

Bringelly Public School

Annual Report



2017



1360

Introduction

The Annual Report for 2017 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

School contact details

Bringelly Public School
1205 The Northern Road
Bringelly, 2556
www.bringelly-p.schools.nsw.edu.au
bringelly-p.school@det.nsw.edu.au
4774 8271

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 139 year history. Our school motto is "*Together We Grow.*"

Set on five hectares of school grounds the school has six 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 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. The school is part of a wider network of schools called the Cowpasture Group of School and also part of the Macarthur School Network.

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 through involvement in the Public Schools Sporting Association. The population of the school has twenty eight % non English speaking background and ten % of students come from Aboriginal and Torres Strait Islander backgrounds.

In 2017, Bringelly Public School, will begin a New South Wales *Early Action for Success* project aimed to improve students' performance through a targeted approach in the early years. In particular, the strategy involves an early identification of the level of attainment in literacy and numeracy of each individual child (K-3), with teachers differentiating teaching practice that focuses on the needs of the individual student. The school will practice targeted interventions in literacy and/or numeracy according to students' need and have on-going monitoring of student progress in Literacy and Numeracy. Additional staff in classrooms will support the project as well as a Deputy Principal Instructional Leader who will join the executive team of the school to guide the three year project.

Since 2015 the school has been recognised for studying our local environment and is a member of *Eco-Schools International*, part of 450 Schools in 58 countries. This 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. Links have been formed with the Royal Sydney Botanic Gardens, Mt Annan Botanic Gardens, local Aboriginal and Torres Strait Islander Groups and local companies; all who support the protection of unique environment. In 2017 the school has a major focus on STEM (Science, Technology, Engineering and Mathematics) linked with the national Kids Matter Student Wellbeing program to

students engagement, curiosity and academic performance. Bringelly uses the *Kids Matter Framework* to guide management and student welfare initiatives in the school where students obtain recognition for their friendly, respectful, taking opportunities, owning their personal growth and being safe in their behavior. A supportive cultural program in Aboriginal and Torres Islander knowledge for girls and boys has increased links to the community with specialized teachers, Elders and consultants involved in school programs.

The school has developed a strong program in Students Leadership based on the Eco-International objectives organizing whole school events from raising awareness about local wombats to arranging whole school picnics. Year 6 are Buddies for Kindergarten students as part of the school's lengthy entry into school transition program and the school's SRC has representatives from kindergarten to Year 6, led by a SRC President.

Cultural events include major multicultural events and well attended community remembrances such as ANZAC history. The school also offers opportunities in the Arts, particularly dance and choir performances. Camps and excursions linked to curriculum studies have been regular events in the school calendar, all being strongly supported by the parent community.

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 on 22 August, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated Bringelly Public School participated in external validation. In preparation for validation a required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence. The aim of this summary is to highlight the process the school has undertaken. This report provides an analysis and evaluates our current practice at Bringelly Public School against each of the domains and elements of the School Excellence Framework (SEF). Bringelly PS staff worked collaboratively to collect and analyse each piece of evidence against the SEF and our School Plan 2015–2017.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

We are rated as Sustaining and Growing in all three Learning Elements. The evidence shows that the school is building a culture that demonstrates educational aspirations and ongoing performance improvement. The school is working towards empowering students and giving them responsibility for their learning. At Bringelly Public School we use a strategic and planned approach to support the wellbeing of all students, as a staff we adopt an integrated approach to curriculum and learning to meet the complex learning needs of our students. The panel recommended Bringelly School as excelling in this area. Assessment and reporting at Bringelly PS is consistently used to monitor, plan and report on student learning. The staff have recognised that further improvement can be achieved in the element Assessment and Reporting stated in the Learning Domain. In student performance the school validation assessment was at the delivering level. In 2018 the addition of strong strategic planning in teaching and further sharing of student performance data will be a focus. The school will seek opportunities to actively engaging parents more openly to support improvements in Learning. Future planning will include strengthening community and home school links to support the growth and development of the whole child.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

