

Bringelly Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 was the 141st year since Bringelly Public School was established. The school population this year has been affected by the nearby road building and Nancy Bird Walton Western Sydney International airport development, with some families moving out of the area. The population of the school was 107 at the end of 2019 school year. As the school is 141 years old there are some renovations which have been completed were much needed. The uniform shop and old classroom rooves has just been replaced with new iron. New carpet will be laid in the library and the senior rooms. New carpet has also been laid in the junior block this year. The classrooms and administration areas throughout the school have all been painted, and our newly refurbished kitchen in the staff room will soon be completed with new carpet and lino. This area has been designed to be used for school cooking lessons using the products of our beautiful school garden maintained by Mrs Schulze and Mr Bird. We have a new glasshouse to be built to continue the area for growing seedlings and gardens. The teaching staff have been working with a school education consultant on assessment and reporting and providing constructive feedback to students in the areas of literacy and numeracy. The development of a consistent method of providing direction to students for developing positive behaviour has been part of school support and community consultation this year. The Healthy Canteen accreditation was completed under the leadership of Assistant Principal Mrs Simone Billingham and collaboration with the New South Wales Health Department and the Live, Life Well team. The school program in environmental sustainability was continued and resulted in Bringelly School being awarded the Bronze Certificate for Eco International Schools. The recycling program, gardening and wildlife studies have become part of the school culture. The school beehives won First prize at the Luddenham Show, with the help of our staff member and registered beekeeper, Mrs Suzanne Cazalet. A second beehive has been installed with the purchase of a flow hive. The school garden supplies some vegetables to the canteen and the honey is bought by the families to provide an income to buy seedlings and garden tools. The outdoor learning is part of the practical science program of the school. The Yarning circle was ceremonious smoked by local Elder Uncle Ivan and the school has increased the community links with members of the Aboriginal community, Western Sydney University supporting Aboriginal Education in the school..

Links with the Cowpasture Community of schools continue to be strong providing many extra curricular opportunities for Bringelly students. Our Student Voice program is linked to student assessment has also spread to student activities and advocacy as the Student Voice Committees has been linked to the values of Eco International. We have many committees that the senior students have been part of such as finance, community, culture, environment and recycling. The students have had their voice heard with ideas about the recycling, technology, community fund raising, improvements around the school and the frog pond. A new goal post has been bought after they found out the cost, new buckets have been placed for additional recycling, the frog pond is being maintained and new charging stations for the ipads and notebooks have been bought. The fund raising for the proposed Bringelly playgroup has been started and the children have many ideas to continue this. The school community's support of the school is strong and the Parents and Citizen Association has been a strong supporter this year with fund raising, running the newly accredited Healthy Canteen and organising the uniform shop.

Support from the community has been a strong presence this year and I thank the very active P&C Association committee and parent members for their commitment to the school, under the leadership of President Mr Rino di Mascio.

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 Schools 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. In 2019 Bringelly Public School was awarded the Bronze Level Award for our sustainability initiatives. 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 2020 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 behaviour, to take opportunities, own their personal growth and be 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 Western Sydney University, Casula Powerhouse, 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 and Remembrance Days. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Data indicates improved attendance rates area moving towards state expectation levels of 85%.

75% of students demonstrate knowledge of how to succeed in their learning.

Overall summary of progress

The school progress on students wellbeing in 2019 was highlighted by the Healthy Canteen accreditation being completed with input from members of the P&C Association and lead by the Assistant Principal Mrs Billinghamhurst. All staff were involved in the positive behavioural system being reviewed with input from students and parents. Levels and consequences were revised with large posters placed in all classrooms. Information was sent home and meetings were held at the school to explain the system to parents and refined. Student Voice was introduced to the staff as part of Formative Assessment and student feedback. A handbook was written to introduce Student Voice to the Year four to six students. Student Voice Student action committees met once a fortnight, working together to solve school problems and on projects they had planned. A survey at the end of the year showed students had a positive attitude towards the Student Voice initiative.

Progress towards achieving improvement measures

Process 1: Build whole school approaches to the delivery of quality teaching and learning practices.

Evaluation	Funds Expended (Resources)
Aboriginal Education programs have passed expectation with the invitation to link with Western Sydney University for the EPIC projects. Mrs Billinghamhurst will lead this initiative.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1500.00)• Aboriginal background loading (\$500.00)

Process 2: Implement a whole school integrated approach to well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Healthy Canteen accredited and recognised. Community involvement continues at a high level with P&C regularly meeting, gardens continuing to grow and Student Voice committees have met some of their targeted goals.	

Next Steps

In 2020 Student Voice committees will be formed early with the goal that the school's sustainability projects will continue, working together to complete the silver award for the Eco-International School Award.

