

Bringelly Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Bringelly Public School** as an account of the school's operations and achievements throughout the year.

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

Sharyl Scott

Principal

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Message from the Principal

I wish to thank parents, friends of Bringelly School and the wider community as the projects we have been involved in this year would not have occurred without the tremendous support given weekly by the members of the Bringelly community. The school has volunteers help every day in the canteen, classrooms, with the Genius Hour activities, the gardens, reading groups, sports and cultural activities. The complements the students receive from the wider community give the school the reputation of a school community who are polite, well behaved, enjoyable to be with and who are interested in listening and learning from others. Whether the comment comes from visitors to the school, scripture teachers, parents or through hearsay we can be very proud of all the students.

This year the school began with 161 students, in 7 classes with teaching, administrative and support staff. As a Kids Matter school we direct our wellbeing philosophy to supporting the growth and development of the whole child. This year the school team have planned further opportunities for children to be involved, be creative and adaptive to new ideas. State funding received was \$336, 000. These funds employed full time support teacher and three skilled support learning officers as well as an additional teacher time in creative arts. The school purchased new wifi links, 16 notebooks, new monitors, employed a computer technician to fix technology problems, employed a speech therapist to support families and students but also worked with the teachers. Funds were used to support students attend camps, purchase uniforms and pay for excursions. This funding also meant we were able to extend cola rooves for sun and wind protection, build the 3 bay shed for storage and science equipment, have the colourful stencils added for handball and movement skills, decrease the cost to parents for the Wellbeing Life Skill program all students attended, bought new dictionaries, atlases, science and maths equipment, as well as new reading and science texts.

This year when reviewing the school data and planning we decided to aim at improving the literacy, mathematics and science areas with particular professional learning for staff directed to the new Australian curriculums of history and science. In literacy we have had strong achievement for students in Year 3 with not one student being in the bottom 2 bands in reading and writing. 60% of the year 3 students were at or above the benchmark in reading and had achieved particularly well in writing. Kindergarten students have learnt to read, write and talk well. Their progress has been magnificent with 70 % of them achieving above the expected levels for kindergarten and some are reading and writing at the Year 1 level. This year all staff have been trained in a maths program called TEN or Targeting Emergent Numeracy. Mrs Woolgar, our TEN trainer, has coached all staff through the program and she was recognised for her educational leadership this year with a Macarthur Directors Excellence Award.

This year a team have worked at re-creating our positive reward system and with our froggie cards, merit wards, badges and now a bright blue Bringelly banner, we have rejigged the point system so every student can aim to achieve their banner by end of Year 2 with another in year 6. The values held within our school rules are what we are wanting to achieve for every child and you can read them on our colourful pencils as you enter the school. The Kids Matter team surveyed parents, students and teachers to design the new system.

The school has a unique environment and we are trying to preserve it and create an educational learning space where students develop respect and responsibility for the world around them. This year the progress has been apparent. All students have had a hand in it. The school has benefited from employing teachers who are passionate about environment education. Our community partners: Boral Properties has connected the school with the Australian Volunteers who have donated time to clear gardens and begin to shape our outdoor area. Al's Trees Services have provided professional arborist advice regarding the trees on the school property. We have received this year a grant from Liverpool Council for a sustainability project of \$4895 and a grant from the state government of \$3500 to continue our transformation of our school environment. The benefits being students are taking action and leading the programs not only involving the school but promoting care for our endangered animals and environments such as the recent Movie Day which was a fundraiser for the Toronga Zoo Save the Platypus project.

One of my personal highlights, in 2016, has been the completion of the ANZAC Walls, commemorating the services of Bringelly and Rossmore men who served in WW1. Since being Principal of Bringelly School I have been told about the Ironbark Grove of trees and the importance of the trees to the old families in the area, so in 2012 we wrote for a ANZAC grant of \$5000 to research and build a memorial. Four years later it is with great pride the school has given this gift back to the wider community who has supported the school for its 138 years. Mr McCroary and the students in the primary years have researched and discovered the names on the plaques shown on our magnificent walls. No community project, I believe, achieves its full recognition without the input of the wider community. I wish to acknowledge the contributions of materials from Boral Properties and PGH bricks and the team who built the walls and gardens: Two fathers of Bringelly students, Rino Di Mascio and Brett Rossiter.

Being a Live Life Well School we have aimed to have a healthy attitude towards our health and wellbeing. The canteen this year has been managed by the P&C supported by the NSW Health Live Life Well consultants and Health Inspectors of Liverpool council. It is great to have the canteen available and have 90% of students taking part in Sip and crunch fruit break. I wish to acknowledge the hard work of all the P&C volunteers and the committee with Mrs Maria Hall being recognised in the Macarthur Principal's Awards for her contribution to the school managing the canteen and the uniform shop.

The school's sporting has seen a large number of students participate in our PSSA teams, swimming scheme, orienteering and district events. 80% of the Year 3 –6 students are involved. We have received sporting grants that have funded Milo Cricket, Rugby League days and new sports gear. Many of the school's teachers have received specialised training and the school is well equipped to provide a continual high quality sporting calendar next year. Thank you to the many parent supporters on PSSA days and our large school events. We couldn't do this without your support

In conclusion, I again want to recognise the importance of the wide support by the Bringelly Community supporting the students, along with the wonderful Bringelly teachers, executive and administration staff for their dedication to the wide range of programs that school participates in and what makes this school what it is.

Sharyl Scott

Message from the school community

In 2017 a core group of Parent and Citizens Association parents have been managing the school's uniform shop and canteen keeping it open five days a week. All have been trained in Healthy School Canteen policy and make up the large number of fruit and vegetable cups every day, as well as a variety of fresh food and wraps. We have strongly supported the school at the large sports days with barbeques and cake stalls. Funds raised went to purchasing new books and playground equipment. Our application to support the school's environmental program was successful and we obtained a grant from the State Government of \$15,000. This is planned to be used in the Cumberland Wetlands Project in 2017. Another idea we are working towards will be to bring in environmentally friendly packaging for all the canteen food. We had a stall at the state and federal elections which helped in our fundraising efforts which also supported the Year 6 Farewell. As parents we feel that Bringelly School is a small and close knit active school and the community is a highly visible part of the school. Our P&C facebook page is used as a good connection to the parents and community. We thank all the parents who have given their time and resources to help the children.

Di Hand

President

Bringelly Parents and Citizens Association

Message from the students

As Leaders of Bringelly we have enjoyed being the role models of Bringelly this year. We have learnt a lot of things about being responsible, reliable and respectful to all people through the Leadership Program with Mr McCroary. We have

enjoyed having Mrs Billinghamurst this year. We loved going to camp especially going to Jamberoo. The rides were incredible. We have had a great year and we hope we have made you proud of us. Thank you Mrs Scott for your support as Principal during the year. Thank you to our fellow Year Sixes who have helped us, such as the House Captains and Vice Captains and the SRC. We hope the Leaders of 2017 enjoy their job as much as we have. With the money we have raised this year we will be buying another large sign with our New Bringelly Acknowledgement of Country to go on the wall with our school song and Australia Fair for School Assemblies. Thank you to everyone who has supported our fundraising efforts this year with cake and fruit stalls, Market Day and of course our Pop Up Shop. We would like to thank the P and C for also supporting our efforts this year. We appreciate your assistance.

Thank you from all the Student Leadership Team.

School background

School vision statement

Our vision is to prepare confident citizens who will successfully meet the diverse challenges of a rapidly changing world. Our students will be:

- highly engaged learners who are curious about the world around them
- resilient
- proud and proactive members of their community

Our staff will :

- provide the highest quality teaching and learning programs enhanced through professional resources
- provide a safe and enjoyable learning environment to extend and develop the whole child
- be highly skilled and reflective practitioners

Our community will:

- feel valued and informed
- be proactive partners in their child's education
- be confident and proud to be part of our school community

School context

Bringelly Public School is a semi-rural school in South West Sydney and proud of its 138 year history. Our school motto is "Together We Grow."