We are rated as Sustaining and Growing across all five Teaching Elements. The evidence shows that all teachers are committed to identifying and implementing the most effective teaching methods, with a strong emphasis given to evidence based teaching practice. Student assessment forms a pivotal role in identifying student progress and is an integral part in developing future school directions. Bringelly Public School is building upon our existing systems for collaboration and feedback to support quality teaching practice. Professional learning at Bringelly Public School focuses on building teachers' understanding of effective teaching strategies related to areas within the School Plan. Staff

demonstrate responsibility for maintaining and developing their professional standards. The staff have recognised that further improvement can be achieved in the element Collaborative Practice through eliciting constructive student feedback. The school will continue to develop the professional learning standards of teachers and investigate improved collaborative practices that are relevant to our small school setting.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this evaluation process indicated that in the School Excellence Framework domain of Leading, we are rated as Sustaining and Growing across all four Leading Elements. A culture of high expectations and community engagement is supported by the school leadership team which improves educational opportunities for students. At Bringelly PS the School Plan and vision is at the core of continual improvement efforts in line with the schools' strategic directions. The evidence demonstrates resources are used strategically to improve student outcomes. Our management practices underpin ongoing school improvement and effectiveness of all school members. We have identified some areas of our planning in Leadership which we show a level of growth, but now would be further supported by continuing to improve school administrative practices. Strategies could include professional development to provide a deeper understanding of the school planning implementation practices.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide> 2,4,5,6 and

Strategic Direction 1

Student Well-Being and Engagement

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

Kids Matter Training was completed for components 1–4. Parent forums were trialled but not well attended. A new behaviour management procedure was implemented. Review of Live Life Well Action plan was completed with 90% of students participating in fruit breaks. 60% of Years 3–6 students participated in PSSA sport, with all students attaining gold or silver in Premier's Sporting Challenge. The areas of life skills, environmental science, sport and student leadership have increased student participation in the school, with increasing parent, community and P&C support of the initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collated school data shows a 20% improvement in participation and wellbeing as students are supported by the wellbeing framework and Kids Matter programs.	<ul style="list-style-type: none">• Socio-economic background (\$3500.00)	Teachers through their Personal Learning Plans select additional personal development aligned with the school plan. The areas of environmental science, sport and student leadership have increased student participation in the school strongly supported by the teachers holistic view of the school vision.
Data indicated a 15% decrease in partial absences with support from parents and indicated through attendance data.	<ul style="list-style-type: none">• Socio-economic background (\$0.00)	The school used the newsletters to remind families of the school hours. The Home School Liaison Officer worked closely with families to support them in maintaining good attendance, after habitual late attendance was identified through attendance data.
There will be an increase by 30% in collaborative community partnerships to support student learning between school, parents and the wider community.	<ul style="list-style-type: none">• Volunteer Organisations• State Grants \$15,000• Local council Grants \$6500	<p>Community of Schools continue to support the wider school activities and professional learning of teachers, especially with Indigenous students.</p> <p>The Chaplaincy program has been extended in the school for three years due to state funding.</p> <p>State and Local council grants supported the sustainability program and school gardens. All classes are involved with the recycling, school garden and making the bush path which has been 70% completed.</p> <p>Local companies supported the sport and travel costs to PSSA, programs the school considers part of our wellbeing program.</p>

Next Steps

Parent forums will be again planned and delivered next year, particularly in the areas of literacy and numeracy in line with the academic needs of students. . Student welfare will be directed to mental health areas and maintaining the newly developed system of positive awards which has been strongly linked to the school's five values.

Strategic Direction 2

Excellence In Learning

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

The extended executive staff provided teachers with more consistent support in planning and teaching learning strategies within the classroom and in stage teams. The result was the Early Action for Success action plan was implemented K–3 with progress data in numeracy and literacy showing benchmarks had been met and passed by 80% of students. The Kindergarten transition was completed in seven weeks with 80% of parents attending every week with their children. Communication with parents about the school's programs will be part of the continuing community education in the next three years. The EAfS action plan will continue in 2018 with Years 4–6 included.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal data is tracked showing 70 % students meet expected benchmarks in reading, writing and Mathematics Years 3–6	• \$2000 was used for releasing teacher from teaching class to work with the Early Action for Success (EaFS) Instructional Leader. Adjustments to student programs and additional support was able to be targeted.	All classes have collected data every five weeks and as a stage team discussed individual student learning. The effect of the L3 and EAfS strategies of modelling, reflecting on teaching practice has lead discussion and professional practice in the school.
In standardised testing, students in the lower two skill bands for writing and number have decreased by 50%, and 40% increase of students moving up to the top two bands.	• \$3500 was used to support student learning with maths materials and activities using the TEN program	Teachers developed a structured approach to writing using the EAfS strategies. The EAfS Instructional Leader modelled lessons and teachers reviewed progress of students in a team. This developed a critical approach to writing by students looking at their own work using learning goals.
80%–90% of K–2 students meet the expected growth in reading and writing.	• \$5000 was used for resourcing the reading material in the K–2 classrooms in sets of books. • \$4500 furniture for L3 reading groups	The progress seen throughout the school in student learning has been observable due to the consistent collection of data and it's analysis. The achievements of students particularly in K–3 in writing and reading has met the benchmark requirements.

