

# Bringelly Public School

## Annual Report



2018



1360

## Introduction

The Annual Report for **2018** 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](http://www.bringelly-p.schools.nsw.edu.au)

[bringelly-p.school@det.nsw.edu.au](mailto:bringelly-p.school@det.nsw.edu.au)

4774 8271

# School background

## School vision statement

To prepare confident citizens who will successfully meet the diverse challenges of a rapidly changing world.

## School context

Bringelly Public School is a semi-rural school in South West Sydney and proud of its 141 year history. Our school motto is "*Together We Grow.*"

Set on five hectares of school grounds the school has five 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 2018, Bringelly Public School, was in the second year of 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 practices 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 support the project as well as a Deputy Principal Instructional Leader who has joined 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 Sydney Royal Botanic Gardens, Australian Botanic Gardens Mt Annan, local Aboriginal and Torres Strait Islander groups and local companies; all who support the protection of unique environment. The school's garden and woodland walk are part of this initiative. In 2019 the school will continue studies involving STEM (Science, Technology, Engineering and Mathematics) linked with the *Student Voice* aimed increase student engagement, curiosity and academic performance. Bringelly Public School uses the *Eco International values* and *Live Life Well* with links to NSW Health Department, 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 behaviour. A supportive cultural program in Aboriginal and Torres Strait Islander knowledge for girls and boys has increased links to the community with specialised teachers, Elders and consultants involved in school programs.

The school has developed a strong program in student leadership based on the Eco-International Objectives, organizing whole school events from raising awareness about local wildlife to arranging whole school picnics. Year 6 are 'buddies' for Kindergarten students as part of the school's lengthy entry into school transition program.

Cultural events include two annual multicultural activities and well attended community remembrances such as ANZAC history. The school also offers opportunities in creative 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, 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.

## Learning

The school on–balance judgement for this element is sustaining and growing. The school offers a strong focus on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. There is a demonstrated commitment within the school community that all students make progress. Partnerships with parents and students support clear improvement aims and planning for learning. The School Services consultant have worked with staff on feedback and formative assessment strategies. In transitions and continuity of learning the judgement as excelling. The school engages in strong collaboration with parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. For attendance the data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for students, including those at risk. In the area of well–being the school has been involved in surveying students, parents, teachers and parents in the areas of belonging, respectful relationships and support. Individual learning needs are regularly monitored and based on an evidence approach with programs and assessment processes identified that will meet the learning needs of the child. The school was seen as being very supportive and the sense of belonging in students was above state percentile. The school expectation of behaviour has been redesigned to ensure a consistent approach. The expectations are explicit, consistent and supported across the school.

## Teaching

The school's on–balance judgement for this element which includes the elements of effective classroom management, data skills and use, professional standards and learning and development, is sustaining and growing. Through support from Department of Education School Services consultants teachers have evaluated their levels of explicit teaching and provides feedback to students, identifying their learning needs. Teachers use a range of strategies to explain and break up knowledge. Teachers use a range of feedback to improve students learning in the classroom, which is linked to the school wide approach to effective and positive classroom management. support is provided to teachers where needed, ensuring optimum learning. The school promotes and demonstrates professional learning in using data concepts, analysis and use of students assessment data and related tools. Data is gathered twice a semester so the school leadership team can analyse student progress and gain insights into student learning. There is a whole school approach to developing professional practice. Teachers have completed specialised programs in teaching literacy and numeracy, meeting the needs of students in their classes and stages. Formal mentoring or coaching to improve and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. an extended executive group has been working in 2018 in the school on leading change and reviewing different collaborative partnership within and outside the school. The school has identified expertise within the staff and draws on this to further develop its professional learning community. teachers are supported to develop innovative or evidence based, future–focused practices.

## Leading

The principal and the school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school performance. The school's on–balance judgement for the elements of educational leadership, school planning, implementation and reporting, school resources and management practices and processes. Staff have developed connections with other school to form a stronger educational leadership community. Teaching and non teaching staff proactively seek to improve their performance. The school has strongly supported professional development of all staff and funded an additional \$10000 in courses aimed to improve learning and teaching. The school regularly solicits and addresses feedback on school performance from students, staff and parents through surveys, parents meetings, individual education plan meetings, but is working on connecting with the broader school community. The school leadership team supports change, leading to improvement with regular professional development meetings and collaborative stage meetings. changes in teaching and learning are continually monitored and teacher professional development plans are focused on the teachers personal goals. All staff are involved with the implementation of the school plan's strategic directions. The school has consistently used its learning spaces flexibly. The age of the school has meant learning spaces have also been updated out of necessity. Technology has been increased and supported by using school resources to employ specialist support services. Teachers have had professional development in the use of technology to support student learning. Parents have been consulted about their access to internet services and how the school can support their children. The management of the school is led by the executive team which includes the Administration manager who has taken on a business management role for compliance and maintaining school facilities, as well as finance officer.

Our self–assessment 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>

## Strategic Direction 1

### Student Well-Being and Engagement

#### Purpose

The school seeks to create a strategic and planned approach to support and develop the academic, social, emotional, physical and spiritual needs of all students so that they may be empowered to connect, succeed and thrive.