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.

Improvement Measures

17% of students in the top two NAPLAN bands for numeracy.

29.4% of students in the top two bands for reading

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

60% of students show expected growth between Years 3–5.

80% of K–2 students achieving expectations for literacy and numeracy

Overall summary of progress

When reviewing the overall progress of the school, the Kindergarten to Year two students progressed well in reading and writing. The data of the progress of students in higher grades is more difficult to analyse as the smaller numbers made analysis difficult. However the majority of students' growth overall particularly of writing, grammar and punctuation were as expected or higher. In numeracy most students growth in their understanding of numerical concepts were at the minimum standard.

Progress towards achieving improvement measures

Process 1: Research informed pedagogy to develop quality practices in literacy and numeracy.

Evaluation	Funds Expended (Resources)
80% of students have shown positive growth. 80% achieving stage appropriate outcomes in number 80% of K–2 students achieving stage appropriate writing outcomes. 60% of students 3–6 achieving stage appropriate outcomes in writing. 100% of staff demonstrated improved levels of understanding about teaching writing.	

Process 2: Develop whole school approach in the analysis of data and its use.

Evaluation	Funds Expended (Resources)
80% of students demonstrating expected growth between beginning of and end of year data collection rounds. 40% of students demonstrating expected growth between NAPLAN 3 and 5 results. All staff will demonstrate improved confidence in teaching writing and numeracy.	

Next Steps

To increase the number of students in higher bands the focus areas for 2020 will be reading comprehension and spelling. The focus on numeracy will be on number and activities to make sense of the number concepts. The school will be supported by the Department of Education School Services in developing strategies for Reading comprehension through teachers' professional development. All staff have developed skills in data analysis and will be refreshing data on each students every five weeks in 2020..

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.

Improvement Measures

Data shows parents feel informed and valued members of the school community.

75% of students are involved in community activities, representing the school.

Overall summary of progress

The range of events which included students were increased to include Student Leaders attending the New South Wales Parliament for a day, Aboriginal and Torres Strait Islander students attending workshops at the Casula Powerhouse and visiting the Mt Annan Botanical Gardens as part of the school's increasing participation with a wider range of Aboriginal community events. The school was asked to be part of the New South Wales Orienteering Association School Days and the grounds were mapped for an event. The school opened the grounds for a community family orienteering day at which Bringelly Students were allowed to participate for free. The school has also formed stronger links with Western Sydney University Education Faculty with a staff member being invited to lecture in Aboriginal Education. The school has also been linked with the University of New England and the Faculty of Social work with Social Work practicum students completing their 500 hours of practical work at the school. These links has increased the cultural and welfare support for students and has been highly successful.

Progress towards achieving improvement measures

Process 1: The school will link through a range of programs, to support the vision of the school.

The school will build positive relationships with stakeholders.

Evaluation	Funds Expended (Resources)
The successful Cowpasture Concert with student K–6 was well attended by parents, who gave very supportive feedback. Relations with community groups such as the Rural Fire Service is strong and was supportive of the school during the November – December Bush fire season. The local Bringelly community meetings to discuss the rural development of the Badgery's Creek airport and the changes in zone and roads were located at the school and supported by the P&C Association. The Community Language Chinese School began at the school with 50 students attending on a Sunday.	

Next Steps

In 2020 several staff will complete action research with Western Sydney University directed to supporting students in Aboriginal Education and recognising cultural diversity.

The Bringelly P&C Association have planned to support the school's costs in transport and resources, particularly ground improvements and have strongly supported the move for a variety of community groups to use the school activities. such as Taekwondo classes.

The Bringelly Rural Fire Service have invited the school to be part of a new Stage 3 program of problem solving and will continue their Fire Safety lessons for stage 2 students.