Next Steps

The school has identified the following processes which will guide future planning to improve student performance:

- improve strategies to elicit feedback from students about their learning,
- evaluate the effect on students learning and impact on all programs
- continue to regularly analyse data K–6, to identify student growth, and how teachers' plan, teach and review programs and their impact of students' learning,
- identify professional development required to support students, thus extending the skills of the staff to cater for the wide range of student needs.

Strategic Direction 3

Active Community Partnerships

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 links helped the school with the provision of academic, sport and sporting opportunities for students at the school. Without this support many additional opportunities and programs the school runs would not be possible. Local businesses have helped sponsor Year 6 activities, PSSA transport costs, helped change traffic conditions with an ever increasing busy road and continued to develop the sustainability environmental activities in the school with links back to major science agencies. The school network has improved and by using these trusted networks the students' have gained a wider number of opportunities a small school would not usually be able to offer. Parent comments in the Tell Them From Me survey have been complimentary about how the school caters for the different needs of their children.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% increased number of interested community organisations will provide a wide range of expertise to the school .	<ul style="list-style-type: none">• \$1000 Ray White Pty Ltd.• Conservation Volunteers supported by Boral concrete• Greening Australia Supported by University of Western Sydney• Community Advisor for School Gardens supported by Royal Botanical Gardens• Cricket NSW• Rugby League NSW	Community links helped the school with the provision of academic, sport and sporting opportunities for students at the school. Without this support many additional opportunities and programs the school runs would not be possible. Local businesses have helped sponsor Year 6 activities and PSSA transport costs. The Principal and P&C President joined consultation committees of local council and businesses, to have a school representative on the community development of roads and businesses that impact on the traffic, noise and dust around the school. The local brick and road building companies have listened and changed truck movements around the high volume traffic times of the school day, ensuring safety of students and their families. Our renewed links with scientific communities have continued to develop the sustainability environmental activities in the school. This has supported the science curriculum focus of the school, helping students understand and be involved as global citizens.
Data indicates students are involved in an increasing number of community activities, representing the school as student leaders, or participants.	<ul style="list-style-type: none">• School funds were used to supplement camps, excursions and leadership activities.• \$1000 socio-economic funds for performance and The Arts program	The school leaders led projects in sustainability, recycling and Wombat Research. PSSA activities and interschool activities have involved over 85% of students in Years 3–6.
Increased attendance and feedback from parent workshops indicated the developing support of the school	\$0.00	Parents comments in the Tell Them From Me survey they have been complementary about how the school caters for the different needs of their children. A third of the families returned the end of year parent survey completed in Term 4, 2017. The three main areas of concern were literacy, mathematics and emotional skills.

Next Steps

In 2018 the school community will be involved in planning and improving relationships in the community by:

- asking for wide community support to celebrate the school's 140th year in October.
- supporting the students in the academic and sporting opportunities through financial support and volunteering to help,
- continue to monitor the changing traffic and road safety conditions affecting the school,
- continue to build on the P&C support through education forums on student welfare and school canteen initiative.
- The School Parent Community will be informed of the areas identified through the parent survey as high priority by parents and included within the Plan to affirm that their voice was heard and acted upon.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • \$6,147 Aboriginal funding • \$2000 Socio-economic funding 	Bro-speak was begun by the School Chaplain and run side-by-side with Sista-speak. The Cowpasture Aboriginal Education Committee met and planned for the 2017 NAIDOC Day and end of year events. The Action plan was reviewed and rewritten by a team of teachers from the Cowpasture Schools. The school choir learnt and sang the Australian Anthem in Durag language. The Aboriginal and Torres Strait students were being supported in class timetables in literacy and numeracy
English language proficiency	<p>Multi-Cultural Unit new arrival funded three days a week.</p> <ul style="list-style-type: none"> • English language proficiency (\$0.00) 	Five new arrival student were supported with funding acquired after seeking support. An experienced EAL/D trained teacher was employed to teach English to the students. Additional support was provided through financial assistance for the family from socio-economic funding. Grammar and social skills were taught allowing the children's experience to be inclusive and successful. Parents reported they were very pleased with the support and progress of their children. The percentage of EAL/D students at the end of 2017 was 28%.
Low level adjustment for disability	<p>LaST teacher \$101,000</p> <p>Speech Pathologist \$5000</p> <p>Additional SLSO support in class for new students \$29,000</p> <p>Total: \$135,303.00</p>	A review of the students' progress using data showed there were only a small number of students who were below the targeted level for their scholastic year. The students had been identified early through the consistent approach to assessment and reporting. Teachers had been mentored through discussions about programs and teaching strategies to meet 90% of students needs. Areas of concern are in the emotional regulation and social skills. The feedback from parents suggested the concerns they have were in reading, writing and social skills. They were very positive about how the school communicated with them about their child. Professional development of teachers was being met through the Early Action for Success initiative and DOE courses.
Quality Teaching, Successful Students (QTSS)	Release time for observations and discussions \$12188	Funding was used to support teacher release for the analysis of data and effectiveness of teaching and learning programs in stage groups and with their supervisor, ensuring students needs were met. The engagement of the Instructional Leader in the school meant funding was also used to release teachers K-Year 3, to collegially plan literacy and numeracy programs for students' in their classes. The Assistant Principals were also provided additional release for observation in classes and to discuss teaching and learning cycles with teachers after analysing the class data on the students' progress. The additional funding was important in allowing supervisors to be released from their own duties and teach in the classes with the less experienced teachers.

Socio-economic background	\$158237	The greatest cost from this funding is for additional teaching staff for executive release for planning and Support Learning Officers supported students in classes in numeracy and literacy. The funding also supported a seven week transition to school program where a teacher was employed to run the transition to school activities while parents were engaged in getting your child ready for school forums. To provide specialist services and reports a speech pathologist was funded for fifteen weeks, allowing for follow up with students after assessment and time for the speech pathologist to work with teachers. Additional costs were required to maintain the school grounds to a level where the grounds were safe. School technology services have become specialised with Ipad, notebooks and touch screens and a technician is employed to ensure students have optimum connection.
Support for beginning teachers		In 2017 the school did not have any teachers who were not accredited.
Targeted student support for refugees and new arrivals		The school received three days of teaching support in for a family of Syrian refugees in Term 3. The teacher was English and dialect Language trained and worked with the children in class and in small group to develop their level of English.
Early Action For Success	\$93 000 Instructional Leader \$1000 Learning Intention Resources \$5000 (P&C)	This year Bringelly Public School became a phase 2 school in the Early Action for Success program which is designed to support the improvement of student learning outcomes in the early years with a focus on literacy and numeracy. The teachers in the infants (K-2) have worked closely with our Instructional Leader to improve student's understanding of literacy and numeracy content. As a result of the hard work of these team members Bringelly Public School can proudly say that we have seen growth beyond expectations across literacy and numeracy with the average percentage of students achieving benchmarks in literacy ranges from 65.5% to 100% in some areas. Likewise in numeracy the percentage of students who have achieved the benchmark averages from 55% to 100%. This invaluable data which is collected and analysed every five weeks by the Instructional Leader will continue to provide directions for our teams to support the complex learning needs of all students. In 2018 the staff will continue to build on this success and develop programs to support the individual learning needs of all students.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	93	82	63	73
Girls	81	81	69	66

The student enrolment is decreasing slowly. The effects of nearby development has meant families had to move due to state acquisition of land. However, the school predicts as new housing development is underway this will be short term.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	93.7	90	90
1	93	80.4	90.6	93
2	89.8	87.4	89.6	93
3	90.1	91.3	91.5	89.8
4	91	91.3	92.3	86
5	90	83.4	89.7	89.3
6	94.5	91.5	89.3	94.8
All Years	91.7	88.3	90.5	90.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Regular reviews of attendance is undertaken with parents contacted to ask if the school can help in any way to try and improve students arrival for lateness or for regular absences. The school has reviewed its attendance procedures and teachers will ring if the child is absent over two days .

- The school has built up a sports program to

encourage student involvement which means there are very few absences on a Friday due to the PSSA sport. 88% of senior students are involved in this. Other extra curricular interest groups and support programs are provided such as chess.

