This document gives an accurate account of the school’s achievements and areas for development.

Mr Peter Ward

Our school at a glance

Students
Bonnyrigg Public School is a P4 school of 220 students K-6 and 40 preschool students attending a partial program. Bonnyrigg Public School is supported by a range of Equity funded programs including; PAS, PSP and National Partnerships. It draws a majority of children from the housing commission estate. The Bonnyrigg area is undergoing a major reconstruction with housing on the estate being demolished and rebuilt with more private housing. The rebuilding of the estate is a 20 year project. During this time of construction housing in this area will be used as emergency accommodation and with this type of housing we are finding that new students are coming with high needs. The school works hard to meet the needs of these students, however, we do experience the problem of mobility where programs are established then students are forced to move on due to housing issues.

The school serves a multicultural community with the predominant culture being Vietnamese (65% representation). Other cultural backgrounds include Assyrian, Chinese, Cambodian and Aboriginal and Torres Strait Islander (10%). We have found that the Arabic community is increasing.

The vast majority of children are from homes that experience a low socio-economic status. The school has a philosophy that low SES should not impact on learning potential. Teaching staff have a good sense of Student Welfare and taking care of the whole child (physically, socially and emotionally).

Our school successfully meets the needs of all children in an inclusive and comprehensive manner.

At Bonnyrigg Public School we have:

- Smaller class sizes ensuring that each child has the opportunity to be a successful learner.
- Exemplary programs in literacy and numeracy led by selected specialist executive.
- Specialist support for students with difficulties in learning which is widely acknowledged.
- A modern and well-resourced school with state-of-the-art technology including interactive whiteboards in every classroom, a computer lab and video conferencing facilities.
- Strong English as a Second Language classes.
- Strong student welfare policies and programs including Peer Support and Social Skills.
- A wide variety of extracurricular activities—interschool sport, choir, drama, Tournament of Minds, debating and dance including participation in Parks Area Music Festival.
- Extensive transition programs provide the best start to Kindergarten and High School.

We offer many additional services including:

- An on-site preschool offering excellent programs in early learning, providing first class preparation for school. Schools as Community Centres taking excellent care of children from birth to the age of eight running several playgroups. A Community Liaison Officer to assist with home school partnerships.
- On-site Speech Pathologist and Occupational Therapist working to enhance learning outcomes.
- A Community Language Teacher who promotes the maintenance and acquisition of the Vietnamese Language.
- Aboriginal Education Officer implementing outstanding Aboriginal programs which incorporates students from across the district.
Majority of children are from homes that experience a low socio-economic status. The school has a philosophy that this factor should not impact on learning potential. Teaching staff have a good sense of Student Welfare and taking care of the whole child (physically, socially and emotionally). The school is a National Partnership, PAS and PSFP funded school. This funding supports the many innovative initiatives that aim to build capacity within our school. The school has a high percentage of Early Career Teachers and there are many support structures in place to meet the needs of these teachers. The school has excellent programs running within Literacy and Numeracy. Quality teaching and learning is our core business and this is supported by the many initiatives we successfully implement to deliver the best possible education for the students in our care.

Messages

Principal’s message 2013

The 2013 school year was an extremely successful one for Bonnyrigg Public School, with the on-going development of exceptional teaching and learning programs, and wonderful achievements in a wide variety of academic and extra-curricula programs.

The outstanding nature of these achievements, across academic, cultural and social areas of the whole school, were publicly recognised and rewarded by being presented with the Director Public Schools NSW School Award 2013, for Fairfield schools, which was presented at the Director’s Choice Awards presentation.

2013 was the school’s fourth and last year of involvement in the National Partnership for Low Socio-Economic Schools funding program. This has been a great success and has enabled the school to implement innovative initiatives which have been an immense benefit to our students. When combined with our Equity Transition funding we have been able to continue to provide the facility for three assistant principal’s to be non-teaching, working in class to support and mentor class teachers and implement outstanding programs. This combined with other aspects of National Partnerships, such as speech pathology, occupational therapy and the facilitation of exceptional literacy and numeracy programs has resulted in improved student outcomes in many areas.

These successes are born out by an analysis of our National Partnership targets, in which we achieved 12 of the 15 targets, with 10 of these 12 targets achieved at high/exceeded levels. Over the last two years, when compared to the My School "Like Schools Group" our NAPLAN results were in the top half of the group in all subjects in Years 3 and 5. The majority of these placings were in the top 25% of the group with Bonnyrigg Public School identified as the best performing school in a number of subjects.

2013 also saw the school achieve great results in a variety of extra-curricula activities. Our Kinder Drama Group had the great honour of being selected to perform at the Regional and State Drama Festivals, as well as Director’s Choice for the second consecutive year. Our Dance Group again performed extremely well at NSW School’s Spectacular and our Stage 3 groups attracted high praise for their performances at the Parks Music Festival. Our debating team had great success and our Public Speaking Competition achieved new standards.