In 2020 South West Orienteering days will continue to be held at school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$5 904.00) • Socio-economic background (\$2 000.00) 	<p>Planning has commenced for 2020 includes Western Sydney University, Macarthur Group of Schools and most of the Cowpasture Group of Schools.</p> <p>The Junior AECG has met and began planning 2020 activities.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$18 633.00) 	<p>All students that were on the English and Dialect and language program had a written report and families were contacted. Planning for 2020 has included evaluation of timetables and allocation of teacher's time with the students' needs. This will ensure equitable access of the supportive school offers to students with manage needs. The percentage of students with a background other than English will be 29% or about 30 students and one day has been provided in support.</p>
Low level adjustment for disability	<p>Speech and Occupational Therapist costs for Transition</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$4 000.00) 	<p>The low level adjustment for disability funding has been increased so students can be supported. Four Support Learning Officers are employed to support students in class with their learning. The allocation of time for support staff has been adjusted when necessary to meet new concerns of students or new arrivals. The Support Learning Teacher is employed three days a week and consults regularly with teachers, parents and external agencies. The management of referral has been redesigned in the school with a teacher referral checklist. This has been helpful in early identification of a student's needs. The transition to school program in December was also planned to support families when a speech and Occupational therapist was contracted to assess the needs of the 2020 enrolments so the school could plan for any necessary early intervention.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$23 584.00) 	<p>The Quality Teaching School Support has been used in releasing staff off class to work with other teachers where modelling strategies in literacy, numeracy and the use of technology (particularly STEM activities) was focused on. Stage planning and evaluation students work collaborative discussions between groups of teachers and their supervisors were aimed to strongly link back to the teaching standards.</p>
Socio-economic background	<p>Additional funds were utilised from the funding for professional development of staff particularly in modules for a whole staff training on behaviour modification. and classroom management.</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$169 972.00) 	<p>90% of social-economical financial resources provided were to support additional support staff and specialist services to advance the academic progress of students. There were budgets for the ongoing support provided for uniforms, camps, excursions, incursions and concert costumes and props to families within the community. Safety concerns were eliminated by additional sun safe areas being established which was also supported by the Bringelly P&C Association. A defibrillator was purchased with staff training following so the</p>

Socio-economic background	<p>Additional funds were utilised from the funding for professional development of staff particularly in modules for a whole staff training on behaviour modification. and classroom management.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$169 972.00) 	<p>school is equipped and trained in assisting in a medical emergency.</p> <p>Some additional funding was put towards the creation of outdoor education areas and cooking facilities such as the school garden as it is strongly linked with our Healthy Canteen program which the school was proud to have accredited by the Department of Health in October 2019.</p> <p>Additional laptops were purchased for students in Year 3 and 5 to access online NAPLAN testing. The contract for support technology company provides ongoing repair and updates for the school, decreasing the demands of maintaining our now extensive facilities, by teaching staff.</p> <p>In 2020 additional staff will undergo professional development in Reading strategies, Autism, sports first –aid training and asthma.</p>
Targeted student support for refugees and new arrivals		<p>There were no targeted students for refugee and new arrival support this year.</p>
Early Action For Success	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>80% of students achieving school expected levels when measured against the learning progressions.</p> <p>80% of students reading at an appropriate level.</p> <p>80% of students demonstrate number flexibility at stage appropriate levels.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	63	73	63	61
Girls	69	66	59	47

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90	90	88.2	89.4
1	90.6	93	87.9	84.5
2	89.6	93	88.7	88.4
3	91.5	89.8	89.5	91.4
4	92.3	86	89.2	89.4
5	89.7	89.3	92.5	84.7
6	89.3	94.8	94.5	88.7
All Years	90.5	90.9	90.4	87.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.63
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	158,116
Revenue	1,618,243
Appropriation	1,554,947
Sale of Goods and Services	1,271
Grants and contributions	49,810
Investment income	484
Other revenue	11,731
Expenses	-1,639,771
Employee related	-1,400,559
Operating expenses	-239,213
Surplus / deficit for the year	-21,528

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	43,026
Equity Total	285,406
Equity - Aboriginal	5,904
Equity - Socio-economic	169,972
Equity - Language	18,633
Equity - Disability	90,898
Base Total	1,049,276
Base - Per Capita	28,626
Base - Location	4,427
Base - Other	1,016,224
Other Total	178,839
Grand Total	1,556,548

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019 the school completed the Tell Them From me Survey for students, teachers and parents.

Parent responses were from a very small group but indications were positive across the seven measures of the survey. The scores were a score of 0 indicated did not agree and a score of 10 indicated strongly agree. In brackets is the New South Wales Government norm.

Parents survey Results: Communication

1. Parents feel welcome **7.1** (7.4)
2. Parents feel informed **7.8** (6.6)
3. Parents support learning at home **6.5** (6.3)
4. School support learning **7.4** (7.3)
5. School supports positive behaviour **7.8** (7.7)
6. Safety at school **6.7** (7.4)
7. Inclusive school **6.9** (6.7)

In 2019 with a change over to an e-newsletter the school was very interested in collating data on how effective the new style of communication was for parents. When asked through the Tell Them From Me survey the most useful style of communication for parents was social media at 57%, text 43%, school newsletter 29% and emails 29%. The school website and P&C news were only rated 14% as being very useful. The school has begun to use text for absences due to this information.

Student Survey Results –November 2019

There were 17 students in Year 4, 17 students in Year 5 and 14 students in Year 6 who completed the Tell Them From Me Survey in 2019 in March and in November.