- The school chaplaincy program is aimed at supporting students in welfare concerns and often the children experiencing anxiety and feeling unwell are part of the program.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	4.67
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.81
Other Positions	0

*Full Time Equivalent

Two staff identify their aboriginal heritage. They support the school's programs and identify strongly with the students of an Aboriginal and Torres Strait Islander background. The composition of staff are full and part time, with the different specialist teachers in science, reading recovery and English and Language Dialects being employed for specific programs. The school population has not decreased to a level where executive or support staff have decreased.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	54
Postgraduate degree	46

Professional learning and teacher accreditation

The school funding for Professional Learning was \$14794. All teachers have been involved in professional learning in literacy and numeracy in 2017, as the school has been provided an Instructional Leader in the Department of Education's initiative Early Action for Success. This professional development was led by the Instructional Leader and the Learning and Support teacher. The English and Language Teacher also led staff in updates of teaching Grammar. Staff were involved in Kids Matter Training and Welfare support Networks. The executive staff attended professional development in finance and budgeting to ensure good fiscal management in the new financial system of the Department of Education. All staff completed all compliance training in child protection, anaphylaxis and CPR. Staff were trained in teaching grammar, science, computer skills, first aid and a variety of sports. All staff were involved in Community of Schools professional development days. Several staff presented at EPIC, a combined event that featured schools from around the Macarthur area and one staff member was selected to attend an environmental conference in Queensland. The Quality Teacher School success funding of \$12189 was used for supervisors to mentor and plan with teachers after gathering data and assess students progress. This funding has provided important time for teaching supervisors to be released from class to enable them to team teach and observe teacher practice. To build capacity of aspiring leaders an extended executive was formed to allow staff to engage in whole school management and leadership.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	29,717
Revenue	1,770,278
Appropriation	1,677,952
Sale of Goods and Services	7,186
Grants and Contributions	84,569
Gain and Loss	0
Other Revenue	0
Investment Income	570
Expenses	-1,736,184
Recurrent Expenses	-1,736,184
Employee Related	-1,533,882
Operating Expenses	-202,303
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	34,094
Balance Carried Forward	63,811

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,152,528
Base Per Capita	20,173
Base Location	5,465
Other Base	1,126,890
Equity Total	310,721
Equity Aboriginal	6,176
Equity Socio economic	158,237
Equity Language	15,005
Equity Disability	131,303
Targeted Total	45,364
Other Total	148,445
Grand Total	1,657,058

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

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 results show the success in strategically focussing on the teaching of reading, writing and listening within the Kindergarten to Year 3 classes. Results in students in Year 3 show over 50% of students attained the minimal standard in reading. Writing had also improved with 76% of year three students attaining band 3 or 4. 71% of students attained band 3 or more with 28% in the top two bands for grammar and punctuation.

In Year 5 the students results were not so successful. 28% of students achieved a band 5 and 6 and one student achieved band 7 in Reading. 46% of students achieved either band 5 or 6 in writing, but an equal number of students had difficulty with the writing. In grammar and punctuation 46% of students achieved the minimal standard with two students achieved in the top two bands.

25.9% of students attained the expected growth in reading. This area will be focussed on in 2018.

76% of Year 3 students attained results in Band 3 or 4 with one student attaining band 6. 71% of Year 5 students attained band 5 or above in numeracy. Year 3 students results showed the areas of number, patterns and algebra were better understood than data, measurement, space and geometry. In year 5 there was a significant difference between students results with the areas of numeracy, patterns and algebra being the areas where students had difficulty. Numeracy will be the area of focus in 2018.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands the very small number of Aboriginal students at Bringelly Public School achieved above expected growth in Year 5. The school supported the students through student wellbeing

programs such as Sista–speak and Bro–speak, with the students showing increased confidence academically.

Parent/caregiver, student, teacher satisfaction

Parents and students were provided school and external surveys at the end of the year. The students were also provided the Tell Them From Me Survey in November. Parents were asked to complete the survey as well but there were no responses.

Parent/ Family Results from the School Improvement Survey 2017

The School had a total of 96 families and received a total of 32 responses, which equates to approximately 1/3 of our parent population.

Direction 1 Excellence in Learning– The significant areas seen by parents which needed to be improved were:–maths, literacy and emotional skills

Direction 2 Engagement and Wellbeing–No significant areas were identified.