Our school benefitted from a number of community funded programs. The second volume of Bonnyrigg Kids Write was a huge success, our Breakfast Program continued, as did our involvement in Books in Homes. In addition, Kids in Philanthropy provided after school activities to many of our students and our Aboriginal Art Project in association with our Lil Possums Playgroup enabled the installation of two outstanding mosaic murals in the playground. These excellent achievements are the result of a lot of hard work by many people. I would like to publicly acknowledge and thank our highly dedicated and professional staff both teaching and non-teaching, my outstanding executive, our supportive parents/care givers and community groups for their exceptional efforts. Finally, I’d like to recognise the marvellous efforts and outstanding behaviour and attitude of our wonderful students. All of these people make Bonnyrigg Public School a great place to be. Together we learn!

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.

Peter Ward

Principal
**Significant programs and initiatives**

The school is in its last year of National Partnerships funding and we also have PAS and PSFP funding for the final year. The school has two Assistant Principals and is able to employ a third AP through this Equity funding. We use part of this funding to assist us in developing an extra class.

**P & C and/or School Council message**

The P & C has worked hard within the school. We are hoping to further build parent participation at P & C meetings to allow our parents to have a say in our school. Early next year we will be holding elections to vote in our parent and community representatives. We were involved in many events including the Mother’s and Father’s Day Stalls and we were also successful in our fundraising with the White Elephant Stalls that were held twice during the year. The P & C have been active also within the uniform shop and ensuring that it is accessible and well stocked.

President: Derek Rogers  
Vice President: Edwina Segalla  
Secretary: Meaghan Symons  
Assistant Secretary: Nicole Trevena  
Treasurer: Brooke Frazer

**Student representative’s message**

During 2013 the Student Representative Council worked to develop their leadership skills needed to fulfill their duties. School captains, vice captains and leaders had fortnightly meetings where they discussed the qualities of leadership and organised whole school assemblies. Through such guidance and leadership programs they improved their public speaking skills, wrote fortnightly school reports and sports reports to present at assemblies. The students showed commitment and maturity while working as a team. The SCR launched our first student newspaper. Through this process the students developed their understanding of the importance of communication and promotion of their roles. This allowed for the work of the SRC to have a direct link to literacy learning as they considered the purpose and the audience in designing the newspaper.

Our school captains and vice captains represented Bonnyrigg Public School at Cabramale Digger’s Club during the War Memorial service. There they respectfully laid flowers on the war memorial. The school captains were accompanied by Mrs Sor to the Rotary Club of Cabramatta to celebrate their “Youth Activities Month” at Lansvale United Sports Club. There the school captains learnt about the work that the Rotary Club is doing as a part of their community service.

Our sporting events allowed for other students beyond the Student Representative Council to show leadership. Each sporting house had captains leading war cries and addressing their team in house meetings. The sport captains were also responsible for distributing playground equipment.

**Leadership team 2013**

Captains: Han Nguyen and James Dobkowski  
Vice Captains: Paige Rua and Jessica Le,  
Prefects: Brendon Tapaiui and Kathy Do

**Student information**

Student enrolments over the year have been maintained. This is due to the development that is taking place in the community. The Bonnyrigg area is undergoing major construction with the housing on the estate being knocked down and rebuilt with more private housing. The rebuilding of the estate is a 20 year project. During this time of construction accommodation in this area will be used as emergency housing and with this type of housing we are finding that students are coming with high needs. The school works hard to meet the needs of these students, however, we do experience the problem of mobility where we just get programs in place and then students are forced to move on due to housing.

- We are expecting enrolments to increase over the coming years due to change in the density of the housing.
- Student attendance fluctuates due to families being placed in emergency housing.
- Students placed in emergency housing come with multiple learning needs.
- The majority of students are from non-English speaking backgrounds (the predominant group being Vietnamese). Of the school’s LBOTE student population, 90% of these are first generation born in Australia.
- The number of ATSI students is approximately 10%.
In 2013 we worked closely with our Home School Liaison Officer (HSLO) to try to improve our attendance rates. In June our school attendance policy and procedures were updated. Many families were supported by our HSLO as he and our staff reminded parents it is imperative to be at school every day. At the end of semester one 56 students were rewarded for having between 0-2 days away from school. During the year we trialled attendance month twice and both saw an increase in student attendance. If students attended every day and were not late they attended a Pizza Party. Teachers saw an improvement in late comers and the overall attendance rate was lifted.

To increase student outcomes and maintain high quality programs, we need to improve student attendance and engagement.

Reading Recovery data has indicated that student success is strongly related to student attendance. It is highly recommended that attendance of the students on this program is closely monitored.

**Staff information**

**Staff establishment**

Our school is provided with staffing consistent with DET guidelines. This includes both class-based teachers and non-class based teachers. Bonnyrigg Public School also has a Schools as Community Centre facilitator as well as the Fairfield Vision Team and the Fairfield Behaviour Team based in the school, which adds to our staffing.

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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

**Staff retention**

There have been no staff changes and staff retention is excellent. We attribute this to the supportive environment with which our teachers are provided. Bonnyrigg’s staffing has been quite stable for a number of years.

**Teacher qualifications**

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

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<th>Qualifications</th>
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**Student enrolment profile**

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Student attendance profile

Management of non-attendance

The attendance team alongside the HSLO implemented an action plan across 2013 to promote regular school attendance. The school used all forms of communication including the newsletter and school website to communicate the importance of school and to encourage families to think about the gaps that are left as a result of unnecessary absences. Work was completed about acceptable reasons for being absent from school.