#### Overall summary of progress

The levels of engagement has slowly increased as shown in the school surveys of parents, teachers and students. The additional support of Support Learning Officers, programs such as Sista-speak, Bro-speak, visiting Aboriginal Community Officers, School Chaplain program and Public School Sport Association program have all encouraged students to be responsible and be involved. An E-newsletter has been trialled by the school to increase the rapid dissemination of messages and news. A survey about homework and welfare has also been given out this year for parents to have a voice in the directions taken by the school.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)                          | Progress achieved this year   |
|---|--|---|
| Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school. | \$2000 School materials for positive behaviour program | The results from the Tell Them From Me survey indicate that students attitudes towards quality instruction, positive teacher feedback, positive learning climate and expressions for success are above NSW government norm., in the 95% range. Areas requiring improvement are disengagement in Year 4 and friendships with others  |
| Data indicates improved attendance rates area moving towards state expectation levels of 95%.                     |  | The low success rate in this area despite differentiating programs, extra curricular activities and individual support is disappointing. The partial lateness or absences are also associated with a few families who have extended family business overseas. The Home School Liaison Officer has been working with the families and school to communicate the importance of consist attendance.  |
| 75% of students demonstrate knowledge of how to succeed in their learning.  |  | All classes have introduced Learning Intentions and Success Criteria into the class routine. Students have been given a target and constructive feedback about the tasks which have been directed towards learning progressions. Students have shown they can articulate their goals. Data walls indicate all students have progressed in their learning. The School service team have professional developed teachers skills in formative assessment to support students learning. |

#### Next Steps

The school will continue to be supported by the School Services team in formative assessment and critical judgement.

The school staff will continue to develop their skills in the areas of wellbeing, behaviour modification, differentiation and curriculum to support all students.

## Strategic Direction 2

### Excellence In Learning

#### Purpose

To create a stimulating and engaging learning environment, underpinned by high expectations and teaching practices to accelerate learning curriculum. This is flexible, reflective, relevant and dynamic to meet the diverse needs of our student, staff and community.

#### Overall summary of progress

The school data gathered every five weeks indicates the academic growth especially in kindergarten to Year 3, where the teachers have been using L3 strategies. The Year four to six teachers have also been using the short sharp and focussed literacy approach with teaching reading. Numeracy results have also increased with the strategies of Targeting Emergent Numeracy in all classes. In 2019 writing will continue to be a focus as will the type of constructive feedback given to improve performance.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year   |
|---|-------------------------------|---|
| Increased proportion of students in the top two NAPLAN bands for reading and numeracy.<br><br>Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy. |                               | NAPLAN assessment data for 2018 showed that 46% of year 3 students performed in the top two bands for reading which represented a 25% increase over the previous 2 years.. 20% of year 3 students performed in the top two bands for numeracy representing a 11% increase over the previous 3 years.<br><br>We additionally saw growth in the achievement of our Aboriginal students. While we didn't have any students performing in the top two bands we did see improvements with the number of students performing in the lower two bands significantly dropping. All Aboriginal students demonstrated positive growth between year 3 and 5.. |
| 50% of students show expected growth between Years 3–5.<br><br>80% of K–2 students achieving expectations for literacy and numeracy   | QTSS — 6 casual days (\$2700) | NAPLAN growth data for 2018 demonstrated that 63.6% of year 5 students met expected growth in numeracy. 45.5% of year 5 students met expected growth in reading.<br><br>PLAN2 data collected by teachers K–6 demonstrated an average of 87.5% of K–2 students meeting school expectations for reading.  |

#### Next Steps

- 2019 all students with consistent baseline data established early term 1 for the monitoring of student growth against Creating texts and Number Patterns and Algebra.
- Learning sprints Professional Learning for all staff.
- Staff released using QTSS funding for regular meetings with Instructional Leader.
- The school will begin to introduce Student Voice.



## Strategic Direction 3

### Positive Communities

#### Purpose

To build active and positive partnerships between the school and the wider community, providing strong support for the school and creating opportunities to develop and meet the needs of all students.

#### Overall summary of progress

The year was a successful year with many parents supporting the school in school activities, celebrating the 140th anniversary, helping in the canteen, during reading, with sport or with the school garden. Community partnerships continue to develop reaping the school a huge increase in in-kind support. The links with Aboriginal elders have given the school students a strong development in cultural understanding. However, the Tell Them From Me Parent survey showed areas where the effort of the school needs refining. New ways of communicating school events have been introduced with the e-newsletter but still some parents are not accessing this. The largest area of concern from the 41% of parents who completed the survey was school safety. This could be due to the small fences or from different friendship difficulties children have. The school effort in reviewing levels of behaviour has been supported by parents. This will be reviewed at the end of each term with the parents representatives and staff. Social skill development has been increased and the school has sought advice in professional development of staff, counselling support and welfare support. Developing Student Voice in 2019 will also have a positive impact on students' academic criteria, levels of engagement and behaviour expectations.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year  |
|---|--|--|
| Increased proportion of parents feel informed and valued members of the school community.       | \$5000 Community Grant<br><br>\$5000 school funded for 140th celebrations and community promotion. | From the Tell Them From Me survey parents feel they support their children learning at home. They felt the school could do more with respectful relations between students and in the areas of communication. Parents felt welcomed and that the school supported positive behaviour. They also felt the school was an inclusive school.   |
| Increased proportion of students are involved in community activities, representing the school. | \$2000 supporting students participating in school competitions                                    | Students were involved in PSSA sport from Years 4–6. Parents continue to financially support this activity. Parents were also very supportive of Life skills with mindfulness activities, science incursions, camps and class excursions. Children represented the school in sport, debating, public speaking, performances, choir and chess. 98% students said they had been involved in some extra curricula activity from year 4–6. |

#### Next Steps

Bringelly will continue to evolve activities for the students to build resilience in overcoming personal self-doubt, gain awareness of the wider world and gain a sense of community. Students Voice will allow a deepening of understanding of how they can develop a social conscious and have an opinion.

