasing student engagement in classrooms. Two of the C4E cluster spoke schools also participated in these Student Engagement Projects this year.

- Supporting pre-service teachers from six different universities by conducting regular meetings for professional development and reflection during their block practicums, to strengthen their transition to teaching careers

- Working with early career teachers to achieve accreditation at the Proficient Level with the NSW Institute of Teachers, using the Australian Professional Standards for Teachers
Mrs Josie McGann continued in the role of paraprofessional under the C4E initiative. In fulfilling the role of community liaison officer, she has assisted in developing effective home, school and community partnerships to enhance student achievement. She has assisted in the organisation of several parent information sessions each term, and was instrumental in the “Kids to Kindy” program of transition to school, which enjoyed its third very successful year.

During 2013, as part of the Empowering Local School NP Initiative, Bonnyrigg Heights PS has been able to complement current staffing structures to meet the needs of our school. We have implemented 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.

**Strengths**

As part of the initiative the structures applied have

- improved student learning outcomes by implementing explicit teaching and learning programs focusing on and ensuring individual learning needs of students are addressed.
- continued to support a collaborative school culture. The school leadership team have a focus on continual and collaborative school improvement.
- maintained a culture of high expectations. All school teaching staff have participated in quality teacher professional learning, mentoring and lesson study practices, supported by quality collegial professional discourse.
- Developed quality and sustainable supervision and mentoring practices which support the professional standards for teachers.

**Expenditure**

The ELSNP Initiative supported our school to supplement school staffing with two teachers being employed carrying out higher duties at an Assistant Principal level. One staff member to be employed on a temporary engagement one day per week to support teacher mentoring and the implementation of quality teaching and learning programs to support improved student learning outcomes in classrooms.

**School planning and evaluation 2012—2014**

School evaluation processes NSW public schools conduct evaluations to support the effective implementation of the school plan.
The School Leadership team along with staff collaboratively analysed data incorporating both NAPLAN and school-based to evaluate the school plan. This was presented in a series of team and staff meetings.

We also led a parent focus group and staff completed a survey to evaluate parts of the school plan.

**School planning 2012—2014: progress in 2013**

**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 2013:**

- 29% of students in Year 3 scored in the top two skill bands for Reading.
- 40% 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 6 average in Reading.
- 93% of students achieving stage outcomes in Literacy.
- 32% of students in Year 3 scored in the top two skill bands for Numeracy.
- 34% 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.
- 94% of students achieving stage outcomes in Numeracy.

**Strategies to achieve these outcomes in 2014**

- Explicit and systematic teaching of literacy.
- Informed understandings of K-6 literacy continuum.
- Ongoing Professional Learning for all staff.
- Reflective assessment practices using data.
- Explicit and systematic teaching of numeracy.
- Explicit teaching of numeracy using K-6 continuum.
- Reflective practices using data.
- Implementation of collegial lesson study projects for all staff.

**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 2013:**

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.

**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 and EARs processes

• Continue to employ a Community Liaison Officer to strengthen home/school links.

**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 2013:**

• 100% of teaching programs reflect clear alignment between the implementation of curriculum, professional learning and student learning needs. (FoR and L3).

• 100% of teaching programs embed appropriate assessment and reporting practices.

• Increased capacity of school staff in evaluation of numeracy performance, setting smart targets and delivering quality numeracy teaching.

• Increased capacity of school staff to implement the new NSW English syllabus.

**Strategies to achieve these outcomes in 2014:**

• Provide awareness and understanding of the NSW syllabuses and Australian Curriculum through professional development and team meetings.

• Deliver professional learning to all staff that promotes structured reflection and effective teaching and assessment practices based on the Quality Teaching model.

• Provide professional learning in the accurate use of literacy and numeracy continuums to plot students.

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**Professional learning**

Extensive professional learning was provided to all staff members in the areas of comprehension, fluency and vocabulary. This year saw the completion of Phase 2 of the Focus on Reading program across K-6 classrooms where each grade conducted an action research project to increase the volume of reading both in the school and home settings.
A number of collaborative programs were undertaken by the school this year to enhance understanding of meeting the needs of students based upon evaluations of both NAPLAN and school data. Year 1 and the Support Unit were involved in a student engagement project linked with the University of Western Sydney.