Students with good attendance were rewarded with an attendance certificate as part of the school award system. Teachers were encouraged to make calls home to students with poor attendance and utilise the Vietnamese Community Language teacher, Community Liaison Officer and the Aboriginal Education Officer to support their efforts when needed.

We provided families with attendance note pro formas to ensure absences from school were explained. Families were informed each term with DEC brochures on the importance of regular attendance. The HSLO worked with families at our Kindergarten 2014 Orientation Program (held at the end of 2013) with the program “It’s NOT OK to be away” to support our school belief that students should only be away when sick or for a family emergency. Attendance month was also another successful initiative with March and October being the focus months. Students were involved in an incentive system where full attendance for the month was recognised.

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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.

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| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 74424.51   |
| Excursions                 | 15422.18   |
| Extracurricular dissections| 14179.21   |
| Library                    | 8055.54    |
| Training & development     | 2756.00    |
| Tied funds                 | 397549.22  |
| Casual relief teachers     | 39756.17   |

| Administration & office    | 63626.12   |
| School-operated canteen    | 0.00       |
| Utilities                  | 59084.68   |
| Maintenance                | 22303.77   |
| Trust accounts             | 24303.39   |
| Capital programs           | 0.00       |
| Total expenditure          | 721460.79  |
| **Balance carried forward**| 489374.74  |

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

Bonnyrigg Public School has continued to provide our students with a wide range of wonderful programs and experiences to participate in academic, cultural, social and sporting pursuits beyond the classroom.

Achievements

Arts

Our ongoing commitment and dedication to educating the whole child allows for a strong innovative Creative and Performing Arts Program where many opportunities to perform are given. The wide range of performing arts on offer at Bonnyrigg provides the students with wonderful experiences to be part of a team, to work collaboratively and to develop important presentation and performance skills that will be invaluable throughout their lives. Opportunities to display the school’s growing strengths in arts included:

**Drama** - Our drama groups auditioned successfully and were also invited to perform at a number of events throughout the year. Congratulations and well done also to our terrific drama group from Kindergarten who performed at the South Western Sydney Drama Festival. They were selected to perform at this prestigious event following their outstanding performances at the Regional Play Day and then were successful in performing at the NSW State Drama Festival. The students devised their act with the support and input from their teachers, working on ideas, script and staging, following their studies of a unit based on Room on the Broom. Their outstanding act was titled “The Roomy Broom”. The drama group was also asked to perform at The Director’s Choice Evening which is aimed at recognising all of the wonderful achievements within the public education system.
**Dance**

The Dance Group was also successful in their audition to showcase the 30th Schools Spectacular. As some of the youngest performers involved, they represented our school with enthusiasm and exemplary behaviour. Their hard work and dedication ensured they had an experience that they would not forget. Our students even saw mass media exposure as we saw their happy faces aired on Channel 9.

The ‘Bonnyrigg Spectacular’, was an outstanding success and brought the whole community together. This evening performance combined drama, dancing and percussion items from all grades and recognised the talent of individual performers and groups from Preschool to Year 6.

Congratulations to Ivy Su and Cherellyn Tapuai who were accepted into the 2013 Year 4 State Dance Workshops which were held at the Sydney Dance Company Studios. This opportunity allowed these students to develop their talents and skills under the tutelage of some of Sydney’s best teachers.

Our school also participated the Parks Area Music Festival where three dance groups were entered, including an Aboriginal dance group. Our students absolutely shone up on the stage bringing much kudos to the school. Students were noted for not only their amazing dance moves and costuming but also for their outstanding behaviour. Whole school assemblies and Education Week were avenues where students were given the opportunity to lead and perform in creative and performing arts.

**Sport**

This year Bonnyrigg Public School was able to provide a wide range of activities, events and competitions for students to participate in. 2013 saw the continuation of the third season of Primary School Sports Association (PSSA) for Bonnyrigg Public School. Students eagerly participated in a range of PSSA sports including: soccer, netball, touch football, softball and cricket. Our dedicated coaches worked hard to improve skills and enjoyment for all teams. Bonnyrigg also participated in a wide range of sporting programs. The whole school participated in the Premiers Sporting Challenge, a program designed to encourage physical activity every day to improve health levels across the school. Cricket NSW provided students with clinics to promote skills and enjoyment in the game of cricket. Bonnyrigg was again lucky enough to participate in the Milo Cup, a competition for both girls and boys to learn to play cricket. NRL clinics were also run to promote a healthy lifestyle. These clinics titled ‘Tackling Bullying’ investigated how to deal with the issue of bullying effectively.
Swimming Carnival

The school swimming carnival was a great success. All students were encouraged to participate in swimming races and a large range of activities were provided to ensure all students had a fun and enjoyable day. Congratulations to Jennifer Nguyen and Jackson Heang who represented Bonnyrigg at the Zone Swimming Carnival.

Cross Country Carnival

The annual Cross Country Carnival was held at Joe Broad Oval this year. All students participated in the events and showed house pride when running, encouraging and cheering. The 2km course tested the strength and endurance of all and many students were tired at the end of a successful carnival. Bonnyrigg was represented at the Zone Cross Country by 32 students who showed great pride in representing our school. Congratulations to Braidyn Moore for successfully making it to the Regional level.