Social Emotional Outcomes

Students were asked questions about their participation and acceptance at school with their peers. The New South Wales Government norm is in brackets.

1. participation in school sport 8.7% (8.3%)
2. Extracurricular activities 58% (55%)
3. positive sense of belonging 77% (81%)
4. positive relationships 81% (85%)
5. valuing schooling outcomes 91% (96%)
6. positive homework behaviours 67% (63%)
7. positive behaviour at school 79% (83%)
8. interested and motivated 75% (78%)
9. effort 91% (88%)

44% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The New South Wales Government norm for the category is 53%.

19% of students were confident of their skills but did not find classes challenging. The New South Wales Government norm for the category is 26%.

31% of students were not confident of their skills and found English or Maths challenging. The New South Wales Government norm for the category is 14%.

6% of students lacked confidence in their skills and did not feel they were challenged. The New South Wales Government norm for the category is 7%.

Drivers of Student Outcomes

The areas where effective teaching was questioned resulted in students' outcomes being at or above the state norms. On effective learning time Bringelly students rated the school at 8.0 with the state norm at 8.2.

The area of relevance was rated at 8.1 by students with the state norm at 7.9. The area of rigor was rated by students as 8.4 with the state norm being 8.2.

32% of students said they were subjected to bullying compared to 36% of the state.

7.7 was the school mean for Advocacy which was equal to the state mean and the school mean for positive teacher–student relationships was 8.4, the same as the state mean. The students had the same overall attitude for success as the state mean of 8.7.

After the school has concentrated developing professional teaching skills on explicit teaching practices in 2019. The question on whether the students saw teacher results were very positive. The majority of students saw teachers correcting their work (85%), giving a chance to ask questions (80%), tells them what is expected (87%), set clear goals(83%), asks to explain answers (83%), and asks them questions (81%)

Teacher Survey Results

In the school the employment status showed most teachers were full time with 57 % of teachers were full time permanent and 43% were part time temporary. Overall 67% of teachers in the school had taught over 16 years or more, 17 % had taught from 6–15 years and 17% had taught from 3–5 years. The school mean was exactly the same as the state norm when looking at the classroom practices of planning for the students challenging and visible goals, helping them overcome obstacles to learning, planning learning opportunities for them and providing quality feedback about their efforts. Overall the teachers opinions on how inclusive the school was, the access to technology and setting goals for children to learn with the use of technology, being very clear of the learning strategies and the ways children can increase their independent learning and the use of data to inform the teaching and learning planning for the individual children were all above the state mean. The area which was difficult in a small school to really define was the collaboration in the stages as several stages only had one class. Collaboration at Bringelly is between all the teachers from Kindergarten to Year 6 as a professional group and through collective stage meetings. This model is more appropriate for a small school.

Student Voice Survey Results

Where there were significant outcomes for the school was in the area of **Student Voice**. This is when Bringelly teachers had been evaluating students learning asking and observing what students are doing in class. Their feedback provides a good indication of their understanding and progress. Students gave high scores for trying to improve, doing their best and liking challenging goals. Teachers are trained to use explicit teaching practices which helped students learn skills in a gradual way.

94% of students saw teachers marking their work

95% of students had the chance to ask questions

87% saw teachers telling them what to expect

93% saw teachers asking them to explain answers and 96% of students said teachers asked them questions. The interaction between the teachers and students is seen as very high and positive overall.

Unfortunately only a small group of parents completed the survey but one of the main comments was the school is seen to be inclusive, and good at informing parents on what is happening around the school. The use of facebook and texts has been successful in this area

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The links with the local Aboriginal community elders has continued to be developed. The building and ceremonial smoking of the Yarning Circle was a proud Bringelly moment this year. Four local Elders came and led the students through the smoking ceremony.

The Junior Aboriginal Education Community Group involving six schools met and the students were provided badges to indicate they were leaders of the group. The community of schools were supported by district officers of the Department of Education and local Elders. The Bringelly Assistant Principal Mrs Billingham and another executive from Narellan Vale met with the Head of Education from Western Sydney University to discuss the leadership initiative EPIC being included into professional development hours for teachers when they complete the 30 hours of action research. Mrs Billingham has been asked to present her work in the area of Aboriginal Education.

0 END TERM – 4 – Annual Milestone

Additional time allocated to 2020 planning

Planning has commenced for 2020 which includes Western Sydney University, Macarthur Group of Schools and most of the Cowpasture Group of Schools.

The Junior AECG has met and began planning 2020 activities.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The Anti-Racism support in the school has been supported with a teacher being trained in 2019. Any issue has been referred to this teacher who has investigated and met with the students and consulted parents.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.