Set on five hectares of school grounds the school has seven classrooms, a small food services area with a canteen, Library, a large sports field, multi-purpose court and playground. The school is active in encouraging environmental education and has an outdoor learning environment. The school woodland and wetland area is environmentally protected under the Environment and Heritage Act. The recently renovated original classroom, built in 1897, as well as the original school house provide a real link to the school heritage which is highly valued by the school and the wider community.

Our school community welcomes a diverse range of students and enjoys a harmonious and inclusive learning environment. Our students have a proud history of success in public speaking and debating as well as sporting achievements. The population of the school has twenty eight percent non English speaking background and ten percent of students come from Aboriginal backgrounds.

In 2015 the school, recognised for our projects and successful results in studying our local environment, registered and became a member of Eco-Schools International movement, part of 450 Schools in 58 countries. This achievement reflects the school's commitment to ensuring young people have power to be the change for sustainability that our world needs by engaging them in fun, action orientated and socially responsible learning. Bringelly Public School has a diverse range of real world educational programs delivered by highly skilled and specialist teachers and consultants.

The school enjoys a strong and productive partnership with the community who are active contributors to the school's success. Out business partnerships support the school's cultural, sport and environment programs and have increased opportunities for scholarships, excursions and specialist support.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework,

school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school sustained and grew the learning culture of the school. It has respectful relationships are evident among students and staff, promoting student wellbeing an ensuring good conditions for students learning.

The school students, staff and the broader community understand the behaviours, attitudes and expectations that enhance well being and lead to improved outcomes. The overall wellbeing framework in the school has improved and has been established more in 2016, leading to delivering the initial objectives aimed to be recognising and respecting each others identity and diversity.

Sustaining and growing the curriculum and learning areas the school has provided curriculum provision is enhanced by learning alliances with other schools and organisations. The school activity collects and uses information to support students' successful transitions. Teachers involve students ad parents in planning to support students as they progress through the strategies of education. There are systematic policies, programs and processes to identity and address students learning needs.

Individual student reports include descriptions of the student's strengths and areas of growth. Parents are updated on the progress of their children. Although delivering the requirements the school is refining this area to increase the develop explicit processes when reviewing data collected from external and internal school performance data.

In student achievement the school is working towards all students showing expected growth in internal school performance. Additional support has increased in the school with an indication the processes are making a difference to individual students.

Teacher deliver effective classroom practice. Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for lessons with their supervisors and other teachers.

Teachers sustain and have grown in their skills and use data analysis in their planning for learning. Assessment tools are used regularly to help monitor students learning progress and to identity skills gaps for improvement.

The teachers have sustained and grown collaborative practice by working together to improve teaching and learning in their year groups, stages or for particular students groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and development is sustained and growing in the school. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy. Teachers are activity engaged in improving their own professional development to improve their performance.

Professional standards are being sustained and growing. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond the classrooms to contribute to broader school programs.

Leadership is being sustained and growing in the school. The school solicits and addresses feedback on school performance. leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, businesses, industry and community organisations to improve educational opportunities for students.

School planning, implementation and reporting progress has been sustained and growing. There is broad understanding of, and support for, school expectations and aspirations for improving students learning across the school community. Monitoring, evaluation and review processes are embedded and undertaken routinely.

School resources are being sustained and growing with workplace planning supporting curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, an technology is accessible to staff and students.

Management practices and processes are sustaining and growing opportunities for students and the community to provide constructive feedback on school practices and procedures.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Well-Being and Engagement –Caring and Active children

Purpose

The school has a strategic and planned approach to support the academic, social, emotional, physical and spiritual needs of all students.

Overall summary of progress

During the year all classes took part in the Live Life Well program. Data gathered showed healthy eating in Sip and Crunch time has improved from 80% to 90%. The P&C were active and were managing the canteen based on the Healthy Canteen policy with guidance by the Live Life Well team from NSW Health. 88% of student of Year 3–6 participated in active programs of gymnastics, sporting teams involved in the Public School Sports Association and 33% of students were involved in the Learn to Swim program. Kids Matter was further introduced to teachers through professional development resulting in changes to the whole school welfare programs and initiatives. Kids Matter surveys were provided to students, parents and staff to gauge needs and opinions about school life. Data indicated parents valued the school's program that gave students different levels of opportunities particularly in outdoor activities, environment and sports. Parents also supported the positive behaviour system which had been changed to link into the school's values. Data showed partial attendances had been decreased through more communication between the school and parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collated school data shows healthy eating and involvement in activity programs has increased participation in school life from 80% to 90%	<p>The Crunch and Sip program is well established with 90% of students involved regularly. The Healthy Canteen, managed by the Bringelly P&C Association has undergone training with the Live, Life , Well Consultant from New south Wales Health Department and prepare fresh fruit every day.</p> <p>School data of active participation in sport was collected and evaluated by reviewing data from the Premier Sports competition site, monitoring the number of students in PSSA, monitoring whole school activities. Results showed an increase in students activity and participation in school events and PSSA.</p>	Specialist sport activities, posters for Healthy Food and costs associated with Liverpool Council Food Handling inspections – \$2000
Data indicated a 15% decrease in partial absences with support from parents and indicated through attendance data.	Reducing the partial absences by 15% was not achieved and are still a concern. Families were contacted by the Home School Liaison Officer to help them improve on attendance issues.	\$0.00

Next Steps

The school will improve students' engagement and decrease partial absences by 10% through improving communication and information to parents about the difficulties caused by poor attendance.

The school will further advance the implementation of the Kids Matter framework through professional development of staff and parent forums. Kids Matter will provide an overarching approach to mental health and welfare and students will have opportunities to connect, succeed and thrive. A survey of parents, students and staff will provide evidence of success. Data will be collected of the awards given to students based on the school values and linked to the school's positive reward system.

Strategic Direction 2

Excellence In Learning—for students, staff and community

Purpose

Bringelly Public School has a culture that delivers a high level of quality teaching and learning, to encourage ongoing performance. Teachers continually strive to widen their professional expertise teaching students through ongoing training and practice. The whole school community strongly encourages students to be engaged in all curriculum areas with students and staff utilising technology where appropriate, and all stakeholders strive to develop the students at Bringelly as global citizens.

Overall summary of progress

Evaluation processes were refined during 2016 with the kindergarten to Year 2 classes gathering internal data being tracked at five weekly intervals in reading and mathematics. These were analysed by the teachers and with individual progress graphed to analyse progress. 85% of students obtained expected benchmarks in reading and writing.

There was a decreased number of students in the bottom two skill bands for writing and number in Year 3 and five.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Internal data is tracked showing successful increases in students in writing and mathematics, with increased number of students meeting expected benchmarks.	Five weekly progress of students' reading levels of student progression in literacy and numeracy areas was collected and analysed. Displayed as a graph the data allowed teachers to analyse growth of individual students and plan more accurately for their needs. Teachers reflected on their teaching through an Instructional Rounds approach. Writing samples and assessments were completed by Year 3–6.	Supervisors were released from teaching duties to work with teams of teachers, observe classroom routines and lessons and help in the differentiation of programs to improve student performance. Teachers visited other educational settings to observe other teachers in different aspects of literacy and numeracy. Stage Planning –\$1200 Teacher release – \$1200 Executive Release–\$12000
A decreased number of students in the bottom two skill bands for writing and number.	The cohort of students in Year 3 demonstrated a higher degree of understanding in reading and writing. They were the first cohort of students who started the L3 approach in Kindergarten. This confirms the intensive approach to literacy is effective in the early years. School external data was analysed using Smart data at staff meetings to develop a collaborative approach and professional discussion in what to teach and how to teach when adjusting programs to meet a child's need. A speech pathologist was employed to help teachers plan strategies to develop language growth in targeted students.	Levelled readers in classrooms cost an additional \$5000 Additional dictionaries and new atlases were purchased for the library. cost \$600

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A decreased number of students in the bottom two skill bands for writing and number.	Student feedback surveys of Tell Them From me will provide data for quality of teaching in regard to students' feedback about what they valued and what they found useful for their learning.	Levelled readers in classrooms cost an additional \$5000 Additional dictionaries and new atlases were purchased for the library. cost \$600
80%–90% of K–2 students meet the expected growth in reading and writing.	The expected outcome was met with 83% of students attaining the expected growth for K–2 in reading. Writing skills were below the expected outcome with only 70% of students meeting their goals.	Classroom equipment and furniture was purchased to support reading and writing. cost \$1500

Next Steps

All staff will be implementing Targeting Emergent Numeracy in their classes. The progression of students mathematic skills will be shown through data gathering at five weekly intervals.