Athletics

The Athletics Carnival was held at The Crest at Bankstown allowing the carnival to hold both track and field events attended by students K-6. An extremely busy and rewarding day was had by both students and teachers with all students participating in all events. House cheers and sportsmanship showed just how amazing Bonnyrigg students are when participating in sports events. Bonnyrigg was proud to take 48 students to the Zone Athletics Carnival who all participated with pride and determination at a high level of competition. Congratulations to Steven Nguyen, Emily Luong, Brendon Tapuai, Dominic Crichton and Peta Sioli who went on to represent Green Valley at the Regional Carnival.

This year Bonnyrigg continued its strong support of AWD athletics, Teneisha Barbaro competed in the NSW AWD championships. A very special mention must be given to Diana Dickson who spends a great deal of time training and coaching students in discus and shot put. Well done Diana.

Public Speaking

Public Speaking is an extremely important life skill and at Bonnyrigg we invest time into supporting our students to improve their ability to prepare and present a speech.

This year during our whole school Public Speaking Competition, students from every class presented a speech to their classmates and teacher and some were selected to compete in the Fairfield Public Speaking Competition held at William Stimpson Public School.

Students from each stage represented Bonnyrigg and they did our school proud, speaking confidently and clearly about a range of topics. For some students this competition was the first time they have spoken publicly to a large audience and in many cases they were competing against highly accomplished public speakers from other schools. They did a fantastic job, and their hard work and time spent writing and delivering speeches was clearly evident. Congratulations to our Bonnyrigg public speakers; Victor Vo, Kayla Pinkerton, Cherelyn Tapuai and Han Nguyen.

We also had students from grades 3-6 compete in the DET Multicultural Perspectives Public Speaking Competition held at our school. Han Nguyen from Stage 3 was declared the winner of the local final in this competition and went on to represent Bonnyrigg at the regional level.

Thank you to Mrs Lanzafame for co-ordinating our public speaking competition and to class teachers for their assistance in helping our public speakers prepare and practice.
We are very proud of our student’s achievements in public speaking and congratulate all students involved on their hard work in planning, preparing and presenting their speeches. Our public speakers consistently produced speeches of a consistently high standard and it is most pleasing to all staff to see them continue to improve their skills in this area.

Debating

In 2013 our team of Stage Three students immediately made an impact in the Fairfield Debating Competition, winning their first three debates. Debating is an activity requiring skills which many adults find difficult, such as speaking confidently to an audience, organising, presenting and arguing a point of view and working as a team. The 2013 Bonnyrigg Debating team did an excellent job of learning and developing these skills and did our school very proud during every debate in which they participated. Debating requires considerable preparation and our student’s success in this area was a credit to the keen students involved who sacrificed their lunch times, evenings and weekends to prepare.

All students contributed to the preparation of debates and supported one another throughout the competition. It was most pleasing to see their skills and confidence develop as the competition progressed. Many of our debaters are moving on to high school this year so the skills they have learnt during their time participating in debating will help them throughout their high school years and indeed their adult life.

Congratulations to our 2013 debaters, Andy Nguyen, Monica Song, Kevin Van, Andrew Lam, Sang Ho, Kathy Do, Paige Rua, James Dobkowski, Brendon Tapauli.

Mathletics and Origo resources

Mathletics is an online resource that supports the mathematics curriculum allowing children to enhance their numeracy and mental computation skills by playing online with children all over the world. Teachers were also able to set individual tasks based on student needs and levels. Mathletics tasks were met enthusiastically by all students. Mathletics also provided NAPLAN resource materials which were accessed regularly by teachers. Data was accessible to staff and students frequently.

In 2013 teachers were able to access various online resources through Origo to supplement the mathematics curriculum. These programs allowed teachers access to a wide range of interactive resources to supplement their teaching of mathematics. Through the use of IWB games, problem solving and big book activities the children were engaged in the learning of mathematics leading to a greater understanding of mathematical concepts and language. A lot of work was completed on developing the Mathematics scope and sequence and ensuring that balanced Mathematics programs were seen in every classroom. These resources support the teaching and learning programs.

Tournament of Mind

In 2013 we entered a team of talented students from Years 3-6 in the Tournament of Mind competition. They received a social science challenge at the beginning of Term 3 and had 6 weeks to complete their solution. The team researched, wrote a script and perfected a drama performance without adult support or input as required by the rules of the competition. In August they then competed at the regional final at the Bankstown campus of UWS.

All team members participated enthusiastically and cooperatively forming close bonds of friendship and teamwork. The Bonnyrigg Public School community is very proud of the achievement by this talented group of students.

Bonnyrigg Team: James Dobkowski, Han Nguyen, Jessica Le, Saurina Sioli, Kevin Van, Andrew Lam and Sang Ho.
Reading Recovery

Our Reading Recovery program provides intervention and early support to improve our students reading skills in Year 1. Students remain in the program for up to 16 weeks. Each day 4 students receive 1/2 hour of one on one Reading and Writing instruction. Miss McAllister worked with the students from Term One to Four teaching Reading Recovery in 2013. Miss Buraga will teach Reading Recovery in 2014.

Eleven students achieved the minimum program target of Reading level 16. Five students achieved above average of Reading level 20. The program has seen our students improve their Reading levels by an average of 11 levels.

Best Start

Best Start is a state wide assessment program that tests student knowledge upon entry to school. The Literacy areas assessed include reading texts, phonics, phonemic awareness, comprehension, concepts about print, vocabulary, aspects of speaking and aspects of writing.