We will improve communication with parents through the P&C Association and from organised forums will increase the sense of an inclusive school community.

We will review and support the positive behaviour system, being clear on expectation towards others, having a common language about the school's vision, while being positive about the successes of the students and the whole school.

| Key Initiatives                                     | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <b>Aboriginal background loading</b>                | Funding for Aboriginal and Torres Strait Islander students was \$7618. This supported an SLSO. Additional funding was used equity funding for excursions, additional support in the classrooms, the community of schools incursions and professional development of teachers and support staff. This amounted to an additional \$10000. | The professional development of teaching and non teaching staff supported students in the classroom and with the maintenance of social skills programs such as Sista–speak and Bro–speak. contacts with an other primary school supported both staff and students, by drawing on their well established programs. The NAPLAN results and Scout Data analysis indicated the increase in self esteem for the students involved. The Reconciliation Action Plan of the Cowpasture community Of Schools was evaluated by the Cowpasture Aboriginal Education community with the strong support of the Department of Education aboriginal Education Officers and community liaison officers. The school performances of Aboriginal cultural dances, opening of our Yarning circle was attended by local Elders and the school has formed a strong link with the community. |
| <b>English language proficiency</b>                 | The \$11425 funding was increased to \$23000 to provide an English and Dialect Language teacher for a day a week.   | Additional New Arrival funding was provided for three students recently arrived from overseas by the Multicultural Unit, Department of Education. The specialist teacher worked with the kindergarten to Year 2 teachers in providing support for language development. Students were provided small group or individual support so they could access as much of the early stage 1 curriculum as quickly as possible. Surveys of families language backgrounds were conducted and the school had 29% English Second Language families in 2018. Professional learning was provided by the specialist teacher to all teachers on the ESL Scale and strategies to connect learning to syllabus requirements.   |
| <b>Low level adjustment for disability</b>          | \$89,336 RAM funding was provided in 2018. This was used to support students in class with the employment of three Support Learning Officers.   | Two SLSO's completed their certificate four and one completed her certificate three at Miller Tafe. They have skills in supporting students in curriculum programs supervised by the class teacher. They manage the social skill and welfare programs for students identified through the Learning support Team meetings. The Learning and Support Teacher also works with them to identify the areas students can be supported. School data on students growth is reviewed every five weeks and students on programs have adjustments according to these results. In 2018 the students identified as requiring additional support in literacy, numeracy and emotional stability worked in small groups and were also provided a flexible program based on their individual needs.  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$23, 530 releasing lead teachers to mentor or coach teaching staff   | Lead teachers have been released from class to coach individual or teams of teachers in literacy and numeracy. Teachers have been supported through discussions after observing lessons, team teaching aspects of learning, sharing curriculum planning, helping teachers continue their accreditation. The   |

|   |   |  |
|---|---|--|
| <b>Quality Teaching, Successful Students (QTSS)</b>           | \$23, 530 releasing lead teachers to mentor or coach teaching staff | funding is usually provided at intervals during the term to assist teachers analysing data and individual student's achievements, then to plan forward. This addition of funds has greatly assisted with teachers receiving time away from teaching duties to be with their supervisor or lead teacher or for supervisors to be able to model teaching strategies, team teach and observe. Teachers feel supported in the areas they have selected in their personal development goals which link up with the school identified directions.  |
| <b>Socio-economic background</b>                              | \$124,638   | The additional funding to support the school students' and community has been utilised to purchase additional help with uniform requests, excursions, camps and classroom materials. Additional teacher time has also been funded to fund the English Second language teacher for a whole day instead of only half a day. The school garden has become a very important component for our welfare and engagement of students in school life. Materials and tools have been purchased for children to use. Additional laptops have been bought to supplement the T4L allocation we receive. This allows a whole class to have a laptop in the stage 3 area of the school. Additional ipads have also been purchased for the junior grades as they use the maths and literacy apps. These funds also help support our multicultural and aboriginal programs in resources, excursions and |
| <b>Targeted student support for refugees and new arrivals</b> | ! day a week.   | A teacher was employed to teach language skills for the phase one students who arrived from Iran. The children are in Kindergarten and year one. Through the regular support the children have all reached the minimal standard for Kindergarten but require more support to move through the skill development of phase two.  |
| <b>Early Action For Success</b>                               | \$95563 Instructional Leader Deputy Principal (3 days/w)            | In 2018 Bringelly Public School has continued on it's Early Action Journey devoting resources to the improvement of student learning outcomes. In the focus area of reading our stage 1 teachers attended the Language Literacy and Learning training, which represents a huge commitment of both the staff and school to support this program. Our Kindergarten teacher who has been trained in this program continued to run L3 in the early stage 1 classroom. As a result we saw 91% of kindergarten students met the EAfS expectation for reading in 2018, 83.3% of year 1 and 87.5% of year two also met this benchmark. The staff have worked hard on the implementation of the new National Literacy and Numeracy Learning Progressions which present a valuable tool to support the NSW syllabus documents. 2018 marked the beginning of                                      |



|                                 |   |  |
|---------------------------------|---|--|
| <b>Early Action For Success</b> | \$95563 Instructional Leader<br>Deputy Principal (3 days/w) | <p>             this process and saw the complete mapping of all Bringelly students to the sub strands of Creating Texts and Number Patterns and Algebra. This process will continue in 2019 where it is anticipated this new data collection format will allow the staff to make accurate and timely judgements about the learning goals of all Bringelly students, allowing staff to measure achievement and more importantly the growth of our students.           </p> |
|---------------------------------|---|--|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 82         | 63   | 73   | 63   |
| Girls    | 81         | 69   | 66   | 59   |