Additional Literacy support through Stage 1 and 2 will commence with the specialist training of staff in the L2 Stage 1 and L2 programs.

Data will be collated on a regular basis across the school which will guide the planning of programs and interventions within the classrooms and use of resources, both staff and materials.

Early Action for Success initiative will begin in the school with the executive staff and the additional Deputy Principal supporting the staff in their learning and teaching.

Student Leadership will be extended through Students Leadership in the Eco Schools program and through Student Representative Council initiatives.

Leadership skills in staff further developed through Leadership networks and through leading change in policy and administration in the school.

Strategic Direction 3

Positive Community Partnerships –supporting students' achievements

Purpose

The school establishes active partnerships between the school community and the wider community to ensure the school is a centre for excellence, meeting all students' academic, social, emotional and physical needs.

Overall summary of progress

Community partnerships were strengthened in 2016 with consultants and donations from environmental groups and scientific institutions. The Sydney Royal Botanical Garden Community Officer, Peter Dawe, assisted the school with the establishment of a community garden and identification of the wetland and woodland plants. He also began an identification process of noxious species the school will need to clear. Greening Australia and Australian conservation Volunteers assisted in the establishment of the Sustainability programs and recommended by Boral Industries who for the past three years have been a community partner. Their donation of concrete resulted in the Anzac walls being completed. The collaboration between the different botanical institutions resulted in the students involvement with a range of activities, increased knowledge about the world around them evidenced through discussions and experiments in the year. Parents are also actively involved and contribute time and materials as they want to promote and support the healthy living programs in the school.

Bringelly Principal, Sharyl Scott, was invited to be part of a community consultation committee with PGH Bricks, the major local industry in Bringelly. The company are undergoing the process in community consultation as they expand the nearby quarry and increasing the number of heavy traffic near the school. The result has been stronger links and donation of bricks for the Anzac Wall as well as consultation in traffic movements, all of which benefit the school's vision of being a community supported school.

Data collected after parents meetings indicate the school has developed support for the school programs particularly those for welfare and environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% increased number of interested community organisations will provide a wide range of expertise to the school	There was 100% increase in the number of businesses and agencies involved with the school initiatives. In 2016 there were three companies supporting the school and this increased to six. The sustainability program has linked the school with major state botanical organisations providing volunteer help and specialised teachers. Local companies supporting the school increased from one to four. The companies provided monetary donations for the Year 6 farewell, school gardens and grounds included.	0.00
Data indicates students are involved in an increasing number of community activities, representing the school as student leaders, or participants.	Communication links data is analysed to explore most successful communication methods to increase the school's profile in the community.	Sporting events cost \$12000 in transport. Leadership events cost \$1200 in transport
Increased attendance and feedback from parent workshops indicated the developing support of the school	Data gathered for parent/ friends of the school showed 45% of parents attended carnivals and parent meetings. 78% of families attended the school presentation night.	\$0.00

Next Steps

Processes will be planned for Community forums to continue the implementation of the Kids Matter framework

supporting welfare and mental health in the school.

Parent involvement in the school will be planned to support Early Action for success to increase the level of achievements in literacy and numeracy.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The students from an Aboriginal and Torres Strait Islander background have been supported in their academic performance through identified educational goals, supported by the employment of a Support Learning Officer working with the students. Cultural and educational activities have been organised with the Cowpasture Community of Schools Aboriginal Committee, so a larger group of students can be collectively supported within the schools. Funds provided supported students to visit Mt Annan Botanical Gardens to learn about Aboriginal culture and plants. This involved all seven schools and staff. An Aboriginal Education Community Officer helped guide the students through a special Bringelly Acknowledgement of Country which has been produced as a large billboard near the assembly area which everyone can read.	Funding: \$6,371.52 A School Support Learning Officer was employed over the year to support the aboriginal and Torres Strait Islander children. Funds were used to fund each child attending a Bush cultural day at Mt Annan Botanical Gardens.
English language proficiency	A English and Dialect Language teacher was employed through funding to support students through individual program to extend language skills. Mrs Hext's completed specialised courses in grammar acquisition and English proficiency. Students were taught within class and in small support groups. Parents were contacted regularly about their child's progress and how they could also support their child at home. The school used translated materials and interpreters when required.	Funding \$14, 593.32 One day a week EAL/D teacher was employed. For a new immigrant child another day was provided to the school to assist the child learn English from Term 3.
Low level adjustment for disability	The school employed a learning support teacher who worked with teachers to adjust and scaffold teaching strategies in classrooms. Progress was closely monitored by the Learning Support Team through collecting data on reading and writing every five weeks. Children who were having difficulties in class routines were provided individual support.	Funding: \$26,276 A part-time School Learning Support Officer was employed to assist in class with students requiring additional support, particularly in reading and word recognition.
Quality Teaching, Successful Students (QTSS)	Teachers working towards their accreditation were provided additional time to be mentored by their supervisors. Release time from class was used to observe and team teach with other teachers. Supervisors helped model strategies particularly in reading and number.	The school was funded 0.06 teaching staff in Term 3. A teacher was released from class for three days a term to assist colleagues.
Socio-economic background	The funding in 2016 was used to support students with additional support in class, in the playground and in extra curricular activities so access to these activities could be inclusive. Two Learning Support Officers completed Certificate Four advancing their skills in supporting students in a school setting. One Learning Support Officer completed training in Sista-Speak and aboriginal Education which helped assist Indigenous girls in school. The speech pathologist was employed to assess children's speech especially during transition to school, so early entry to primary could be	Funding: \$115722.88 Funding supported employment of staff and specialist support. Resources in technology in classrooms allowed students to access digital programs unavailable to them at any other time.

<p>Socio-economic background</p>	<p>successful and teachers could plan to continue success using suggested specialist support.</p>	<p>Funding: \$115722.88</p> <p>Funding supported employment of staff and specialist support.</p> <p>Resources in technology in classrooms allowed students to access digital programs unavailable to them at any other time.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	90	93	82	63
Girls	73	81	81	69

The school's population has gradually decreased as families have moved from their properties due to the Badgerys Creek Airport development. The increase in the junior end of the school has meant full classes but there are smaller classes in the middle primary.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	94.1	93.7	90
1	92.6	93	80.4	90.6
2	94.2	89.8	87.4	89.6
3	95.6	90.1	91.3	91.5
4	93.8	91	91.3	92.3
5	97.3	90	83.4	89.7
6	96.7	94.5	91.5	89.3
All Years	94.9	91.7	88.3	90.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The attendance record for the school has caused concern and the welfare issues of families have been considered. Transportation problems, illness, family holidays and family welfare issues are the reasons for the absences. The school has been active in communicating with families, providing food for children and meeting with the Home School Liaison Officer and families to support them.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration & Support Staff	2.02
Other Positions	0

*Full Time Equivalent

11.7% of staff identify as Aboriginal and Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	58
Postgraduate degree	42