The Numeracy areas assessed include forward number word sequences, numeral identification, early arithmetic strategies and patterns and the repeated unit.

Bonnyrigg Public School continued its participation in the Best Start program this year. All Kindergarten students completed their assessment in Week 1 of Term 1. All students were monitored closely and showed huge improvements throughout the year. Parents were provided with feedback reports in Term 1 to show the results of the initial assessment.

Stage One teachers continued to track students on the K-6 continuum. The K-2 team spent time working on how to plan for groups of children using Early Learning Plans and the Best Start online resources.

As part of Best Start professional learning our Stage One team was inserviced on effective teaching and assessment strategies using the K-6 continuum. K-2 entered data on ERN and students’ progress on the K-6 Literacy and Numeracy continuum was closely monitored using school tracking sheets.

Other

Award System

Bonnyrigg Public School acknowledges students who always try their best and demonstrate respect and responsibility. 2013 was the third year of implementation of our whole school award system. Many students collected awards for regular attendance, excellent classroom conduct, for excellent work in Literacy and Numeracy and sporting achievements. Students then handed in 5 awards to gain an Honour Award which was presented at assembly. 35 students collected 5 Honour Awards to earn a Principals Award. This recognition of exceptional achievement meant these students attended a movie at Hoyts with Mr Ward, our Principal, as a reward for their achievement.
PLAN
PLAN saw its way into classrooms 3-6. Initial professional development was held and support given to have this tool established. The focus was on consolidating it in the Stage 2 classrooms and then some work was done to see it move into the Stage 3 classroom. Data from PLAN was used in the National Partnership evaluation to show growth rates of particular groups of students.

Connected Learning and ICT
ICT was integrated again successfully this year in line with the SAMR model which advocates substitution, augmentation, modification and redefinition of learning experiences using ICT.

Staff received a range of ICT training, attending a variety of courses including Adobe Connect Training, Effective Integration of iPads P-6 in Literacy, Using iPads in Numeracy, Creating Digital Multimodal Texts and the Apple Configurator course. Teachers regularly participated in webinars broadcast across the DEC network using the Adobe Connect software.

Our initial SDD addressed the effective integration of iPads and technology across all KLAs, with a focus on the Socrative Student Response Software application and how to use this effectively for assessment and reporting.

All teachers continue to utilise the interactive whiteboards we have in every classroom as tools for engagement and our younger students in particular, take great pleasure in using these devices during lessons. Some teachers use interactive whiteboards to record attendance and take the roll.

2013 saw the upgrade of the wireless connectivity across the school to support the integration of iPads in all classrooms. Our 32 iPads have become engaging and effective learning tools, integrated throughout the school across all KLAs. A range of new applications were introduced to students with very pleasing results.

Our pre-school students utilised iPads for Creative Arts and talking and listening activities while primary students used iPads for a range of purposes across all KLAs.

Students produced excellent work using a range of software and applications including Animoto for videography, iMotion HD for Stop Motion Animation, Telligami to create personalised Avatars, Tagxedo for word cloud desktop publishing and Puppet Pals and Toontastic to produce digital texts. Crazy Talk Animation software was used to digitally animate Kindergarten information reports on animals and these were presented to parents at a Kindergarten Showcase in Term 3 and displayed on the Kindergarten Class Blog.

All primary students completed tasks on the Australian Government’s CyberSmart website and participated in explicit lessons focussing on digital citizenship, web etiquette and safety online.

The creation of a school-wide Technology Blog provided students with a platform through which to share and discuss their work and offer feedback and praise to one another. Students took great pride in their efforts being displayed online, where peers, parents and teachers could view their work.

Many students regularly viewed, contributed to and commented on the Technology Blog at school and from home. Emailing was also encouraged with students from Stages 1, 2 and 3 regularly communicating with teachers via email.

Staff regularly attended the Regional iPad User Group (IPUG) at Bonnyrigg High School taking responsibility for presenting Apps to teachers from other local Primary and High Schools.

High engagement, self-monitoring, creativity and collaboration were indicative of technology based lessons at Bonnyrigg this year.
Early Learning

In the preschool the main focus for the year has been on building positive relationships with both children and families. Through building these relationships it has allowed children to engage with the programs at a deeper level. Connections with families are made at every opportunity both formally and informally. The learning environment has also seen some changes both indoors and outdoors. A greater focus has been placed upon creating spaces for children to play in small groups, make decisions for themselves and engage with the environment. The main focus has been on the natural environment with the extension of the fence line allowing for more outdoor space, creating a digging patch and adding natural features such as plants, stones, dirt and stumps. Sustainability practices were adopted into the program with the use of worm farms, recycling and reusing products. The preschool children also successfully grew vegetables and flowers. Children really enjoyed the process of growing and being able to eat some of their produce. This aspect created much excitement.

As a part of the Quality Improvement Plan professional development occurred to gain a deeper knowledge of assessment for learning to incorporate into the preschool program. Every child has a portfolio which is a reflection of their learning journey throughout the year. Learning experiences were based on children’s interests, their strengths and their needs as well as what is developmentally appropriate. Interests were then developed as a project. These projects often extended for a long period of time allowing children to explore the concept in a deeper way. Transition to school was a key concept ensuring that this time was a smooth one. All children except for two came to our kindergarten. Regular visits to the school community to familiarise children with the setting as well being involved with school events such as NAIDOC, Easter Hat Parade and Book Week celebrations. The kindergarten orientation was a lengthy process ensuring that all students were feeling comfortable in their new learning environment.