The Badgerys Creek Airport development has resulted in families moving out of the area as their land has been resumed. The middle school is particularly low which will effect future years unless the roll increases. There is a slow movement into the Bringelly area west of the Northern Road. Many of these families are renting houses.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 93.7 | 90   | 90   | 88.2 |
| 1         | 80.4 | 90.6 | 93   | 87.9 |
| 2         | 87.4 | 89.6 | 93   | 88.7 |
| 3         | 91.3 | 91.5 | 89.8 | 89.5 |
| 4         | 91.3 | 92.3 | 86   | 89.2 |
| 5         | 83.4 | 89.7 | 89.3 | 92.5 |
| 6         | 91.5 | 89.3 | 94.8 | 94.5 |
| All Years | 88.3 | 90.5 | 90.9 | 90.4 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94   | 94   | 93.9 | 93.4 |

### Management of non-attendance

The attendance of the school remains fairly consistent when looked over the past 3 years.

Large absences occur with a few families taking extended leave to an overseas destination. Some families also take holidays outside of the school

holidays depending on the parents vacation time from their employment. when the absences have been over 25 days the Home School Liaison Officer is always involved, letters have been sent home and interviews have taken place.

The school also places reminders to parents for medical certificates or a written note for longer absences. Where absences may be due to disengagement the school has adapted programs or included programs to engage the students. Financial assistance is always offered to families so the students can be involved.

Success to encourage students attending has been demonstrated with the school financially supporting PSSA sport. Older students who attendance levels were poor during the week, has increased their attendance on a Friday. Other programs such as gardening and communicating with parents about the need for regular attendance has also helped improve some students records.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 2    |
| Classroom Teacher(s)                    | 4.78 |
| Teacher of Reading Recovery             | 0.21 |
| Learning and Support Teacher(s)         | 0.6  |
| Teacher Librarian                       | 0.2  |
| School Administration and Support Staff | 1.81 |

\*Full Time Equivalent

5% of Bringelly School staff identify as having an Aboriginal or Torres Strait heritage.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 20         |
| Postgraduate degree             | 80         |

## Professional learning and teacher accreditation

All teachers have been provided professional training in the areas of literacy and numeracy in 2018. One executive staff member have completed her training in Early Action for success L3 and one completed their OPL training. All teaching staff have completed adobe connect sessions on the curriculum areas of Science, PH/H/PE and History. Two staff went on a tour of South Australian Schools, with a network of local schools to increase their knowledge of Student Voice. The area of sports coaching was undertaken by three staff so the school could continue to provide a high quality sporting program for the students. Mandatory training was completed by all staff by the end of term one and three staff maintained their first aid qualifications to provide the school coverage to all school events. There were no teachers who were undergoing accreditation. or who were considered Beginning Teachers.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 63,811                  |
| <b>Revenue</b>                        | 1,784,708               |
| Appropriation                         | 1,688,607               |
| Sale of Goods and Services            | 4,885                   |
| Grants and Contributions              | 90,493                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 723                     |
| <b>Expenses</b>                       | -1,690,403              |
| Recurrent Expenses                    | -1,690,403              |
| Employee Related                      | -1,467,248              |
| Operating Expenses                    | -223,155                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 94,305                  |
| <b>Balance Carried Forward</b>        | 158,116                 |

requirements. The school was audited in 2018 and met all requirements.

- The school has spent more on technology this year as it begins resourcing the school for STEM. a 3D printer, more laptops and ipads were purchased along with robotic sets to teach coding to students.
- A school kitchen cost was also put aside and planned to be build in 2019 to support our school garden and science programs.

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 1,200,732               |
| Base Per Capita       | 26,878                  |
| Base Location         | 4,919                   |
| Other Base            | 1,168,935               |
| <b>Equity Total</b>   | 233,017                 |
| Equity Aboriginal     | 7,618                   |
| Equity Socio economic | 124,638                 |
| Equity Language       | 11,425                  |
| Equity Disability     | 89,336                  |
| <b>Targeted Total</b> | 46,127                  |
| <b>Other Total</b>    | 142,183                 |
| <b>Grand Total</b>    | 1,622,058               |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to

- The school's financial management processes and governance structures meet financial policy