Staff have also received professional learning in the use of the New South Wales English Syllabus for the Australian Curriculum and have started to implement its use in teaching and learning programs.

All staff, K-6, have received professional learning to enable them to input data on every student in relation to where they stand in the Literacy and Numeracy Continuums to allow for the continuity of data.

The average expenditure per teacher on professional learning in 2013 was $400. The average number of days of professional learning for teaching staff was 2. This includes five professional learning days which were held on day one of terms 1, 2 and 3 and the last two days of term 4.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2013 our school carried out an evaluation of Student and Community Engagement.

Community Engagement

A focus group of parents was brought together in November in order to determine the level of satisfaction with our engagement with the community. There was an overwhelmingly positive response from all parents present to the following questions:

What opportunities does the school provide the community to contribute to the school?

Helping with fundraising. We have a really good team happening, and we are trying new ideas.

- Through the P and C
- Mothers’ Day and Fathers’ day – wrapping gifts. You get to meet new parents that way.
- Easter Raffle. Year 6 Carnival.
- Parent helpers in classroom
- School Banking and Discos
- Speech Program - it allows you to help someone else. You get to see change. You can see the change in your own kids.
- The more volunteers we have, the more kids we can help. It’s rewarding to know you can be so helpful. It gives parents some understanding of the school.
- Helping with Reading
How useful are the parent workshops for our community?

- I love them! Even if it’s for the older years, I still like to sit in, so I have a better understanding.

- They give you a better understanding of what is going on in the classroom, especially in Maths, and in Home-reading.

- That gives me a head start as a mother. If you think your kids need extra help, you can go.

- You might get information you can pass on to another parent, like the workshop about the School Reports.

- They are empowering for parents. In the course about Building Bully Shields, I was able to pick up signs before things are happening with our kids. It showed how we can as families have positive strategies in our home, and be working with the school.

- The Computer and English course and Floristry were excellent. I have used what I learnt to make ribbons.

What does the community see as the most significant benefits of us having a CLO at the school?

- If we didn’t have a CLO, it wouldn’t be such a positive and engaging school community. It wouldn’t be running so smoothly. She can laugh with you and cry with you.

- Having the same person there all the time. Consistency. Having a mediator.

- Having her as a friend, because some parents do feel intimidated by teachers.

- She helps you transition easier into the school. She offered to help.

- Kindergarten Orientation and Kids to Kindy – having a familiar face

- We can say our ideas to her, and she tells the school Executive.

- She helped me with many things when I moved to this area. Everything was new.

- It’s good to have a friendly face. She makes you feel comfortable.

- She helps people fill out forms.

Student Engagement

In 2013, our Year 1 and Support Unit teachers were involved in a project funded by the Centre for Excellence Smarter Schools National Partnership Initiative. The project aimed to increase the level of Student Engagement in specific areas.

Results from a survey of teachers at the end of the project indicate the following:

What changes have you seen in your students as a result of the project?

- “Their attitude to writing is much more positive.”
• “They are motivated to keep working on writing even after the lesson has finished.”
• “The students are more independent and self-regulated.”
• “They are more cooperative, helpful and kind when speaking to each other.”
• “My students are more confident.”

What changes have there been in you as a teacher as a result of the project?

• “I am thinking much more about learning than I am about behaviour.”
• “I have put a much greater emphasis on reflection on learning with my students, and I make time for it at the end of lessons.”
• “I have much higher expectations of my students. I give them more choice and I help them in a more productive way, rather than just giving them the answer.”
• “I help my students to think about the process of their learning, not just the product.”
• “I have been able to let go of control, and let the students talk more in a relaxed conversational way in the classroom.”
• “After years of teaching, it was great to have time to stop and think about what I do as a teacher.”

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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Karen Mack  Deputy Principal
Leanne van Vliet  Rel. Deputy Principal
Sharon Younan  HAT
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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: