

2021 Annual Report

Bringelly Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Bringelly Public School has been a feature in the Bringelly community now for 143 years. We are a rural school when you look at the space we have, the lovely green space, gardens, dam, beehives and bush land. We are proud of our very special environment. The business of teaching is the primary function of the school and after being involved in teaching for many years these last two have been the most disruptive in the teaching cycle for students and their learning I personally have ever experienced. The COVID-19 pandemic had greatest impact on families but the most resilient I have ever seen. I want to congratulate families and particularly students for their resilience in the face of adversity and the way they adapted to Learning from Home. We know it was a tough ask but with the flexibility of the teaching staff, who also had to adapt their teaching style, access to technology and delivery of lessons over a weekend, we all learned together. Thank you for your support, tenacity and good communication throughout this time.

The changing community reflects the impact of the growth corridor development we are in and the sign of times as the zoning changes impact on the school. The population of the school swung between 110 and 103 over the year, with some families moving after the COVID-19 lock down in March to escape the tough restrictions for work and living in the Liverpool Government Area. Other families have moved due to losing their housing due to the development.

The school has been involved for the last three years in a research initiative called LEED (Leading, Evaluation, Evidence and Data), with professional develop for school executive team by the CESE which is the Centre for Education Statistics and Evaluation linked with the Department of Education NSW. Through this research staff at Bringelly have worked in planning teaching programs to inform whole of school planning with an evidence decision making approach. We assess students regularly, change the design of our lessons to be more effective and work on individual students' learning to advance them as far as they can learn. We were provided targets to achieve in students literacy and mathematics levels and we passed the state levels required in three years in one year. This years NAPLAN results demonstrate that students have achieved in both their literacy and numeracy levels despite the challenges of the year and we were so very proud of their results. The check-in assessments have also provided much data instantly with good results from Year 2 to Year 6. The teaching staff have been working with students on reading questions comprehensively, honing their skills in critical thinking and problem solving. The results of the students indicate this is a strategically positive approach.

As we move into 2022 we welcomed the new Kindergarten students into the school for their transition and we said goodbye to the Year 6 students to their secondary stage of education with a lovely Year 6 Formal night. We are reminded that despite the challenges school life goes on.

On behalf of the Bringelly staff we wish families well, safe and look forward to 2022 with you as involved members of the Bringelly Public School community.

Message from the school community

The P & C Committee continued to meet using Zoom during this difficult year and support the school. At the beginning of the year before lock down we had a community BBQ when the Highlands Orienteering Association used the school grounds as part of the South West Sydney School Orienteering series. 100 competitors came from all over the area and it was a good way to showcase the school. Many Bringelly students also came on the Saturday either to help with the cake stall or run as it was free for them to enter. A successful Easter Raffle with many eggs provided by the school community was drawn at a colourful Easter Hat Parade. We continued to manage the school uniform shop with sales being down due to lock-downs but still managing to run. The P&C with the help of Mrs Cazalet, the School Administration Manager, applied for a Community Building Grant, part of the Federal Government Grant scheme which was successful and the school was provided \$10000. This will be put towards a shelter by the school Kiss and Drop gate. When possible, we also supported the students with fund raising for the Year 6 Farewell with meal deals on a Friday and buying the signature bears for the students. Although the opportunities to raise funds for the school was severely limited due to the pandemic it was still valuable to meet and support the school going through managing this difficult pandemic and hear how we might be able to support as parents.

On behalf of the members of the P & C Committee I would encourage parents to volunteer to be part of the P&C initiatives as it is a real way to be connected to your child's education.

President Rino Di Mascio, Vice President: Kristy Lee Vella, Secretary Jessica Perry, Treasurer Di Bentley,

Message from the students

Hello everyone. our year as leaders in 2021 has been hard as we had the lock downs and many activities were cancelled. As leaders we haven't had much to do. We have missed out on so much of school life until the end of the year when we led Remembrance Day We talked at kindergarten transition and then spoke at our Year 6 farewell. We have looked at what a student leader job is in the school and thought about introducing Aussie of the Month. We think this will be good for everyone to remember values. We have enjoyed our time at Bringelly and loved all the activities like sport, gardening, excursions and friendships. We wish the leaders for 2022 all the best in their positions.

Captains-Aiden Di Maccio, Alyssa Moustafa. Vice Captains-Ajay Spencer, Callan Shepherd, Charlotte O'Brien and Ahmed Al Turman.

School vision

At Bringelly Public School we are committed to every student and every teacher being challenged to continue to learn every year. This is possible in an environment of high expectations with a positive, inclusive culture that promotes well being and success for all.

School context

Bringelly Public School is a semi-rural school in South West Sydney and proud of its 143 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 with a large 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. The population of the school has 33% of children with a language background other than English and 10.47% of students come from an Aboriginal and Torres Strait Islander background.

Bringelly Public School, has a strong strategic approach at increasing students' expectations and aspirations in literacy and numeracy using data informed intervention and on-going monitoring of student progress. Using data informed judgments to plan teaching and learning and a strong consultative process with parents, results in high expectations for students.

Our authentic situational analysis was created in consultation with parents and community, staff, students, AECG and university partners. This analysis identified the need for our school staff to further differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. This was most notable in the area of numeracy. In 2021 the school will continue studies involving STEM (Science, Technology, Engineering and Mathematics) linked with the Student Voice aimed to increase student engagement, curiosity and academic performance. Bringelly Public School uses the Eco International and Live Life Well values with links to NSW Health Department, to guide management and student welfare initiatives in the school.

The school has developed strong community links and is a Bronze Award member of Eco-Schools International. We work with Sydney Royal Botanic Gardens, Australian Botanic Gardens Mt Annan, Liverpool Council and local Aboriginal and Torres Strait Islander groups; all who support the protection of our unique environment and sustainability education. The school is linked with Western Sydney University with a focus on teacher professional development and inclusion through Educational Leadership courses, involved with Aboriginal Education and action research in problem solving and mathematics. The school's commitment to improving mental health and wellbeing is supported by the link with University of New England's Faculty of Social Work and Bringelly P&C Association who financially help to employ our School Chaplain who has been at the school for eight years.

Our students have a proud history of success in public speaking, debating, and involvement in the Public Schools Sporting Association. Cultural events include NAIDOC and Harmony Days and well attended community commemorations 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 Bringelly 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

The school seeks to create a strategic and planned approach to support and develop the academic needs of all students so that they may be empowered to connect, succeed and thrive and learn through high impact professional learning and high expectations..

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Best Practice - Reading
- Best Practice- Numeracy

Resources allocated to this strategic direction

QTSS release: \$11,500.00

Early Action for Success (EAfS): \$102,908.00

COVID ILSP: \$87,516.50

Professional learning: \$32,000.00

Socio-economic background: \$5,000.00

Summary of progress

In 2021 Bringelly Public School has worked hard to improve the student learning outcomes of students with a strong focus on reading and numeracy. To help improve students reading comprehension skills the learning support team have targeted students using assessment data. Those students identified were given small group tuition 3 times a week focusing on different reading skills. To further support students in reading we began the implementation of the reading guide, which was created with the school's district support partners in 2020. The growth and achievement in reading was demonstrated in the Check-in assessment results which saw the year 3 students outperform the state, with an average score of 65.26%. The year 4 and 6 students also showed improvement increasing their average score over the previous 2 check-in assessments (completed in term 2 2021 and term 3 2020). A special mention must be made to the staff, parents and students who worked together over the lockdown period and continued to grow students' reading ability. The data showed that 81.8% returned from at home learning and had continued to show improvement in their reading comprehension skills. This is a testament to the hard work of teachers, parents and students.

For Numeracy the adoption of a whole school numeracy problem solving program sort to close the gap between internal school assessments and external assessments like NAPLAN and check-in assessments. Staff researched programs that had been used successfully in schools to support student understanding in mathematical problem solving and began using the acronym RUCSAC, which, stands for **R**ead (can students read the question) **U**nderstand (do they understand the problem) **C**hoose (can they select the right strategy to solve it) **S**olve (do they understand how to complete the mathematical processes) **A**nsWER (can they interpret the result) **C**heck (can they find another way to solve therefore checking their answer). This program allowed students to break down problems and understand their own areas of strength and challenge. To support the problem-solving program the instructional leader created a scope and sequence for problem solving using the Reading and Numeracy Guided Data Package. This data package is provide using NAPLAN assessment data to show which areas the students found most challenging. Teachers also participated in a range of Professional Learning around "*What works best - Centre for Education Statistics and Evaluation*" with a focus on applying the concepts to numeracy. So far this year there has been some great results. In numeracy the students have achieved an average growth of 40.1% across the 3-6. The check-in results for year 4 and 6 showed further growth once again scoring above the previous averages for this assessment.

In 2022 the school will continue to focus on learning and support to grow the students' comprehension skills and expand the program to include a stronger focus on numeracy. The school will be working with academics from Western Sydney University to improve the numeracy instruction. The plan is to continue with the strong commitment to the growth and attainment of all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School will see an uplift of 4.09% in the number of students achieving the top two bands in Numeracy over the department negotiated targets.	In 2021 the uplift for numeracy was 12.21% in the number of students achieving the top two bands in numeracy. This nearly tripled the uplift target for 2021 and the staff are pleased with the growth demonstrated by our students.
School will see an uplift of 3.74% in the number of students achieving the top two bands in Reading over the department negotiated targets.	In 2021 the uplift for reading was 12% in the number of students achieving the top two bands in Reading over our baseline.
50% of students achieving school based progression expectations in understanding texts as outlined in the school reading guide.	Bringelly School has demonstrated strong growth especially in the K-2 classes. These classes have average above 75% of student achieving the targets. Years 3-6 have also met this target, averaging 68%.
50% of students achieving school based progression expectations in numeracy progressions as outlined in the school numeracy guide.	Bringelly School has demonstrate strong growth especially in the K-2 classes. These classes have average above 85% of student achieving the targets. Years 3-6 have also met this target, averaging 88%.

Strategic Direction 2: Teacher Excellence

Purpose

To create a stimulating and engaging learning environment, underpinned by high expectations and quality teaching practices to improve student learning and meet the diverse needs of our students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching Practice

Resources allocated to this strategic direction

Professional learning: \$900.00

Summary of progress

In 2021 the staff focused on the effective use of data to support student growth. This idea was underpinned in the school's reading guide which was created by staff in 2020 with the support of the two Department of Education curriculum advisors. Teams met and discussed how they met the guided reading needs of students and were able to share successes and challenges so that staff could broaden their understanding of effective reading practices. The staff participated in weekly data confidence sessions which improved their understanding of the students' learning. The teachers learnt how to use data to make effective learning choices for students.

The instructional leader lead staff in reading and analysing assessment data from NAPLAN, check in to the school's own internal (school) based assessments. Areas of strength and challenges were identified for students and changes were made to programs to meet these needs in all classrooms.

The instructional leader created a series of literacy and numeracy assessments that were conducted every 10 weeks so that teachers could student growth and development over time. The staff after looking at student work samples and assessment models identified language and understanding of interpretation of mathematical concepts as the key area for focus in numeracy this year which was the rationale behind our problem-solving project.

To support teachers in 2022, the school purchased many new resources that supported learning in literacy and numeracy. In term 4 a stock-take of our mathematics resources was completed and more than \$8000 was spent in acquiring new resources to support teachers. The students will have access to new innovative concrete materials that will focus on skills like fractions, decimals and geometry and measurement. An investment of more than \$10 000 in new readers across the school, including new Aboriginal class readers will mean students will experience texts from a range of different cultural backgrounds. This expansion of the readers to be more culturally diverse will continue in future years.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School will achieve an uplift of 4.56% in the number of students demonstrating expected growth in NAPLAN Reading over department established school baseline levels.	In 2021 we achieved an uplift of 9.46% in our reading growth results which exceeded the target by 4.9%.
School will achieve an uplift of 6% in the number of students demonstrating expected growth in NAPLAN Numeracy over department established school baseline levels.	In 2021 we achieved an uplift of 28.57% in our numeracy growth results which exceeded the target by 22.57%.

Strategic Direction 3: Connect and Engage

Purpose

To build active and positive partnerships between the school and the wider community, providing strong support for students' growth and development and creating opportunities to thrive academically, socially and emotionally in an inclusive environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Engagement

Resources allocated to this strategic direction

Professional learning: \$400.00
Beginning teacher support: \$13,000.00
Sporting School Australia: \$1,700.00
Socio-economic background: \$39,500.00
Aboriginal background: \$6,000.00
English language proficiency: \$19,000.00
New Arrivals Program: \$21,000.00
Low level adjustment for disability: \$75,000.00

Summary of progress

2021 was an exciting year for Bringelly Public School. We began looking into student voice and exploring how we can give students more voice and choice in the leadership and management of the broader school.. looking at how we can incorporate student voice into classroom assessment and feedback practices.

The Instructional leader worked with a beginning teacher supporting effective instruction in literacy and numeracy. The beginning teacher was given time each week to plan and assess and help build their own knowledge of effective teaching practices. The school's PSSA teams continued in season 1, however, due changes in circumstances PSSA was cancelled for seasons 2 and 3.

In 2021 a teacher ran a team teaching focus in Creative Arts and teachers worked together to share experiences in music, drama, visual arts and dance. Students worked in class and on zoom to develop their creative spirits and learn how creativity can be integrated into all our learning.

Bringelly Public School began using the Sentral system for attendance monitoring and all students enjoyed the interactive elements. Kindergarten used this system to help them improve reading and learning to identify their own names. Attendance was monitored every week with reports on students attending less than 90% of the time being submitted to the learning and support team each Wednesday morning. We hired a specialist speech therapist to assess students and then to work with targeted students and support their language development and comprehension.

A strong area for Bringelly is the amazing SLSO team who support students and teachers both inside and outside the classroom.

The Junior AECG established across the Cowpasture Group of Schools, was maintained through Zoom meetings and through the data from Tell Them From Me, Aboriginal Students feel their culture is highly valued and the teachers are knowledgeable. A School Aboriginal mural was completed by local artist, acknowledging all four nations who used the Bringelly area as a meeting place. The mural has had a huge impact on the school visual environment.

The Eco International Sustainability program has continued in 2021. A committee has been established with Teachers, students and a community member, setting the goal to attain a Silver Award and work towards a Green Flag.. In 2021 the lead teacher was recognised by the New South Wales Environmental Educators Award with a Highly Commended., for her work continuing the school garden and activities. The composting, worm farm, beehives and school garden has become an established and valued part of Bringelly School initiatives.

In 2022 we will be looking into expanding student voice into the classroom. We hope to resume PSSA however, this will need to be evaluated in the new year once we have a better idea of our student cohorts and classes. The staff are looking to institute an attendance reward system for students who have excellent attendance and perhaps letters to share concerns with those who attendance falls short of the 90% threshold.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student sense of wellbeing will demonstrate an uplift of 1.52% over department negotiated baseline.	Students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.
Student attendance levels will gain a 1.45% uplift over baseline levels.	The number of students attending school 90% of the time or more has decreased.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$42,414.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bringelly Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Engagement • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Children reviewed one on one and small group work intense support from specialised EAL/D trained teacher during literacy and numeracy times in the Kindergarten class. • Teachers were instructed in EAL/D scales to increase the inclusive design of class activities. • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: Language development consolidated in a wider vocabulary so participation in class activities increased with reading levels. Confidence increased within social activities with children's needs being met.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to develop language in a wider setting creating a wider vocabulary using rich texts and literacy activities. Continue supporting teachers with professional learning working along side them in class and demonstrating strategies to include new arrivals.</p>
<p>Integration funding support</p> <p>\$96,459.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bringelly Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Students supported under integration funding have shown improvement in reading and problem solving data. The 3-6 students experienced an average growth of 42.59% in their problem solving skills. 50% of students on IFS reached benchmark levels for reading and our 50% who didn't meet that level did show vast improvements in their comprehension levels. We have seen a decrease in classroom incidents for behaviour support students, with teachers reporting calmer classrooms. Multitilt was successfully used to support the students' development of automaticity skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Integration funding support</p> <p>\$96,459.00</p>	<p>The school will look towards supporting those students with complex behaviours in the playground to help them regulate emotions.</p>
<p>Socio-economic background</p> <p>\$194,409.27</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bringelly Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Engagement • Best Practice - Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • increasing resources to develop comprehensive understanding of mathematics using visual literacy, practical materials and technology to explain mathematics in real life terms. • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * increased support for addressing equity issues in the school as the impact of the financial stress of COVID-19 impacted on the different families. * Increased hours for School Learning Support Officers to support students with high learning, requiring individual support in class and in the playground * allocation supported employment of programs which increased engagement and inclusion such as transition to school, speech pathologists and well-being such as a school chaplain <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to support identified students without integration funding but who have with high emotional needs and learning, so their personal outcomes can improve and they can grow in confidence knowing they are supported. * increase the well-being programs in the school with professional development of staff using outside agencies and online courses, * review the school procedures and efficiency of them, looking at improvement and communication with parents.
<p>Aboriginal background</p> <p>\$16,073.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bringelly Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • employment of additional staff to deliver personalised support for Aboriginal students