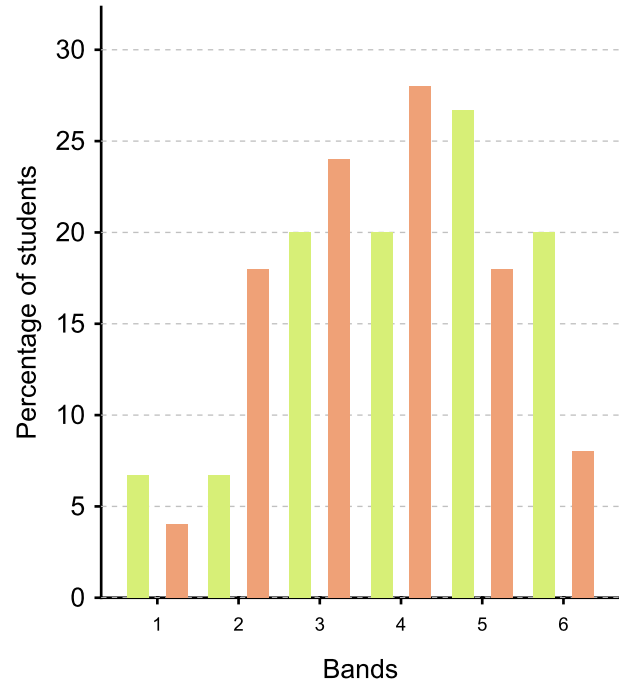


the online test, with some schools attempting NAPLAN on paper and others online.

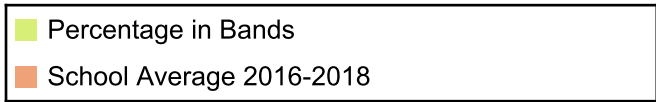
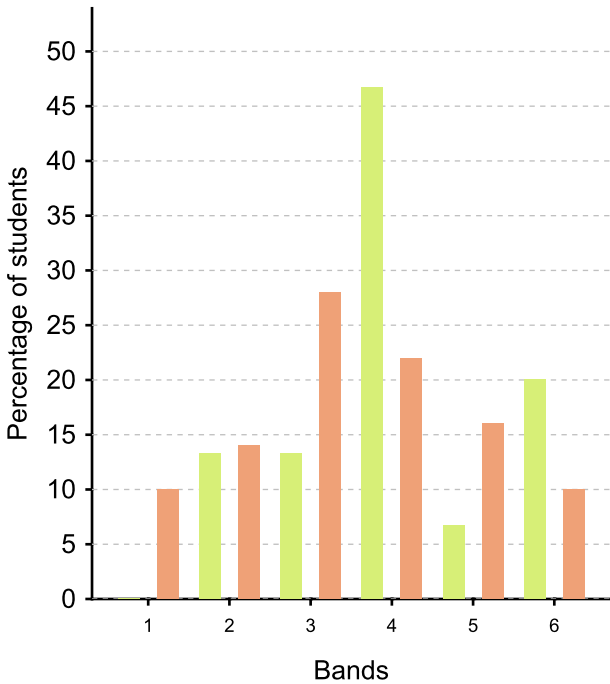
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Bringelly competed the trail of on-line NAPLAN testing in 2018. There was difficulty with accessing the site due to the limited band of wireless in the school. Additional laptops were purchased to facilitate both year 3 and Year 5 students. Teachers attended training and worked together to complete the requirements. Literacy results show the majority of children had accomplished skills from band 3–6., and increased the expected growth in their learning. This success shows the concerted effort of targeted support as well as formative assessment in the teaching programs. Teacher have differentiated their programs to target the areas shown to be weak in past gathered data.

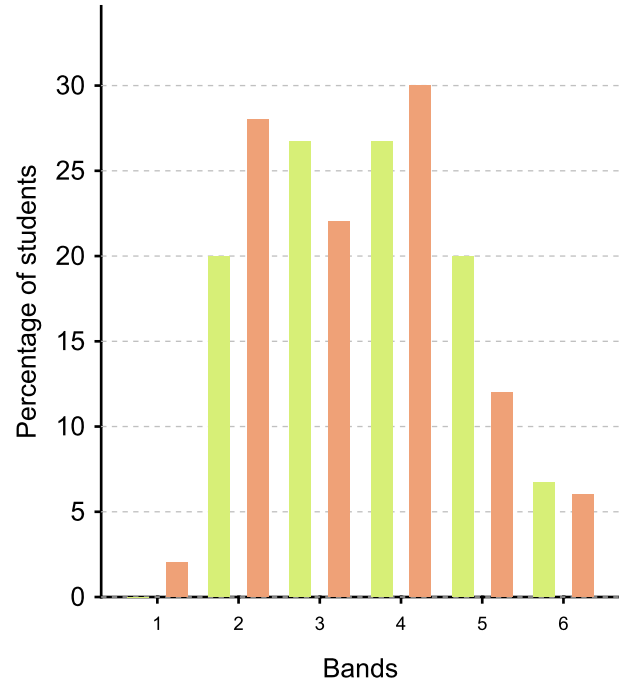
Percentage in bands:  
Year 3 Reading



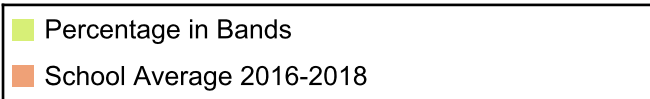
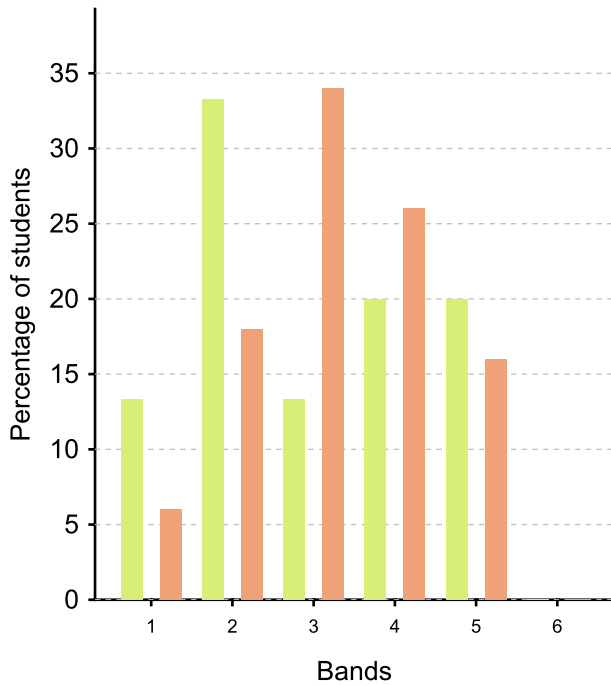
Percentage in bands:  
Year 3 Grammar & Punctuation