Professional learning and teacher accreditation

Funding used for professional training was \$11664. Many professional development opportunities were achieved without a cost. Professional learning for staff was directed at the literacy and numeracy areas with all staff trained in Targeting Emergent Numeracy, reviewing Focus on Reading and comprehension as well as the new curriculum areas of science, history and geography. Leadership development and training was completed by executive staff with administration staff and executive staff all completing the mandatory financial training. Two School Learning Support Officers completed the Certificate Four course for supporting students in schools. Several staff members completed sports facilitator training and several more completed specialist environmental science professional development. Three new scheme teachers completed their accreditation and all staff completed all mandatory compliance training for 2016.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2016 the community contributions were well supported with \$2170 received. families also were able to contribute to the cost of text books and general resources required in each classroom. The financial planning allowed replacement of old computers and refurbished a classroom with future furniture. There was not a significant variation between income and expenditure. The significant expenditure on a new maintenance and science shed of \$21000 was purchased through school funds. An additional \$15000 supported the Chaplaincy program for an additional day in the school to support students. The school purchased a mobile electronic whiteboard so the Food Services Area could become an additional teaching space for creative arts, along with new connections for Wi-fi and six I-pads at a cost of just over \$9000. Costs associated with the students welfare initiatives cost \$11075. New banners, signs, certificates, ribbons, welfare support for families for children to attend camps and excursions

Income	\$
Balance brought forward	71 713.00
Global funds	139 027.23
Tied funds	238 121.07
School & community sources	63 298.61
Interest	5 012.10
Trust receipts	4 214.64
Canteen	1 056.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	9 476.49
Excursions	8 912.69
Extracurricular dissections	37 752.07
Library	1 037.13
Training & development	7 804.56
Tied funds	180 835.96
Short term relief	22 915.54
Administration & office	41 428.42
School-operated canteen	349.13
Utilities	17 872.02
Maintenance	29 666.09
Trust accounts	5 229.09
Capital programs	22 620.45
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 27 January, 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	155 089.00
(2a) Appropriation	137 624.01
(2b) Sale of Goods and Services	725.00
(2c) Grants and Contributions	16 675.51
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	64.48
Expenses	-125 371.63
Recurrent Expenses	-125 371.63
(3a) Employee Related	-50 111.37
(3b) Operating Expenses	-75 260.26
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	29 717.37
Balance Carried Forward	29 717.37

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school has undergone the transformation to the new Department of Education financial system with training of staff and adoption of new administration and school management processes to meet the required financial policy requirements. In 201 there were no unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure. The additional funds brought forward will be used for additional specialist services in the school such as speech pathologist and add to the additional resources required in literacy materials for the Early Action for Success which are required for full support of student needs.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 282 632.39
Base Per Capita	8 641.78
Base Location	6 072.36
Other Base	1 267 918.25
Equity Total	267 374.85
Equity Aboriginal	8 761.77
Equity Socio economic	115 722.87
Equity Language	14 593.33
Equity Disability	128 296.88
Targeted Total	26 070.01
Other Total	30 307.64
Grand Total	1 606 384.89

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

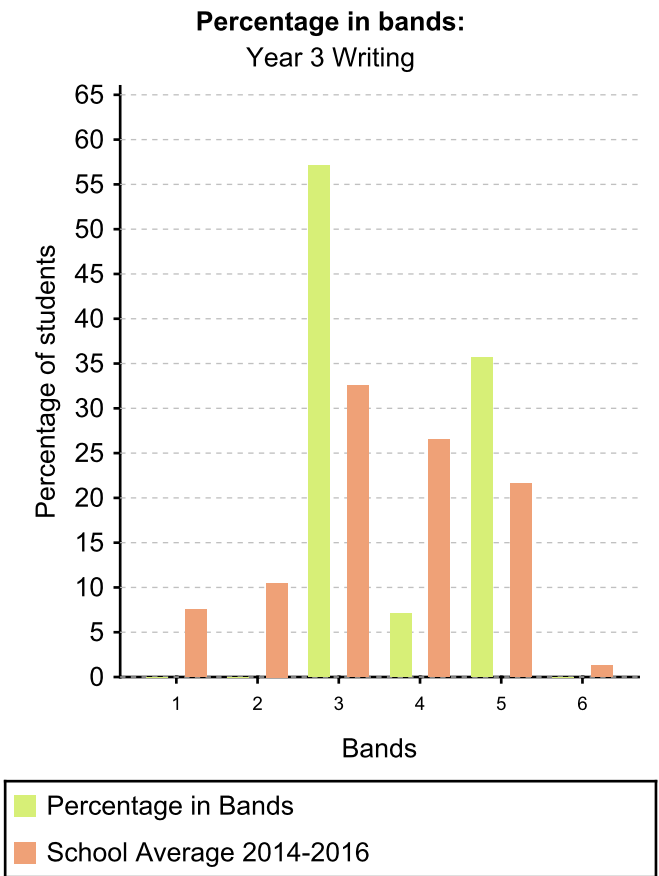
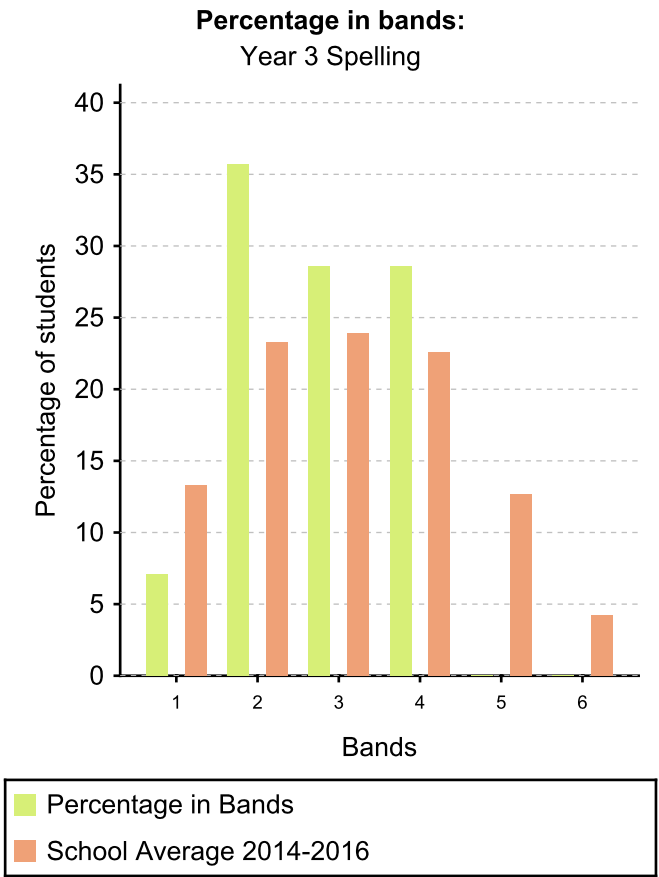
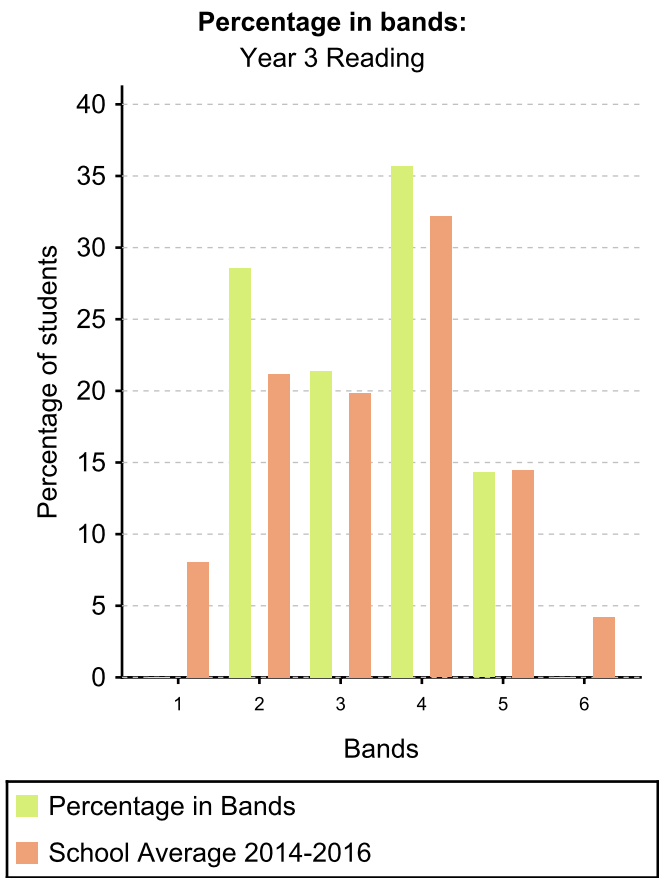
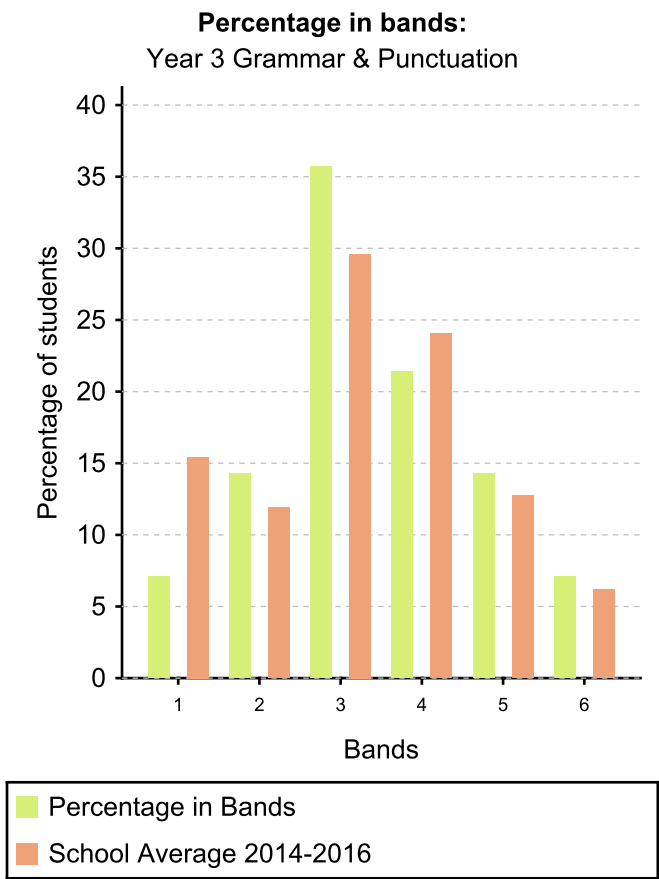
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