<p>Aboriginal background</p> <p>\$16,073.36</p>	<p>The allocation of this funding has resulted in: Aboriginal students engagement in literacy and numeracy skill indicated through data and evidence in NAPLAN results. A support learning officer has been employed to work specifically with the Aboriginal students to support them in the classroom and with their literacy and numeracy. Aboriginal students increased their engagement in literacy and numeracy skill as indicated through data and evidence in check-in assessment, class data and NAPLAN results. A support learning officer has been employed to work specifically with the Aboriginal students to support them in the classroom and with their literacy and numeracy. Funding was also allocated to assist in an incursion with the other aboriginal and Torres Strait students form the Cowpasture Community of Schools.</p> <p>After evaluation, the next steps to support our students with this funding will be: All Aboriginal students will continue to be supported by the school's teaching and learning and extra-activities with links to a wider community through the Junior AECG initiative. Additonal resources and staffing will support a Koori club and the Junior AECG so all students will be involved in increasing their own understanding of culture and country. Professional development of staff will be continued so language will be inclusive and teaching and learning plan will acknowledge Aboriginal and Torres Strait Islander culture.</p>
<p>English language proficiency</p> <p>\$19,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bringelly Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The EAL/D students have been provided with one day of additional targeted support teaching in the areas of Literacy and numeracy to help the students to learn the targeted language surrounding literacy and numeracy topics. • provide EAL/D Progression PL to staff. • The students all received an additional written report to give parents progress based on the EAL/D learning progressions. <p>The allocation of this funding has resulted in: EAL/D students receiving additional targeted support to help them to build CALPs and academic language that is subject specific. Teachers receiving targeted PL to support and build their knowledge of using the EAL/D progressions. Teachers developing their understanding of effective data collection of EAL/D student aligned with the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to build teacher knowledge of EAL/D learning progressions and how to use the document for programming and planning. To continue to build teacher knowledge of specific EAL/D teaching and learning strategies, focusing on CALPS and building student knowledge in this area.</p>
<p>Low level adjustment for disability</p> <p>\$99,640.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Bringelly Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Engagement • Other funded activities

<p>Low level adjustment for disability</p> <p>\$99,640.14</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * students have had one on one support with literacy and numeracy resulting in increases in their fluency, comprehension and engagement. * data indicates over time that targeted students increased their reading and numeracy levels through the provision of differentiated programs to meet their needs, * support assistance for students with behaviour and anxiety allowed programs to be adjusted in a flexible manner so time out of class was decreased. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * provide a high level assistance with number facts and visual materials for students with low ability * provide a life skills program for personal development and work with students and families to increase independence in learning * develop a series of activities to increase engagement particularly in boys in stage 2-3, to reach their personal levels of achievement
<p>Location</p> <p>\$3,585.67</p>	<p>The location funding allocation is provided to Bringelly Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Bringelly receives little funding yet we are the most remote school from our PPSA district and bus funding is high. The school has used some socio-economic funds to support students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to maintain engagement the school will continue to support students in the cost of excursions and PSSA., particularly to engage the boys in stage 2-3.
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Bringelly Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Administration time has been provided for the School Administration Manager (SAM) to support the Principal with Work Health Safety procedures and Maintenance issues by employing the School Administration office a day a week above allocation. • The Principal Support has allowed the administration of maintenance

