

# 2022 Annual Report

## Bringelly Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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2022 was Bringelly Public Schools 144th year. Our School is proud of our extensive heritage and long-standing commitment to the community. We are a small rural school, and take great pride in our surrounding environment, which includes vast green spaces, bush tucker gardens, community garden space, beehives and bush land which incorporates our Yarning Circle. Bringelly Public School has also worked hard on our Sustainability projects and are connected with the First Nations Youth Community Greening Officer from the Botanical Gardens to rejuvenate our Bush Tucker Garden, which is used as an additional outdoor learning space.

The current construction of the new Western Sydney International Airport and many other roads and infrastructure projects has seen the demographics of the community change dramatically in recent times. This has in turn lead to a decline in student numbers as the community and surrounding areas face a challenging transition time. Throughout this, Bringelly Public School has continued to cater for a diverse range of students who enjoy harmonious and inclusive learning environments. We are strongly linked with the wider group of schools in Macarthur and with Western Sydney University Education Faculty. We have continued to develop our strength in Aboriginal Education, and we are proud to lead the community of schools group in this area.

Bringelly Public School believes the most important aspect of life which will guide success is that of curiosity. Being curious drives your learning, makes you think of possibilities, solve problems, and learn from your mistakes. Your pathways in life will in turn be altered as you explore future possibilities, learn about the world around you and succeed. At Bringelly Public School, we aim to provide experiences that extend children's personal interests, self-confidence, and abilities. We urge students to continue to accept challenges and get involved in any and all opportunities presented to them. This will open a world of different skills and create multiple possibilities for a successful future.

We hope that when Bringelly Public School students face any setbacks or when adversity strikes, and they feel disappointed to remember to try again and learn from their mistakes and experiences. We believe triumph over adversity makes you a stronger person as you lift you head, square your shoulders, reset your goals and try again. There is a saying that it takes a village to raise a child and Bringelly Public School is proud to be a cornerstone of that village

## Message from the school community

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The Canteen is going well. There has been consistent ordering and most food is now Halal. Thank you to the parent volunteers who work in there.

The Monster Raffle was an enormous success raising over \$4000 to purchase the Cubby House for the students to use at lunchtime.

The Christmas Disco was successful and received well by students as a celebration to end 2022. All the families enjoyed the BBQ as well.

## Message from the students

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At Bringelly Public School we have had the privilege of being school captains in 2022. Some responsibilities are setting up assembly and packing it away, making announcements at lunch time assemblies and being good role models for younger students. One of the privileges of being a captain was laying the wreath at Hyde Park to commemorate ANZAC Day on behalf of Bringelly Public School. We also had the privilege of visiting NSW Parliament House to meet Peter Sidgreaves, the member of Parliament for Camden. One thing that we are sure we will never forget is the Colour run fundraising day where we were able to have parents come in and join the fun with us again. We also loved being able to spray the teachers with colour at the end of the day. It was so much fun. In 2022, all year six students will leave Bringelly Public School with great memories and a knowledge that will point us all in the direction of a great future. We'd like to thank all the teachers and staff of Bringelly Public School and wish all my fellow students the best for High School and beyond.

Layla Farnsworth and Siliang Wu-School Captains

## 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 Southwest Sydney and proud of its 145-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 are protected under the Environment and Heritage Act. The renovated original classroom, built in 1897, as well as the original schoolhouse 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 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 various levels of achievement, including adjustments to support learning or increase challenge. This was most notable in numeracy. Bringelly Public School uses the Eco International 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 well being 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 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>

### Self-assessment using the School Excellence Framework

| Elements   | 2022 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 | Excelling              |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

## 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

**Professional learning:** \$10,000.00  
**AP Curriculum & Instruction:** \$90,342.60  
**Aboriginal background:** \$10,000.00  
**Low level adjustment for disability:** \$40,000.00  
**Integration funding support:** \$30,000.00  
**Socio-economic background:** \$79,165.81  
**Curriculum Reform Teacher Release:** \$3,818.00  
**QTSS release:** \$10,000.00  
**English language proficiency:** \$19,448.50  
**Per capita:** \$13,392.05  
**South West Sydney Allied Health Boost:** \$3,100.00

### Summary of progress

In 2022 Bringelly Public School focused on the Science of Reading and Mastery of Mathematics. Throughout the year staff actively participated in a range of professional learning, focusing on how to cater for the different learning needs of students. Staff used knowledge gained from professional learning to implement more meaningful literacy and numeracy programs. Focus shifted from the 3 - cueing system in reading to a more balanced systematic approach. In numeracy teachers focused on the Concrete Representational Abstract framework with opportunities given to students to work with hands on concrete materials to help consolidate mathematical concepts before working on them in abstract ways. Our check-in assessment data demonstrated the best reading results since the first check in was held in 2020. For the first time ever all students outperformed the Statistically Similar Schools Group with year 4 outperforming the state. We saw similar results in our numeracy check in assessments with students in year 3, 4 and 5 outperforming our SSSG.