Direction 3 Community Involvement–The significant area seen by parents to need improvement:–suggestions or concerns parents have regarding their child, are heard and staff are seen to be acting upon these concerns.

Recommendations:

1. These four areas to be included within the 2018–2020 School Plan after further investigation.
2. The School Parent Community is informed of these areas being investigated and included within the Plan to affirm that their voice was heard and acted upon.

The School had a total of 161 students. The school received 115 responses which equates to approximately 71% of our student population.

Direction 1 Excellence in Learning–

Across all four stages art, craft, sport and fitness were strongly identified subject areas that students wanted to participate on more often. In Stage 3 the students also expressed that they would like more lessons using computers and wanted more 'work'. In Stage 2 the students expressed that they would like more lessons involving outdoor learning. In Stage 1 the students expressed they would like more maths games and TEN games. In Early Stage 1 students expressed that they would like to have more play. The survey indicated that students felt more confident using the computer as they moved up each Stage, starting from Early Stage 1 with 39% feeling confident to 54% in Stage 1; 71% in Stage 2 and 79% in Stage 3.

Direction 2 Engagement and Wellbeing–

Across the top three grades there was a strong trend of

the students perceiving that they were displaying the school values individually but didn't perceive that others displayed them except for taking opportunities in extracurricular activities. Across all four stages art, craft, sport and fitness were strongly identified subject areas that the students wanted to participate in more often. In Stage 3 they expressed that they enjoyed fundraising. In Stage 2 the students expressed a desire to have bubblers in the playground. In Stage 1 the students expressed the desire for students being friendly towards them. In Early Stage 1 the students expressed they would like to have more play.

Direction 3 Community Involvement–

All four stages demonstrated an awareness that the school provided a range of extra-curricular activities and that a majority of students participated in them.

Recommendations:

1. Art, craft, sport and fitness to be given focus and included within the 2018–2020 school Plan
2. Computer skills to be explicitly taught from ES1 onwards for skill acquisition and engagement
3. TEN continues in ES1 and Stage 1 within the 2018–2020 School Plan
4. The outdoor environmental program continues within the 2018–2020 School Plan
5. PBL programs and their perception need investigation and revision if necessary
6. Play based learning be investigated and revised within Early Stage 1 if necessary

Parent/ Family Results from the School Improvement Survey 2017

The School had a total of 96 families. The school received 32 responses which equates to approximately one third of the parent population. Generally the parents were very complimentary about the school's program and care in regard to their child. The families attended all events in large numbers and were very generous with school fundraising and supporting extra curricular activities.

The following were suggestions which will be reviewed in the 2018–2020 School Plan.

Direction 1 Excellence in Learning–

The significant areas seen by parents to be improved were:–maths, literacy and emotional skills

Direction 2 Engagement and Wellbeing–

No significant areas were identified.

Direction 3 Community Involvement

24% (7 responses) of parents expressed a concern that the school needed to improve parent communication or

follow up actions, when parent concerns were expressed.

Recommendations:

1. These 4 areas to be included within the 2018–2020 school Plan after further investigation
2. The School Parent Community to be informed of these areas being investigated and included within the School Plan to affirm that their voice was heard and acted upon

Policy requirements

Aboriginal education

The Aboriginal and Torres Strait Islander students comprise 11% of our school population. They provided support in classes with the funding provided of \$6176 during the year. A Support Learning Officer supported students one on one and within class groups in literacy and numeracy. The students were involved in the Department of Education programs of Sista–speak and Bro–speak. The programs encourage students to take on leadership roles within different school activities. The Community of Schools also involved the Bringelly Public School aboriginal students in NAIDOC Day celebrations and a day at the Botany Bay Environmental Education Centre where they were involved in activities centred around bush tucker and coastal research.

Multicultural and anti-racism education

The school has fourteen languages spoken other than English in the school, the predominant being Arabic. In 2017 two specialist English and Dialect teachers were employed to support the needs of refugee and new arrival students. The children with a background other than English accounted for 27% of the school population. The school has a strong emphasis on inclusive education and incorporated multicultural aspects into class programs. The school chaplain ran a program which raised awareness of differences, with a group of senior boys to defuse their attitudes towards cultural groups in the school. Often attitudes come from home and the school has been proactive when dealing with racial comments. This year the school introduced Islamic scripture. Parent information in different languages is sent home when required eg. NAPLAN. Harmony Day on 21st March, always starts our year of celebrating diversity and inclusion.