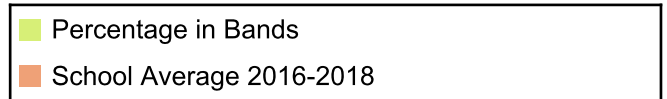
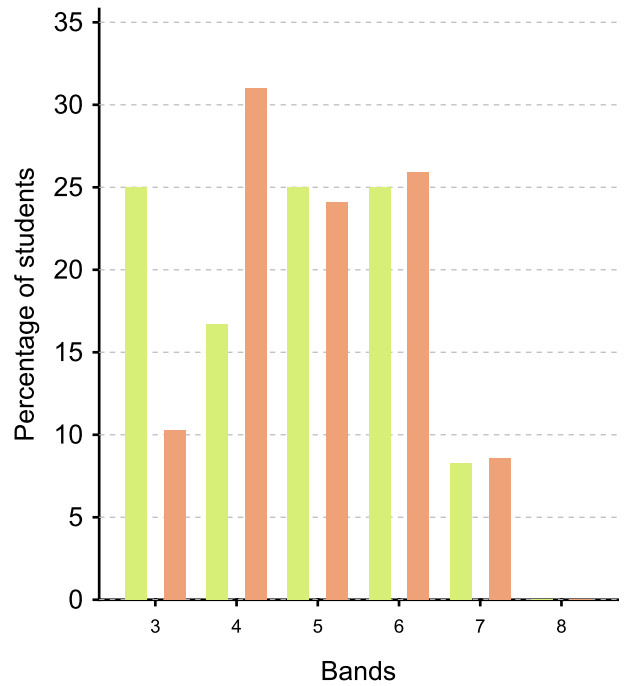
Percentage in bands:  
Year 3 Spelling



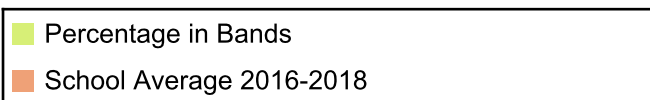
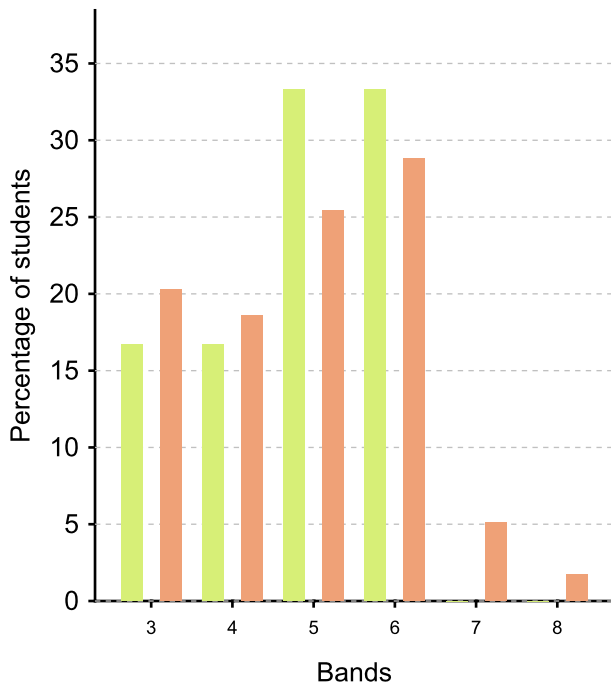
**Percentage in bands:**  
Year 3 Writing



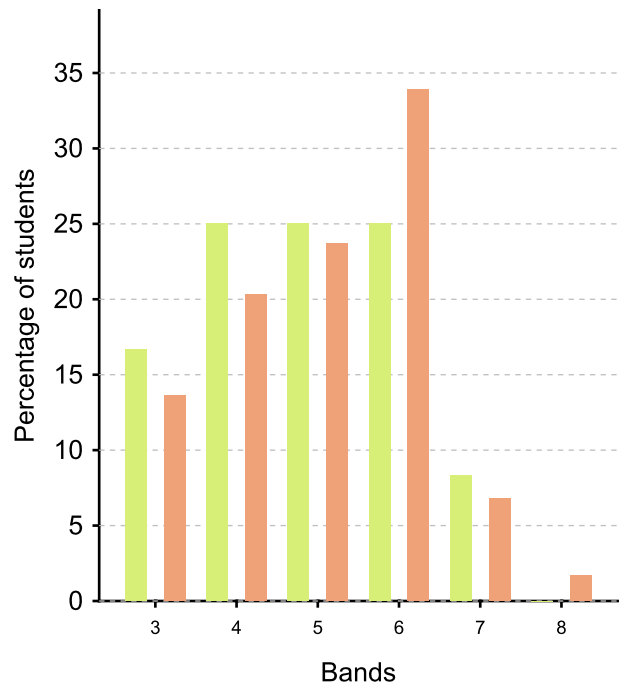
**Percentage in bands:**  
Year 5 Reading