Books in Homes

Books in Homes is an initiative funded by UWS aimed at providing reading material. Each term students received three books of their choice.

USW also provided our students with the experience of listening to published authors and illustrators about their positive experiences with literacy.

Guests who came to the school were;
- Majorie Crosby-Fairall published illustrator.
- Lynda A-Calder published author of Enigma.
- Tony Flowers published illustrator of Diaries.

As a result of this program students value reading and have gained further enjoyment of books.
Academic

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.

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

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<thead>
<tr>
<th>Year 3 Reading</th>
<th>Band</th>
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Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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Minimum Standards data

**Percentage of Year 3 students achieving at or above minimum standard (exempt students included)**

- Reading: 88.9
- Writing: 100.0
- Spelling: 88.9
- Grammar & Punctuation: 88.9
- Numeracy: 100.0

**Percentage of Year 5 students achieving at or above minimum standard (exempt students included)**

- Reading: 100.0
- Writing: 97.0
- Spelling: 87.9
- Grammar & Punctuation: 90.9
- Numeracy: 84.8
Reading – NAPLAN Year 3

Numeracy – NAPLAN Year 3

Progress in numeracy

Reading – NAPLAN Year 5

Numeracy – NAPLAN Year 5

Progress in reading
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 and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal Education**

Another great year for BPS, our children have worked very hard and participated in numerous activities. We started our year off with Personal Learning Plans (PLPs) where individual goals are set for all of our ATSI students. Our parents met with their child, the teacher and our AEO to work on a plan in partnership to help our Aboriginal students achieve these, to build confidence and strive to get the most out of their education.

At Bonnyrigg we aim to build stronger connections and work hard to encourage Aboriginal children to attend our Pre School. This year we had six Aboriginal children attending our Preschool, and due to our connections we have successfully enrolled all children eligible for Kindergarten.

NAIDOC day was as usual a great success. We had the pleasure of hosting students from Fairvale PS, Canley Heights PS, St John’s Park PS, Edensor Park PS, Harrington Street PS, Carramar PS and Bonnyrigg HS, as well as parents and the broader community. This year saw some local preschools become involved in our NAIDOC celebrations. We also had the principal and teacher from Wooglemei Educational Resource Centre join in on the celebrations. They shared their knowledge and skills and were an integral part of the day. We held an art competition where we saw entries from many neighbouring schools. This was a fun activity for all students to participate in and use their imagination and creativity. Elders within the community judged the artwork and prizes were given. The hall was full of amazing artwork and poetry pieces. The spirit was well and truly alive on this day. There were numerous activities all day for the students to enjoy and learn about Aboriginal culture. Brian Freeman and his talented family group came along to spread his knowledge with all the students and teachers. Some of the activities were boomerang throwing, dance and lots more.

This year the Aboriginal community created a beautiful piece of artwork which we proudly display. This artwork was created in the Little Possums Playgroup and it involved children and families from right across the school.

Our AEO was on the panel for the SWS Regional Aboriginal Student awards. This year there were over 400 nominations. Our school nominated 9 students and we were very fortunate to have two awardees at our school. Congratulations to Braidyn Moore and Thomas Hunt.

This year was also a sad year with the passing of Aunty Yvonne Clayton. She was an integral part of our school community and her presence will be missed.
Multicultural education

Bonnyrigg Public School embraces multicultural education with respect and enthusiasm. We incorporate multicultural perspectives into all programs. We currently have English as a Second Language programs (ESL) which support students from Years K-6 to develop their conversational and academic English skills and understandings. Within the school we also have a Community Languages Teacher who teaches the Vietnamese language to all native speaking students. Mrs Nguyen also supports these students in the classroom through providing withdrawal lessons and in class support. This year we participated in Harmony Day and a group of our students attended the showing of artworks. We embrace Harmony Day because this allows us to show an understanding of multiculturalism and respect for all. This year the whole school rotated around various cultural activities which represented various countries including Vietnam, Japan and Italy. The school also visited the Buddhist temple next door to develop an understanding of other religions and to further build positive relationships within the community. This part of the day was mentioned as a highlight by many.
Progress on 2013 targets

Targets

Data from 2013 NAPLAN demonstrates that the progress on the targets set in the three year strategic plan were met to a high standard providing evidence for the programs and strategies that have been employed.

Our achievements include:

- The target of at least 60% of Year 3 students achieving at or above national minimum standards in Writing was exceeded with 2013 NAPLAN data demonstrating that 100% of students in Year 3 were placed in band 2 or above which exceeded the target of 60%.

- The target of at least 86% of Year 5 students achieving at or above national minimum standards in Writing was exceeded with 2013 NAPLAN data demonstrating that 97% of students in Year 5 were placed in band 4 or above which exceeded the target of 86%.

- The target with at least 30% of Year 3 students achieving at national proficiency level in Writing was met at a basic level with 2013 NAPLAN data demonstrating that 39% of students in Year 3 were placed in bands 5 and 6 which did not meet the target of 30%.