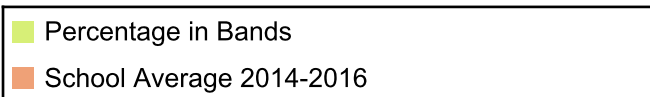
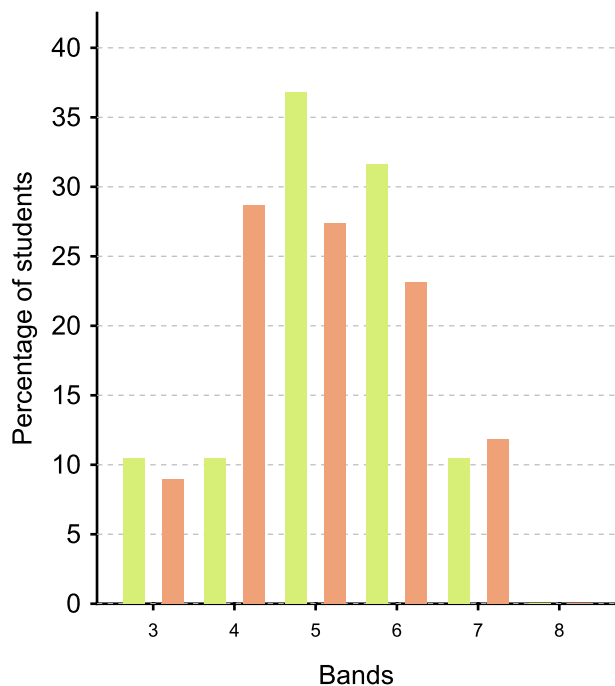
The Year 3 data showed students had progressed in reading in the K–2 years and no students were in band 1 in 2016. The impact of intense programs such as L3 has been evident. Data analysis over the past year has seen students' achievements in reading and writing. All students achieved above Band 2 in writing, particularly moving from band 3 to band 5. There was strong improvement also in grammar and punctuation in the Year 3 students which correlates with the improvement overall in literacy.

In Year 5 students moved into the higher bands particularly into band 7 compared to the year before. Students supported on the program Mutli-lit improved in their general word attack skills and progressed in reading. In writing there was a 30% increase of students who attained band 5 and 6 compared with 2015. Assessment of writing was a focus for teaching in the year with targeted students being supported in their writing skills using the support staff. Spelling growth results show 20% more students were in the bands 5 and 6 than the previous year,

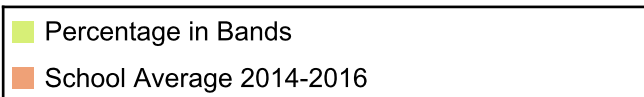
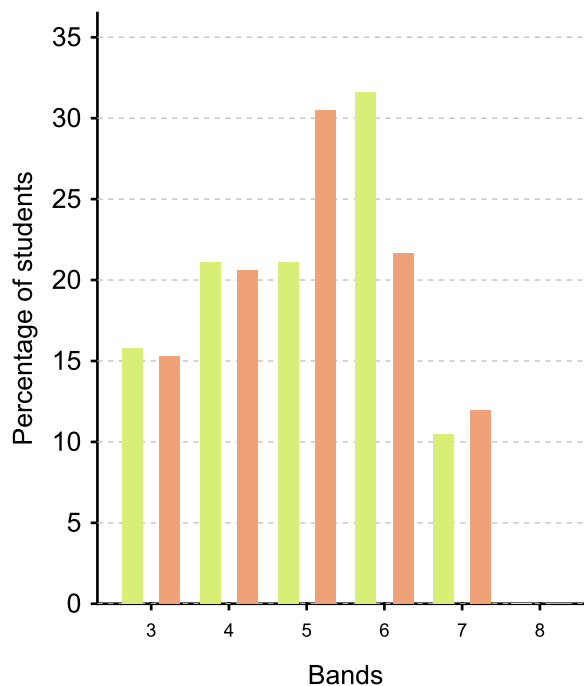
which was also the case for grammar and punctuation results. .



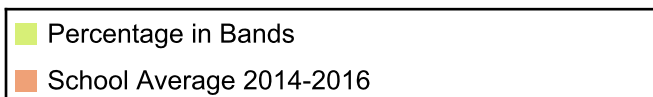
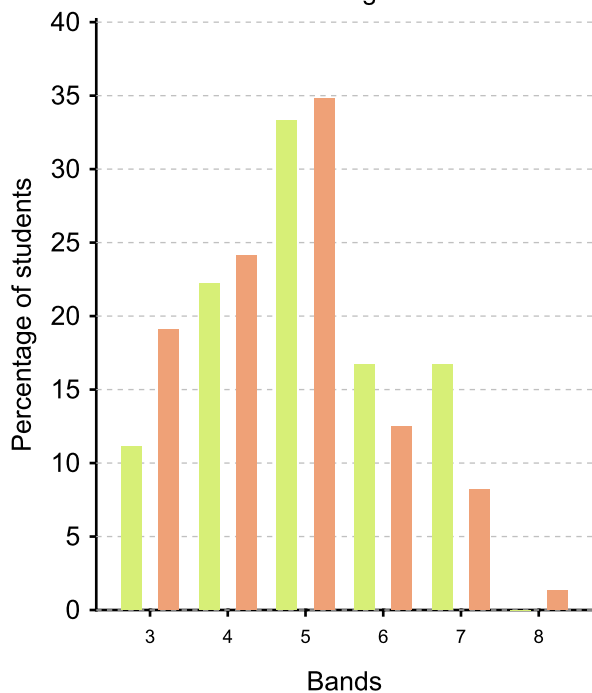
Percentage in bands:
Year 5 Grammar & Punctuation