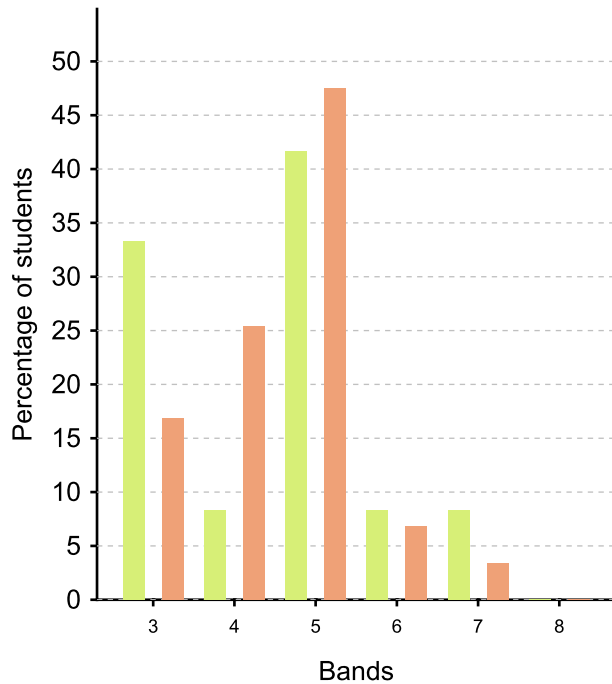
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



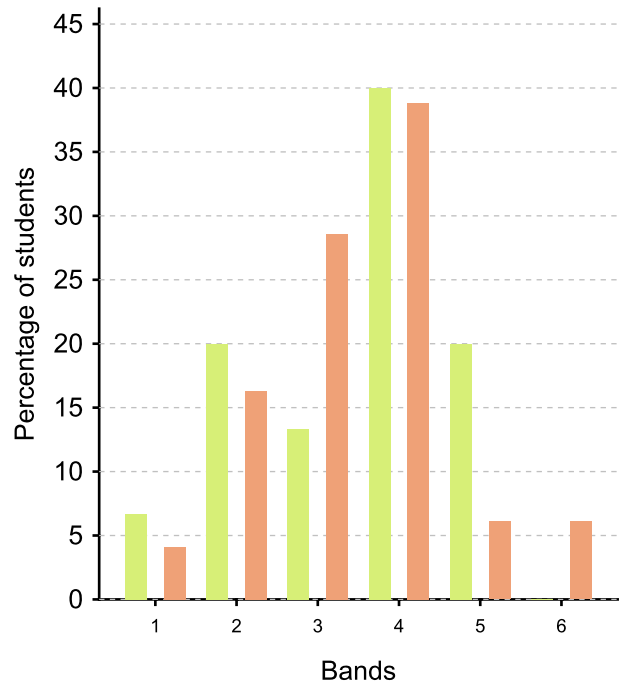
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

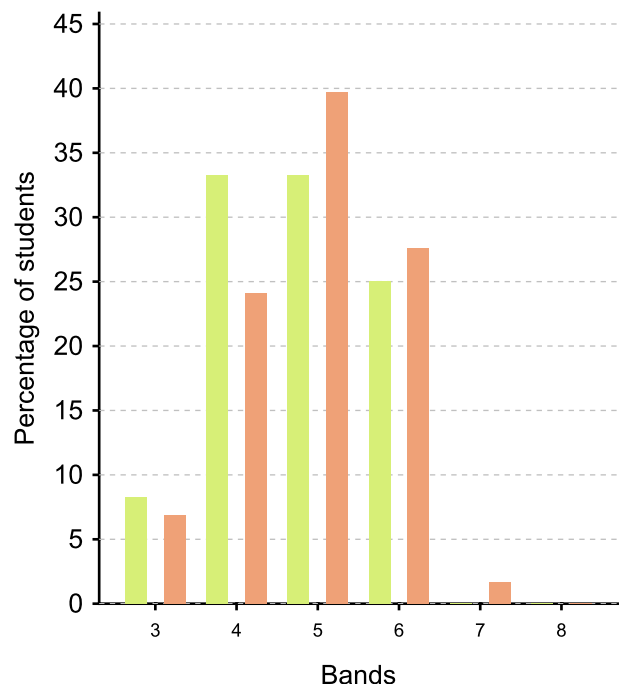
Although numeracy results show an improvement in the skills in numeracy, more attention is required from year 2 –year 4 in closing the gaps in numeracy understanding. The aim is to increase the numeracy skills of children into the top two bands. Teachers have revisited number understanding to develop programs which will cover all the gaps in the syllabus which appear when analysing the gathered data. The result shows the majority of students in the middle bands but there is still a small number of students requiring strong numeracy support, along with a consistent approach to mathematical language understanding and problem solving. The aim for 2019 will be for an increase of students to be in bands 5 and 6.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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.*

Bringelly students showed improvement in their academic levels, particularly the Year 5 students. They did not perform to the level of the top two bands. There were no students in the bottom band and all students demonstrated improvement in literacy and numeracy.