Next year in this strategic direction, we will continue with our journey with the Science of Reading and Mastery of Mathematics.

-Teachers will spend increased time reflecting and viewing programs to support the process and helping to refine teaching practice.

-We will continue to look for ways to improve Bringelly Public Schools collaborative processes.

-Continued professional learning around systematic reading instruction to reflect evidence-based approaches.

### 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 students achieving the top two bands in Numeracy related to the department negotiated targets | Unavailable growth data for students in year 5 due to not sitting NAPLAN in year three due to covid-19 lockdown. |

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| <p>School will see an uplift of 7.48% in the number of students achieving the top two bands in Reading over the department negotiated targets.</p> | <p>A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target, however focus on this target has resulted in a general shift in reading outcomes with more students performing in the middle and top bands when compared to the previous 5 years. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> |
| <p>60% of students achieving school based progression expectations in understanding texts as outlined in the school reading guide.</p>             | <p>Review of student progress against the learning progressions indicates increased 68% of students have achieved or exceeded learning goals.</p>  |
| <p>60% of students achieving school based progression expectations in numeracy progressions as outlined in the school numeracy guide.</p>          | <p>Review of student progress against the learning progressions indicates increased 74% of students have achieved or exceeded learning goals.</p>  |

## 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

**QTSS release:** \$10,226.10

**Aboriginal background:** \$6,077.10

**Socio-economic background:** \$60,000.00

**Professional learning:** \$2,460.45

**Low level adjustment for disability:** \$30,000.00

**AP Curriculum & Instruction:** \$45,171.30

**Integration funding support:** \$30,000.00

### Summary of progress

In 2022 Bringelly Public School has focused on the Science of Reading and the Mastery of Mathematics. Throughout the year staff have actively participated in a range of collaborative professional learning activities to share ideas and perspectives with colleagues. Staff have supported each other in designing activities designed to draw focus on how to cater for the different learning needs of all students. Staff used knowledge gained from professional learning to implement more meaningful literacy and numeracy programs. Focus shifted to more reflective practices with staff. Our reading levels data shows that 83% of students are reading at the benchmark levels. Our comprehension assessment data across the year has also demonstrated growth in a significant number of students, with 84% of those students assessed demonstrating appropriate growth. Internal data around mathematical mastery has shown that 87% of students have achieved expected growth in numeracy.

In 2023 for this strategic direction, we will continue to work on our data literacy skills.

- Utilising QTSS time to support teachers in the effective collection and use of data.
- Continue with the implementation of LEED project focusing on Learning Intentions and Success Criteria in numeracy with teachers working to expand LISC further across key learning areas so that students have greater clarity in their learning.
- Focus on improving effective feedback into classroom practice.

### 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 6.52% in the number of students demonstrating expected growth in NAPLAN Reading over department established school baseline levels. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year. |
| School will achieve an uplift of 8.4% in the number of students demonstrating expected growth in NAPLAN Numeracy over department established school baseline levels. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year. |



## 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

**Socio-economic background:** \$41,000.00  
**AP Curriculum & Instruction:** \$45,171.30  
**Low level adjustment for disability:** \$20,632.61  
**Per capita:** \$13,392.00  
**Sporting Schools:** \$5,000.00  
**Aboriginal background:** \$2,000.00  
**South West Sydney low disability boost:** \$5,507.00  
**Integration funding support:** \$22,799.00  
**Location:** \$3,227.10

### Summary of progress

In 2022 Bringelly Public School has focused on a range of well being activities designed to connect and engage with our students. Programs have included student attendance initiatives, Aussie of the Month, daily fitness program run by the sports captains, engagement with Cowpasture Community of Schools and the school chaplaincy program. Our school leaders have taken a more active role with their support of the attendance and fitness programs and Aussie of the month. Students report better connections with a sense of belonging to school and improved interest in school events. With regard to attendance, we have seen significant improvements in the attendance rates, the rate of students attending more than 90% of time and positive reduction in arriving late to school. We have strengthened connections with our Home School Liaison Officer who has been supporting students with attendance concerns.

In 2023 for this strategic direction, we will:

- continue to work with families and students to: reduce partial attendance, with close monitoring, working with families and HSLO,
- continue the positive incentive rewards between classes to encourage and engage students to attend regularly and arrive early,
- begin the well being programs of Jump and Spark to allow children to discuss social issues and anxieties when coming to school,
- review the behavior policy of the school to ensure a consistent and strategic approach to well being.