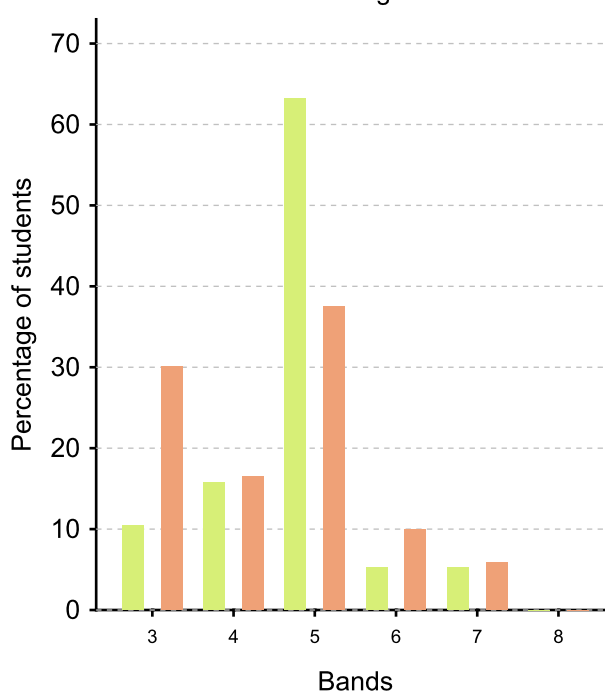
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



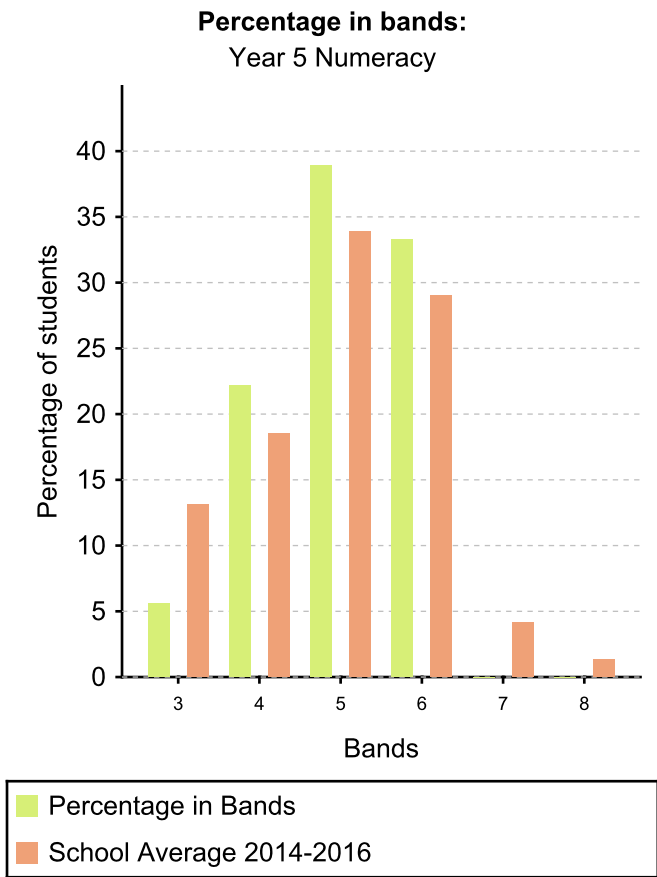
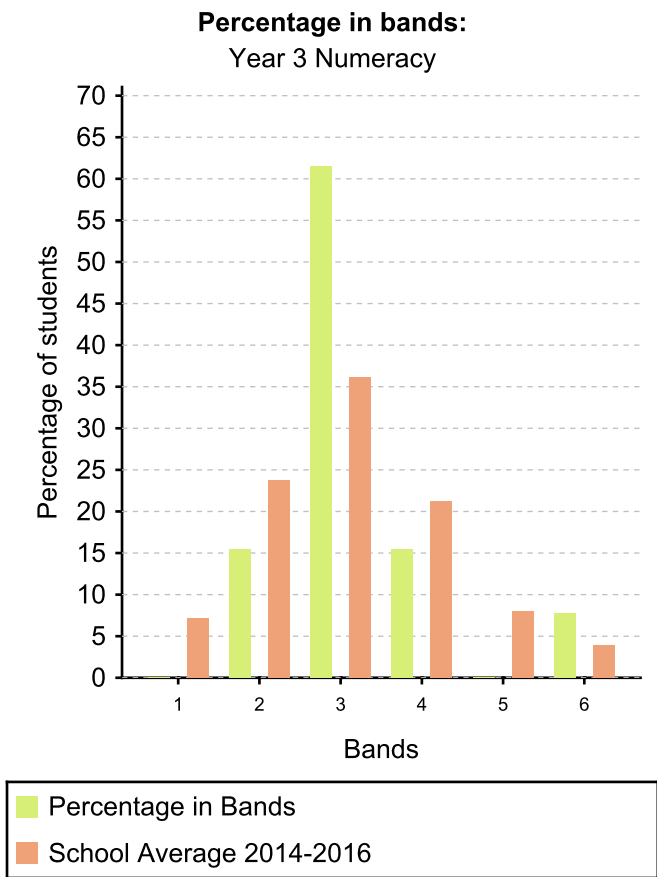
Percentage in bands:
Year 5 Writing



84.6% of students achieved at or above band 3 in numeracy. Teachers began an intensive support program in numeracy with additional support being provided in number and place value. In Year 5 72.2% of students attained bands 5 or 6. The percentage of students in the lower bands decreased as they were supported in a number recall program called Quick Smart and given additional support in class with School

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction surveys were provided covering different topics. Canteen menus, scripture classes, wellbeing programs and engagement in school life data was collated and assessed. Data was also gathered about participation of the community in parent meetings and school events. Tell Them From Me report on Student Outcomes and School Climate showed school life was rated highly by the students from Year four to Year six. Data collected from this report impacts on the strategies incorporated in the school plan. The Life Skills program evaluation received positive results from teachers and anecdotally from parents and children. This program linked to Kids Matter framework to increase mindfulness in the school community will be repeated in 2017.



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Policy requirements

Aboriginal education

Aboriginal Education 2016 Bringelly PS participates in the Cowpasture Aboriginal Education Committee (CAEC) where this committee meets once a term to plan events and create opportunities for our Aboriginal and Torres Strait Islander students. These events include recognising Reconciliation Week and National Sorry Day plus celebrating NAIDOC week. On the 21st July 2016, the Cowpasture Community of Schools (Austral PS, Bringelly PS, Horsley Park PS, Kemps Creek PS, Leppington PS, Middleton Grange PS and Rossmore PS) gathered together for our annual NAIDOC event. We all gather at Middleton Grange PS and participate in activities to support the Aboriginal culture of our indigenous students. All the students are transported by bus to Middleton Grange PS. The funding supplied from Kari allowed us to pay for the transport costs of two (2) buses to transport the students from these schools to the venue. This funding allowed the students to participate in this event without having to pay for the bus fare. The advantage of this was that no students miss out on this event and they were all included. It was a fantastic day where the Dreaming Garden at Middleton Grange PS was accessed and a digital e-book of the plants in the garden was written. The students played some Aboriginal games and completed some Art activities. A wonderful performance from Koomurri was also enjoyed by all students. The smiles, the laughter and the happiness from the students makes this event worthwhile. The funding from Kari made this event easier for our Indigenous students to access. An excursion towards the end of the year to Bents Basin Recreation Area allowed the students to appreciate their culture and share their experiences with other students. The CAEC also developed our own Reconciliation Action Plan (RAP) where all our plans and ideas are recorded for the year to realise our vision and commitment towards reconciliation using the Framework of Relationships, Respect and Opportunities.