## Parent/caregiver, student, teacher satisfaction

### Homework Survey

In 2018 parents were provided a survey about attitudes towards children receiving homework. The following results were as shown. 41% of parents completed the survey out of 109 families. The majority of parents thought homework was valuable but the type of homework needed adapting. Teachers were also asked for their opinion. The result was reading and spelling are still in the homework schedule. Mathematics and other activities will be given as required and will strong guidance.

#### Homework survey results 2018 Yes No Sometimes Unsure

Should receive homework Yes: 18 No: 8  
Sometimes: 18

Helps my child Yes: 20 No: 6 Sometimes: 16

Difficult to have my child complete Yes: 16 No: 8  
Sometimes: 19

Opt in option Yes: 23 No: 15 Sometimes: 7

Have homework 22

Not homework 15

Not sure 5

Total Responses: 45 or 41%

**Comments** Home reading important 4; Projects better for home 2; Can cause aggressive behaviours to surface at home 2; Gives feedback to parents how their child is going 1; Send home games for children to learn with 1; Spelling and maths sheets only 1; There is often too much 1; Studdyladder and Mathletics great tools 2; Consistent throughout grades b; Sight words 2; Working parents find it hard to complete tasks 3; Sometimes 1; Not enough time to let them work it out independently 1; Revision of class work only 2; Want time with my children not stressing over homework 3;

### Tell Them From Me survey 2018

In November 2018 student, teacher and parents surveys were provided. The students attending school at the time completed the survey with the results showing high engagement, a good relationship across the school and with teachers.

Students were socially engaged: 75% of students have a positive sense of belonging, 92% of students participate in school sports and clubs and 74% of students feel they have positive relationships

Students showed above state institutional engagement: 98% of students value school outcomes, 83% of students have positive behaviour at school and 71% have positive homework behaviours.

Students showed high intellectual engagement with 90% of students feel they are interested and motivated, 90% of students were interested and motivated, 96% of students believed they showed good effort, and 94% of students believed they received quality instruction.

In the area of students displaying early signs of disengagement: 13% were in Year 4, 10% were in year 5 and only 4% were in year 6. Year 4 was higher than the state % of 10, but the year 5 and year 6 state levels were higher. The difference between the state levels in Year 6 was 8%.

The extent of equalities in student engagement among socioeconomic groups was higher in all socioeconomic groups in the school. Bringelly school's Low SES was 88% compared with the NSW Government norm low SES of 81%; Bringelly's mid SES was 96% compared with the NSW Government norm mid SEs of 91% and the Bringelly's high SES was 100% compared with the NSW Government norm high SES of 94%.

In the four drivers that are consistently related to student engagement Bringelly did particularly well with results above or on par with the NSW Government norm. Quality instruction, positive teacher relationships, positive learning climate and expectations for success were 2–3 points above NSW Government norm on a

## Policy requirements

### Aboriginal education

#### Cowpasture Aboriginal Education Committee (CAEC Committee)

Bringelly Public School is a member of The Cowpasture community of Schools. We are

committed to providing quality education to all our Aboriginal and Torres Strait Islander

(ATSI) students. We believe that to achieve this we need to ensure appropriate steps are

taken; to demonstrate respect to all our Aboriginal and Torres Strait Islander community

members, we develop meaningful relationships with the ATSI community and provide a

range of educational opportunities to our Aboriginal and Torres Strait Islander students.

The CAEC committee was supplied with \$65 per student to supplement activities in 2018. In 2018 we

have participated in a range of cultural experiences that were designed to give our students a taste

of their traditional heritage and broaden their knowledge of culture. Students were funded to attend

two excursions. In August to complement our NAIDOC events our students went to the Aboriginal

Experience at Symbio Wildlife Park. In November students went to Scenic World where they went on

a bush walk, had a talk with an Aboriginal elder discussing cultural and historical heritage of the

Aboriginal people.

A new performance group for ATSI students was established in 2018. This group participated in the

annual Cowpasture Community of Schools Concert and were special guest performers at the 140th

celebration of Bringelly Public School.

All students within the community of schools were taught the Australian National Anthem in

Dharawal language, which was performed by the ATSI choir at the concert.

In November the CAEC met and reviewed the CCOS Reconciliation Action Plan (RAP) for 2018, which

included the draft for the 2019 RAP

In the RAP review, the CAEC made the following recommendations to our schools;

Each school will work to build stronger links to the ATSI community, utilising parents, elders,

the AECG along with other consultants.

All staff will be responsible for making contact with parents and carers before and during the

Personalised Learning Pathway (PLP) process. This will include reviewing the PLP during

parent teacher interviews.

The schools will develop an annual calendar that will highlight cultural events that all staff

need to acknowledge and include in classroom programs to meet the requirements of

Department Aboriginal Education Policies.

are considered English and Language and Dialect diverse. The support for their language needs this year is two days a week with a specialised teacher. Additional support has been sought for new arrival students. The school organised a multicultural food day for Harmony Day which was well supported by families sharing cultural practices and bringing in traditional food to share for lunch. Teaching programs reflect multicultural aspects and the school prides itself on the inclusion of all cultures in the school. In 2018 the school began an association with the Islamic cultural Association which has helped in supplying an Islamic Scripture teacher for the School Religious Education program. In 2018 a teacher completed the anti-racism training to support the school welfare and cultural considerations and responses.

## **Multicultural and anti-racism education**

Bringelly has a 32% student population whose families