<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>projects and new building programs to have a consistent approach in managing personal on site and with followup on the quality of work by the SAM.</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Work health Safety systems and drills are organised, checked and completed by all concerned staff. * The Work Health Safety Action plan was completed and staff were inducted in the relevant training * School technology resources have been able to be purchased, updated, and given technical support. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Action plans for the school's procedures on Work, Health, Safety and mandatory training such as Child Protection, CPR and Anaphylaxis will be written and reviewed annually in line with policy updates..
<p>Literacy and numeracy</p> <p>\$3,037.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bringelly Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>The additional time for a specialised teacher in the K-2 area facilitated the creation of focus groups for students in year 1 who were working at below the expected outcome. Some resources were also purchased to supplement the early readers from levels 0-18.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Aim to collaboratively plan with K-2 teachers, strategically planned lessons to improve their own literacy strategies using quality texts.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Bringelly Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Best Practice- Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • lead analysis of student performance data with whole school and stage teams • lead professional learning opportunities available through the Numeracy Strategy for whole school. <p>The allocation of this funding has resulted in:</p> <p>In 2021 Bringelly Public School was once again a part of the Early Action for Success (EAfS) Program which is an initiative designed to support growth and development of students in the K-2 range. Being a smaller school the Deputy Principal Instructional Leader (DPIL) supports teachers K-6 and expands the focus of this program beyond the K-2.</p>

<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>In 2021 EAfS focused on remote learning support and the effective use of data to drive teacher programming decisions. We once again focused on aspects of reading and numeracy with the DPIL working alongside teachers K-6. For numeracy we focused school wide on a numeracy program that looked to improve basic skills in the K-1 and problem-solving techniques in 2-6. We have continued to focus on the implementation of the reading guide in 2021, expanding our understanding of reading comprehension strategies. 2021 presented its own challenges for the staff students and EAfS program at Bringelly. Disruptions to learning due to Covid-19 mean our staff had to redefine the way once again they taught to support those students learning from home. The EAfS program supported our students in this program and the DPIL presented online extension courses for all students in literacy and numeracy. The hard work and dedication of our staff in 2021 was evident. 2021 was an impressive year for Bringelly. Our NAPLAN results (one way we measure our growth and development as a school) were among the most impressive results (especially for year 3) the school has ever achieved. Our year 3 students achieved 38% in the top two bands for both reading and numeracy. Our year 5 students demonstrated higher expected growth than any previous year 5 group. Our year 3 cohort outperformed the staff in the term 4 check-in assessment with every other grade (4-6) out performing their local group as well.</p> <p>After evaluation, the next steps to support our students with this funding will be: A fine year congratulations to Bringelly school community. In 2022 EAfS will no longer continue as the program has wound down after 8 years. Two positions of Assistant Principal Curriculum Instructor have been provided. One full time position and a one day position. These non teaching positions will continue to work with teaching staff to continue the work of the EaFs Instructional Leaders but be responsive to changes in all curricula areas.</p>
<p>QTSS release</p> <p>\$19,396.41</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bringelly Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Best Practice- Numeracy • Best Practice - Reading • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Increased observation and supervision time for teachers with the release of the Assistant Principal from class duties Increased time for staff to plan and assess students work providing a more consistent approach to teaching and learning</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers will be released from teaching duties to plan jointly and assess the consistency of data and teaching strategies with the Assistant Principal Curriculum Instructor. Teachers will be provided time to focus on a selected strategy and observe others teaching., involving them in feedback and reflection processes.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bringelly Public School who may be at risk of not meeting minimum</p>

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>The additional support teacher in the kindergarten and Year 1 classes in particular allowed children to be provided explicit interventionist support with learning difficulties identified upon initial assessments.</p> <p>The teachers also worked along side the Learning and Support Teacher with students with language backgrounds other than English to provide visual activities to increase vocabulary, fluency and number sense.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Curriculum Instructors work with support staff after assessment on strategies to plan and teach students' with high learning needs who require small group intervention to engage,</p>
<p>COVID ILSP</p> <p>\$87,516.50</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Best Practice- Numeracy • Best Practice - Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in:</p> <p>Student data indicates the small focus groups have been effective in providing immediate and consistent feedback to students in literacy and numeracy. The staff employed to support student with COVID ILSP worked with students during lock down by communicating with parents, organising video lessons on aspects of grammar and lessons for problem solving in numeracy. Music and drama zooms linked to the class literacy topic were made to increase engagement of students working from home.</p> <p>The Learning and Support Teacher worked with the team of COVID ILSWP teachers on consistency of focus and strategies when working with a small group.</p> <p>Results in check-in assessments were excellent as all students had been provided some support in the focus groups working through how to read questions in a comprehensive way.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>School support will be focused on literacy and numeracy in rotating focus groups as we target areas of need indicated by data results from the 2021 formal assessments and school data.</p>