- Sound progress was made on the target of at least 25% of Year 5 students achieving at national proficiency level in Writing with 2013 NAPLAN data demonstrating that 24% of students in Year 5 were placed in bands 7 and 8 which met the target of 25%.

- The target of at least 63% of Year 3 students achieving at or above national minimum standards in Reading was met at a high level with 2013 NAPLAN data demonstrating that 89% of students in Year 3 were placed in band 2 or above which exceeded the target of 63%.

- At least 82% of Year 5 students achieving at or above national minimum standards in Reading was exceeded with 2013 NAPLAN data demonstrating that 100% of students in Year 5 were placed in band 4 or above which exceeded the target of 82%.

- At least 33% of Year 3 students achieving at national proficiency level in Reading was met
School evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluations of improved student learning outcomes through established tracking of Best Start and NAPLAN data, strengthening parent and family engagement in school life and partnerships with community organisations. Here are the findings and future directions that have been established.

Improved student learning outcomes as a result of targeted interventions (Reform 4).

The Year 3 group for 2013 was a cohort that was closely monitored due to their poor baseline data from previous years. Targets for this cohort were adjusted to make them SMART. Specific and targeted interventions were implemented to close the gap. These interventions were extremely successful as evidenced in our NAPLAN data. These Year 3 students who are not meeting stage appropriate outcomes have experienced a considerable amount of support and as a result we have seen increased outcomes. Whilst the growth rate is great considering the low starting base, students are closer to achieving grade based outcomes.

We also attribute this change to the fact that teachers are now more confident to work with students as a result of the professional learning that has taken place. Evidence of this was substantiated through the staff surveys stating the growth in teacher confidence. We are aiming to have this change in practice embedded in our school culture ie. the ability to identify, plan for and evaluate children with additional learning needs.

We attribute this growth rate to the fact that our students’ needs are being effectively met and it is evident that the support from the paraprofessionals is one of the keys to the success plus the quality of the teaching that is happening within these classrooms.

Processes to strengthen parent/family engagement in school life (Reform 6).

Bonnyrigg PS has worked extremely hard to strengthen community engagement within the school seeing excellent results. This has been a work in progress and has included a multifaceted approach. We have strengthened the school’s ability to address identified needs through the engagement of the community. This initiative has extended into working in a close partnership with our Schools as Community Centres Facilitator (SaCC) which has encouraged families with young children to become involved in supported playgroups. The SaCC facilitates several programs such as one specifically for the Vietnamese community, Little Possums for the Aboriginal community and a general playgroup for all families. Evidence of the success of this program has been in the numbers of families accessing the service. The playgroups are running at capacity with families having to be put on waiting lists. This program is invaluable to the school as it allows for Early Intervention processes to occur. While this program is not funded by National Partnerships the funding bodies allow for a position in student engagement to be appointed and it is this position that coordinates the CLO, SaCC, and paraprofessionals to ensure the best service is provided.

We have implemented several strategies to assist with raising the expectations of parents for their children’s education including;

- On average 20 parents attended the workshops which is a significant increase on previous years. Workshops relating to NAPLAN saw a greater attendance with parents wanting to understand this program and support their children. 100% of parents that attended workshops stated in surveys that they found them useful in supporting their children with their education.

- High attendance of parents at Parent/Teacher Interviews. This year we saw 75% of parents attend these interviews. The school offered a variety of times in order to suit most families. Teachers reported on the fact that parents were genuinely interested in their child’s progress. Parents received information regarding their child’s attendance during these important meetings. If attendance patterns were positive that success was celebrated with the child and family and in the case that improvements needed to be made a plan of action was put into place. We considered this to be an important strategy as the message was that we value attendance.

- The Community Liaison Officer works closely with attendance information/data. When a child is absent for two days a phone call is made home
with the message of school importance. This initiative is supported by the AEO for the Aboriginal community and the Community Language Teacher for the Vietnamese community. The school has worked hard to improve attendance data as this directly relates to student outcomes.

To achieve such results the school has worked hand in hand with our Partnership Officer (Fatima Amar). Her support, guidance and knowledge have assisted greatly in raising the engagement and expectations of our families. Community engagement is one of the greatest highlights within our school. We feel that we are transforming our school in this area.

Open communication with our families regarding important matters through the use of the school newsletter and website. 100% of families surveyed said that they read the newsletter (majority valuing the communication, student work samples, calendar and photos of students). It is obvious that the website has become a major form of communication with the average weekly hits being between 500 and 600. We have made one of our school priorities to communicate effectively with the community and this has been achieved through recent improvements to our website and the fact that we have tried to tailor it to the need within the community. All of this communication aims to increase the engagement of the community.

Partnerships with the community organisation Learning Links to assist in improving student outcomes (Reform 3).

Bonnyrigg has established an outstanding link with Learning Links, a community organisation. Learning Links enables us to meet student needs through employing Speech and Occupational Therapists. This service has seen students have more opportunity to access the curriculum. These paraprofessionals provide additional specialised support by working with students individually, in small groups and in team teaching situations. We have continually modified our pedagogy in light with the professional learning and dialogue that has taken place between staff from our school and Learning Links. This partnership has assisted in meeting the needs of many Aboriginal, LBOTE and students with a disability within a low SES school setting. Teachers receive support in areas that are not in their own repertoire of expertise. Further work will be carried out on building capacity of teaching staff to effectively take on strategies employed by these experts.