Mrs Billinghamurst

Multicultural and anti-racism education

In 2016 Bringelly School had 31% of students with a background other than English. Additional support was provided for these students through the use of Gonski funding. All classes took part in the celebrations for Harmony day which included weekly lessons culminating in a whole school assembly with a concert including dance and singing with different cultural groups from the community. A group of boys did an Aboriginal Dance, another group performed a Haka from New Zealand and some of the Pilipino students performed a traditional dance taught to them by their mothers. Teachers planned inclusive approaches to their teaching programs to develop understanding and respect within the whole school of their students cultural and religious backgrounds. When racism

concerns occurred the school Racism Officer spoke to staff and students and referred through the Learning Support team as a welfare issue. Students were supported by the School Chaplain when issues between students arose.

Other school programs

Environmental Education Report 2016

2016 saw Bringelly continue its association with Eco-schools International with a focus on nine key areas which schools can use to address sustainability issues, achievements and needs. These include: School grounds, biodiversity, water, waste, litter, transport, energy, healthy living and global dimension. This year we focused on litter with a \$500 "Litter Legends" grant from Eco-schools to address our playground litter issues. A year 6 student led eco-group was established and methods of reducing the massive amount of litter produced were brainstormed. Issues raised were packaging of lunch and recess food and drink items, wildlife foraging through bins, purchasing of packaging by the canteen based on low cost rather than environmentally sustainable practices and apathy by the student body. Solutions trialled this year included a dedicated team of Year 4 Eco-Warriors regularly took to the playground with rubbish grabbers and Hi-Viz vests to clean litter. Litter surveys were held and much of the rubbish was believed to have come out of our bins, either pulled out by wildlife or fallen out during transference from smaller class bins to the larger container bins. Wheelie bins with lids were used in the playground but maintenance is an ongoing issue with the lid hinges proving too flimsy and breaking frequently. A stronger hinge mechanism needs to be built. Clean Up Australia Day was conducted in March. Student leaders assisted each class in tidying a designated area. A Green Day multi-day raised funds for environmental projects and a No Rubbish Lunch (NRL) day was promoted exploring possibilities to reduce lunchtime litter. School gardens were given a major boost with Mrs Cannell improving all garden beds as part of the school's RFF science program. The veggie patch is up and running and producing a good yield of fruit and veg. The Veggie Patch is a great model demonstrating repurposing and recycling of materials. May heralded another year involved with Western Sydney Parkland's 500 Schools Planting Program. Stage two students were involved planting 200 seedlings in an effort to regenerate Cumberland Plain Woodlands. Previous years' plantings from Bringelly students are now towering over our heads. June saw a visit from Miss Earth Australia & Miss Earth Air International Dayanna Grageda with her message of 'Give me 5 for the environment'. She was impressed with our program and volunteered to assist fundraising at the Election Day in July. This saw our Student Leaders promoting our Habitat Project in the local community. National Science Week was celebrated in August and we continued our tradition of a science based incursion, this year hosting Snake Tails with a selection of visiting reptiles and their knowledgeable keeper. Students from the Cowpasture Group of Schools visited Bringelly for a Science Enrichment day involving nest building, bird surveys, dip netting, a

renewable energy solar challenge and solar oven baked garlic bread. Feedback from participating schools was positive as a great experience for all students. Teachers from as far as Vincentia High came in September for a Professional Development course on school gardening. Topics explored included Bug Hotels, Native Bee Habitats, Permaculture, Spiral Gardens, Citizen Science and more. Late October had students grabbing binoculars and surveying the school grounds as part of the annual Aussie Backyard Bird Count. We spotted over 200 birds from 39 different species. During the surveys we rescued a Tawny Frogmouth chick that had fallen from the nest. 2016 surveys showed Eurasian Coots are now breeding on the dam for the first time since our surveys began in 2010. Regular wildlife surveys took to deeper water in the dam on board our research vessel and using a yabby trap we discovered Firetailed Gudgeons inhabiting our waters. A pleasing result in the face of the ongoing infestation of Gambusia in our dam! Grey Box eucalypts suffering from dieback due to psyllid attack were felled and the trunks were salvaged as habitat being distributed around the goat paddock and as snags in the dam. Fallen timber is a valuable habitat vital for protecting reptiles and small mammals from fox and cat predation. NPWS have taken the drastic measure of delivering logs to barren bushland by helicopter to provide natural habitat. Our new dam snags were often utilised by birdlife as drinking perches and should provide safe refuge for our newly discovered Firetailed Gudgeons, allowing for future stocking of this naturally occurring native fish. In late term 4, our student leaders invited our whole school on a picnic. The venue selected was Mount Annan Botanical Garden. The goal was to leave a positive legacy for future leaders to aspire to as well as promote an awareness and appreciation for our local natural environment. A condition was attached that it was to be free for all students. Students were offered a hike through the gardens viewing scientific survey methods, restored Cumberland Plain Woodlands, a swamp wallaby, a black snake and several monarch butterfly caterpillars. BPS student enthusiasm for nature experiences remains high with plans afoot for 2017's Picnic Day. Year 4 entered both sessions of Wet & Wild: Wetlands Environmental Education Centre Student Internet Project 2016; Feather, Fins & Things in the Wet & Wild. This involved weekly clues over 6 weeks that had to be matched to the correct organisms. This was a great teaching tool for research skills including key word searches and discrimination of information. Having access to our own wetlands meant many of the organisms could be found on our own school grounds making this a hands-on / research project. We scored 100% in both sessions and were awarded equal first place certificates. Bringelly continued to be associated with Bents Basin State Conservation Area and National Parks Wildlife Services (NPWS), with ongoing collecting of materials to assist in the treatment of sarcoptic mange in local wombats. Our school trail camera captured images of feral foxes, rabbits and cats freely roaming our school grounds looking for dropped food. The images captured have shown a cat with mange and NPWS research has identified cats as carriers of sarcoptic mange and responsible for transmission to wombat populations. Goals for 2017 include greater responsibility taken by BPS staff to

avoid negligent actions being repeated. Grants were awarded to our school in 2016 including \$3500 for the construction of a sensory garden and pathway through our dam paddock, a Liverpool Council Grant for \$4895 for garden equipment and a water tank. We also received a \$15,000 Community Building Grant from the state government to aid in the construction of our Habitat Project and purchase of learning resources in 2017. A bay of our newly constructed storage shed has been dedicated as a science store for some of our bulkier equipment. Money raised by Student Leaders included \$500 donated to Taronga Zoo's 10 Legacy Species conservation project to raise awareness and protect the habitat of the platypus. This animal was chosen as it has a long recorded history of occurring in local waterways, to the extent that it features as Camden Councils Logo, yet it is now only rarely seen in the most isolated stretches of the Nepean River. Having personally seen platypus in waterways feeding into the Nepean River I feel this is an experience and a cause worth promoting.