<p>Sporting School Australia</p> <p>\$1,700.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bringelly Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Engagement <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • decrease the cost of gymnastics for families and engage a professional company to facilitate the program. • Increased grants of \$4100 received and used for replacing sports equipment, particularly balls and tennis equipment. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * a planned program of gymnastics for kindergarten to year 6 was taught over a 10 weeks in Term 1. * all students were assessed against curriculum criteria from the PDHPE syllabus with a report provided to parents at the end of the term. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to plan for activities that will strengthen co-ordination and physical fitness
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	63	61	59	57
Girls	59	47	49	49

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.2	89.4	91.9	95.2
1	87.9	84.5	89.5	87.7
2	88.7	88.4	91.6	86.8
3	89.5	91.4	93.7	92.3
4	89.2	89.4	91	89.2
5	92.5	84.7	91.5	90.7
6	94.5	88.7	88.8	91.3
All Years	90.4	87.9	91.1	90.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	4.58
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Administration and Support Staff	1.76

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	99,210
Revenue	1,791,117
Appropriation	1,763,656
Sale of Goods and Services	2,818
Grants and contributions	24,611
Investment income	32
Expenses	-1,852,977
Employee related	-1,603,866
Operating expenses	-249,111
Surplus / deficit for the year	-61,860
Closing Balance	37,350

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.

	2021 SBAR Adjustments (\$)
Targeted Total	53,266
Equity Total	290,392
Equity - Aboriginal	10,073
Equity - Socio-economic	169,409
Equity - Language	18,998
Equity - Disability	91,911
Base Total	1,086,501
Base - Per Capita	26,624
Base - Location	3,586
Base - Other	1,056,292
Other Total	182,412
Grand Total	1,612,570

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.

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.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, Student and Teacher Surveys

Parents, students and Teachers were surveyed in October 2021 through the Tell Them from me survey and also a Student Focus Group survey.

Overall the report was positive from all groups towards the programs the school. The programs provided students with social well being and a sense of belonging. The quality of students' experiences about learning from home were positive. 80-90% of students felt their experiences, resources, and receiving feedback supported their learning.

There were similar themes between the parents and students in what they believed a school could or should offer. . These results were shared with the school staff when beginning to have professional development for the school plan and to discuss students welfare and well-being.

Feedback from the focus group showed students were concerned about friendships and mental health. The Aussie of the Month Award has been discussed with the school leaders agreeing it would conceptualize the desire to increase citizenship in the school and celebrate diversity.

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.

Aboriginal Education - School statement

The school maintains a close association with the Narellan Aboriginal Education Community Group with staff members attending meetings and involvement with activities. The group were consulted about the new school mural which has the four totems of the nations that intersect on the land the school is situated on. The links with the Mt Annan Botanical Gardens community programs also support the school Aboriginal cultural links with the emphasis on the uses and significance of different bush foods and native plants. The Aboriginal and Torres Strait Islander students were well represented in the school student leadership and top performing students with higher than expected results in the formal assessments. The Personalized Learning Plans of the students were planned to lift their expectations and discussed with the students and their families with support from the Aboriginal Community Learning Officers.

Anti-Racism Policy

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

Anti-Racism - School statement

A Bringelly school staff member has been trained as the Anti-Racism contact officer and has spoken to children about their concerns this year, documenting their concerns. Students are spoken to and our school procedure has been followed up. School planning and all class lessons are inclusive with an emphasis on cultures and diversity with respect. The school celebrates diversity during the year but particularly on Harmony Day in March, although this was made more difficult during COVID restrictions. The school is seen to be inclusive, evident in the survey of parents opinions in the Tell Them From Me survey. All staff will complete the mandatory training in 2022.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

The population of the school shows 31% of students from a language background other than English. This has increased slightly from previous years. The teaching staff have had professional learning on teaching students from a diverse language background and the importance of adjusting lessons to meet the outcomes for students with a multi-

cultural and diverse language background. English language scales. The expertise on staff in teaching students from a background other than English is strong and the support staff support the teaching plans of the school. The Chinese Community Language School operates on a Sunday although have been confined by the COVID lock-downs in 2021. The addition of Islamic Scripture to the School Religious Education has meant 15% of students can have their religion taught at school. Communication to families is sent out