Improved tracking of student progress through thorough analysis of Best Start and NAPLAN data (Reform 4).

One of the major reforms achieved is the development of a school based tracking system. The Assessment and Curriculum AP was responsible for working with teachers and developing a school based tracking system that is based on the Best Start Curriculum. As a result we have seen student tracking become more of a focus. Teachers have reported that they are now better able to track learning and identify areas of need. This tracking system has also assisted us to readjust targets to make them SMART as we feel that we can accurately identify areas for improvement. This system has identified areas within the curriculum to be targeted in the future and has also helped with identifying individual student needs, as well as group needs.

Using the Best Start continuum, staff confidence has grown in the area of using student data to inform planning. Staff feel confident to develop and implement Early Learning Plans and as a result we have seen improved student learning. The professional learning that has occurred within Best Start and data analysis has seen teachers become more proficient at ensuring the teaching and learning cycle is implemented.
Parent, student, and teacher satisfaction
In 2013 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Community Engagement
Our school has worked closely with the community, with the aim of raising students’ learning outcomes through raising engagement and expectations. Combined efforts of the Schools as Community Centres Facilitator, Partnership Officer, Aboriginal Education Officer, Aboriginal Elders, Learning Links, Community Language Teacher, Community Liaison Officer, Student Engagement Assistant Principal and all of the staff at Bonnyrigg have seen a definite increase in community engagement. More parents can be seen at workshops, parent/teacher interviews and all school events in general. Community surveys have stated that the school is a place that they feel welcome and needs are met.

Comments from surveys include quotes such as: “Very happy with how my son is going at school. The at home and in school Mathematics and English programs are very helpful and fun. Parent teacher interviews give helpful information. The fun days at school are also great ways to get the kids excited about learning new things. It is good to see everyone in school uniform. There is a greater pride in the school. I am interested in being involved in the P&C. I am interested in lending a hand and helping out in the classroom if needed. The certificates are another great idea that encourages the kids to work harder in order to be rewarded. I am very happy with the school and feel that I am listened to and my contributions are valued.”

“My daughter has learned so much at this school. I feel welcome and she loves coming to school.”

This initiative has seen an increase in parents represented at Parent Workshops, Parent/Teacher Interviews and in all school activities. It has seen increased communication through improvements made to the school newsletter and website. Student achievement/outcomes can be attributed to an increase in engagement rates. Direct links can be made to the results that are evident in NAPLAN and school based data. Direct links have been made with the parents that attended NAPLAN workshops and the success rate of their children.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents. 2014 will be the final year of the three year strategic plan. Targets have been set according to identified need as a result of the school’s evaluation process.

School priority 1
Outcome for 2012–2014
Improve writing across the school.

2013 Targets to achieve this outcome include:
- At least 89% of Year 5 students achieving at or above national minimum standards in Writing.
- At least 90% of Year 3 students achieving at or above national minimum standards in Writing.
- At least 49% of Year 3 students achieving at national proficiency level in Writing.
- At least 25% of Year 5 students achieving at national proficiency level in Writing.

Strategies to achieve these targets include:
- Maintain Literacy Assistant Principal for whole school mentoring to ensure appropriate integration of KLAs with specific focus on improving outcomes in literacy consistent with national, state and regional directions. Mentoring teachers (including Early Career Teachers) in literacy. Monitoring programs, assessments and student outcomes. Guiding Collaborative Planning ensuring consistency
across the school through planning time for professional dialogue.

- Ensure that quality feedback, based on individual student achievement and improvement needs is structured, explicit and developmental and is communicated verbally and visually. This should be clearly understood by all students.
- Embed best practice in the writing process using Lesson Study Approach.
- Continuation of professional learning regarding target setting and monitoring of school based targets.
- Leading the identification of areas of need to be addressed. Planning, implementing and evaluating to meet those needs.
- Establish rubrics giving explicit criteria regarding Literacy.

School priority 2

Outcome for 2012–2014

Improving numeracy across the school.

2013 Targets to achieve this outcome include:

- At least 84% of Year 3 at or above national minimum standards in Numeracy.
- At least 83% of Year 5 students achieving at or above national minimum standards in Numeracy.
- At least 36% of Year 3 students achieving at national proficiency level in Numeracy.
- At least 21% of Year 5 students achieving at national proficiency level in Numeracy.

Strategies to achieve these targets include:

- Numeracy consistent with national, state and regional directions. Mentoring teachers (including Early Career Teachers) in numeracy.
- Leading the identification of areas of need to be addressed. Planning, implementing and evaluating to meet those needs.
- Maintain Curriculum and Assessment Assistant Principal for guiding Collaborative Planning ensuring consistency across the school through planning time for professional dialogue.
- Monitoring programs, assessments and student outcomes.

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.

Peter Ward - Principal

Narelle Nies – Assistant Principal

School contact information

Bonnyrigg Public School Tarlington Parade, Bonnyrigg, 2177
PO Box 107, Bonnyrigg, 2177
Ph: 02 9610 1511
Fax: 02 823 7826

Email: bonnyrigg-p.school@det.nsw.edu.au

Web:www.bonnyrigg-p.schools.edu.au

School Code: 4545

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