Mr McCroary

Student Leadership Report 2016

The second year of a dedicated Student Leadership Team (SLT) continued being a positive step in having a student led forum for addressing student needs and wants while promoting leadership skills within the student body. Weekly meetings were scheduled and held with the ongoing support of school executive staff. Formal meeting agendas were followed with small assignments set for upcoming leadership tasks. Student Leaders were challenged to leave a positive legacy at our school as custodians of BPS that is values based and promotes leadership as servitude on behalf of the community for the greater good. The SLT projects completed this year included: The presentation of birthday cards to every student with a voucher for a free ice block. Get Well cards designed, printed and delivered to injured students. Green Day Mufti Day coinciding with Clean Up Australia Day. Student Leaders promoted a 'No Rubbish Lunch' day and organised free activities for all students. A school wide survey to see what fundraisers the student body wanted. 2 Movie Days: BPS was transformed into a giant cinema complex where all students could view a movie. Tickets were sold including Gold Class Seating (a comfy seat, popcorn and a drink), standard, family and a freeview option to include every student. Ice cream cones, popcorn and soft drinks were available. The days were also mufti days with a movie/TV theme. These proved to be very successful fundraisers. A Guess-the-Number game to win a family pass to Luna Park, donated by the P&C, and raising \$250. A combined Milkshake Day, Crazy Hair Day and Silly Sock Day was organised with the SLT trialling a 'drive-thru' style serving system in the year 6 classroom. The Year 5 interns organised and offered free activities for all students at lunch time. A Green Day Mufti Day coinciding with National Science Week and the Snake Tails incursion. The launch of the Bye Bye Bullying campaign to be continued in 2017. A free school picnic at Mount Annan Botanic Garden for all students, involving numerous fundraisers to collect the \$1400 cost. A mentoring program for selected year 5

focusing on understanding the role of school leaders and providing advice and encouragement for the year 5 student leadership election campaign State Election Day promotions and fundraiser coordinated with the P&C. Special Assembly and Bringelly Honour Roll dedication for Remembrance Day. Centenary commemorations for two fallen Bringelly ANZACs, Major Victor Sampson and Lieutenant William Brown. Donation of \$500 to Taronga Zoo's 100th Birthday Conservation Projects to help the platypus SLT members gained skills in planning, organising and conducting school and community events. Other roles for the SLT included general school assembly preparation, ANZAC Day Special Assembly, greeting visitors, and attending the Book Launch of Anzacs of Macarthur. Stage three leadership programs included attending the GRIP Leadership annual seminar and students having the opportunity to attend the Cowpasture Group of Schools Leadership Day. Year 5 students were encouraged this year to apply for leadership roles by developing their own leadership skills, through many class discussions and activities targeting leadership characteristics, being respectful and responsible and creating a reputation for oneself. Numerous public speaking opportunities existed for students to develop presentation skills. Future plans involve greater interaction with the Student Representative Council as a means to hear student voices and act upon suggestion to improve our school experiences. Sport based fundraisers and activities will be introduced providing greater leadership opportunities for Sports House Captains and Vice Captains.

Mr McCroary

Debating and Public Speaking

In public speaking we had Olivia Jurcan represent our school in the Regional Public Speaking competition. She did an amazing job and we look forward to her growth in public speaking in years to come. Well done Olivia! In debating we selected seven students in year five and six to be involved in the Cowpasture Debating competition. The following students represented our school: Alecia Tedesco, Douglas Cazalet, Eva Kramer, Hudsyn Murphy, Jannah Perwaiz, Lilly Kramer and Tony Gattellari. They were involved in structured activities to develop their skills which were required to participate in formal debates. With lots of constructive feedback and persistence the Bringelly Debating team positioned third in the competition. The students worked hard this year and I look forward to coaching next year's team.

Mrs Bui and Mrs Keegan

Orienteering

In July this year we gathered together a team of 20 students from Years 3 to Year 6 to compete in the Sydney South West Regional Schools Championships. This event had nearly 500 participants! We were lucky enough to receive funding from the Sporting Schools which enabled us to organise a coaching day from Orienteering NSW at our school and it also allowed us to have our school map updated with all the changes to

buildings and trees. Our students' behaviour was exemplary and they displayed immense understanding of maps, geography and sportsmanship. One of our school leadership team, Manuel Hatgiantounio, placed in 4th position with all of the rest of our students, (many who competed for the first time) completed the course within the top 30% for their age groups. We also had 2 of the youngest competitors in the whole competition. Well done Samantha Deveigne and Mason Dibbs. In August we had students compete in the State Schools Championships, two day weekend event, which was not only for Public schools but also included private schools from all over the State of NSW. Both our participants placed in their age groups and took great pride in their challenges. Congratulations Sharmaine and George Rudd.

Mrs Brown Orienteering Coach

National Simultaneous Storytime

In May this year K – 2 classes were involved in this Australia wide event that celebrated its 16th Anniversary this year. The aim is to have as many schools reading the exact same story at the exact same time, to encourage a love of reading. The event is organised by the Australian Library and Information Association. This is the second time that we have conducted this event at Bringelly Public School and it was a great way to spend our lunch time. Reading the story 'I Got This Hat' By Jol and Kate Temple, the students were exposed to the excitement of reading purely for enjoyment. We were taken on a journey through a range of scenarios and cultures whilst the character tried on a range of different hats. We got to use our imaginations and think about what it would be like to venture along with the character. We can highly recommend this story if you are interested in re-sharing this book. This year there were around 500,000 children participating in this event at over 3,100 locations around Australia. Our students were captivated and enjoyed being involved in this event.

Mrs Brown, Miss Carson & Mrs Hillhouse

Count Us In – Music Australia

In November we participated in the 2016 Count Us In, Celebration of Music performance. This is a celebration of music education in Australian schools. It is in its 10th year. This event involves schools from all over Australia, singing the same song at the same time. Our whole school celebrated by singing the same song at the same time with the school choir performing in the library and using our connected classroom to livestream to and from The Sydney Opera House. What lovely voices and star performances from Olivia Jurcan, Abbi Spencer and the rest of the K–2 choir. Well done. Count Us In exists to advocate for improved access to music education for all students across Australia. This particular song also encourages our students to use music to sooth the soul, dust off the cobwebs and turn your frown upside down. Congratulations Bringelly on making our celebration performance a memorable experience.

Mrs Brown

Cowpasture Concert 2016

Bringelly Public School has continued to be involved in the Cowpasture Concert for 2016. The Cowpasture Concert is an event run by the Cowpasture Community of Schools to enable students across the broader Cowpasture community to collaborate and express their value and understanding of Creative Arts Education. This year 6 schools across the Cowpasture community participated in this event. Bringelly Public School presented a Dance Story Item titled "7 Years Old", which incorporated the creative talents of 21 students from years 3–6. They attended weekly rehearsals in preparation for this event and were also involved in the choreography and filming of the Cowpasture Concert Finale which was distributed to the other schools to learn. They represented the school superbly, showing a great amount of respect and consideration for their peers, other schools, teachers and the Marconi Club Venue Staff. This Concert opportunity enabled the students to develop their confidence to perform, enrich their skills and understanding of the Dance genre and collaborate with the high standard of talent within their broader community. Well done Cowpasture Concert Dance Group on a valiant effort!

Ms Thorn

Cricket 2016

In semester two, we ran the Milo In2 skills program for K–6 giving all the students the opportunity to learn how to bat, bowl and field in a fun and safe environment. It was aimed to help students learn to play cricket just like their Australian cricket heroes! Students in 3–6 were then invited to attend the Cricket T20 Blast and 22 students decided they would like to attend this big event. They played four action packed games against other schools in a fun social setting. It was an exciting day, and students learnt the importance of sportsmanship, communication and teamwork. Boys in years 3–6 were then given the opportunity to try out for PSSA cricket and a junior and senior team were formed. We had weekly training sessions and played against other schools in the heat. Although they were all very exhausted, they tried their best and have had some very impressive wins! Well done boys!

Miss Carson

Public School Sports Association Mixed Rugby League

It has been a few years since entering teams in the PSSA competition. They were all enthusiastic about the (junior and senior) mixed teams and playing friendly matches. Both teams trained weekly and they even had a NRL trainer come out to train them in safe tackling techniques and basic ball skills. Although the weather was disappointing and limited our rounds, they enjoyed the days we did get to play. There was sincere encouragement with all players and they truly have the 'Bringelly school spirit', which makes me proud as their coach.

Mrs Bui

Public School Sports Association Girls Basketball

The teams tried really hard and improved immensely on their basketball skills. They all had 'a go' and are getting better at playing as a team. We had weekly training sessions and the girls thoroughly enjoyed them. We had hot days and exhausted students every Friday afternoon. It has been a pleasure being their coach. I hope we have more interest in basketball for next year, with the possibility of having a boys basketball team as well.

Mrs Bui