### 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 3.6% over department negotiated baseline. | Our tell them from me data indicates a drop in the student sense of wellbeing from 87.61% to 80.88%. |
| Student attendance levels will gain a 2.91% uplift over baseline levels.                           | Our percentage of student attending 90% or more has decreased from 60.58% to 38.95%.                 |

| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Integration funding support</p> <p>\$82,799.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Best Practice- Numeracy</li> <li>• Quality Teaching Practice</li> <li>• Quality Engagement</li> <li>• Best Practice - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students on integration funding have been supported through the differentiated programs planned for their learning needs. The impact of this funding for these students were individualised social programs to engage in their learning and to actively participate in all areas of school life. SLSO support has allowed for targeted interventions to assist these students with their emotional well-being and regulate their emotions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• Continue to improve individual students' programs through professional learning of teachers and support staff.</li> <li>• Increase collegiate planning with families, agencies, out of home care and child well-being services to meet their academic and social emotional needs.</li> <li>• Increase approaches to outdoor programs to create safe and calming areas to support emotional regulation.</li> </ul> |
| <p>Socio-economic background</p> <p>\$180,165.81</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Best Practice- Numeracy</li> <li>• Quality Teaching Practice</li> <li>• Quality Engagement</li> <li>• Best Practice - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• increasing resources to develop comprehensive understanding of mathematics using visual literacy, practical materials and technology to explain mathematics in real life terms</li> <li>• supplementation of extra-curricular activities increased the involvement of students whose families were experiencing financial hardship</li> <li>• additional staffing to implement programs/initiatives to support identified students with additional needs such as a speech pathologist during Kindergarten transition</li> <li>• additional support was provided for the professional development of staff through programs to support student learning. The school provided financial support to students and families for educational materials, uniforms and</li> </ul>   |

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| <p>Socio-economic background</p> <p>\$180,165.81</p> | <p>excursions</p> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>Increased hours for School Learning Support Officers to support students with complex learning needs, requiring individual support in class and in the playground.</li> <li>Increase in professional external services, such as speech pathologist, school chaplain and transition programs. These services have supported students who's families may have been financially impacted by COVID.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>Continue to support identified students with complex learning needs, so their personal outcomes improve and they grow in confidence knowing they are supported.</li> <li>Increase the well-being programs in the school with professional development of staff using outside agencies and online courses,</li> <li>review the school procedures and efficiency of them, looking at improvement and communication with parents.</li> </ul>  |
| <p>Aboriginal background</p> <p>\$18,077.10</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Best Practice- Numeracy</li> <li>Quality Teaching Practice</li> <li>Quality Engagement</li> <li>Best Practice - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>creation of school literacy resources embedding local language</li> <li>community consultation and engagement to support the development of cultural competency</li> <li>employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>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 evident in check-in assessment, class data and NAPLAN results. 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><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Additional 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.</li> <li>Professional development of staff will continue so language will be inclusive and teaching and learning plan will acknowledge Aboriginal and Torres Strait Islander culture.</li> <li>The school will seek to establish connections with the Sydney Botanical Gardens.</li> </ul> |
| <p>English language proficiency</p>                  | <p>English language proficiency equity loading provides support for students at</p>  |

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| <p>\$19,448.50</p>  | <p>all four phases of English language learning at Bringelly Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Best Practice - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>provide EAL/D Progression PL to staff.<br/>The students all received an additional written report to give parents progress based on the EAL/D learning progressions.</p> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>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 will continue to develop their understanding of effective data collection of EAL/D student aligned with the EAL/D learning progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• To continue to build teacher knowledge of EAL/D learning progressions and how to use the document for programming and planning.</li> <li>• To continue to build teacher knowledge of specific EAL/D teaching and learning strategies, focusing on CALPS and building student knowledge in this area.</li> </ul>  |
| <p>Low level adjustment for disability</p> <p>\$90,632.61</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Best Practice- Numeracy</li> <li>• Quality Teaching Practice</li> <li>• Quality Engagement</li> <li>• Best Practice - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* students have had one on one support with literacy and numeracy resulting in increases in their fluency, comprehension and engagement.</li> <li>* data indicates over time that targeted students increased their reading and numeracy levels through the provision of differentiated programs to meet their needs,</li> <li>* support assistance for students with behaviour and anxiety allowed programs to be adjusted in a flexible manner so time out of class was decreased.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• Assistance with numeracy for students with complex learning needs.</li> <li>• Provide a life skills program for personal development and work with</li> </ul> |

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| <p>Low level adjustment for disability</p> <p>\$90,632.61</p> | <p>students and families to increase independence in learning.</p> <ul style="list-style-type: none"> <li>Develop a series of activities to increase engagement particularly with boys in stage 2-3, to reach higher personal levels of achievement.</li> </ul>  |
| <p>Location</p> <p>\$3,227.10</p>                             | <p>The location funding allocation is provided to Bringelly Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Quality Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>subsidising student excursions to enable all students to participate student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>Bringelly receives funding which we use for supplement excursions, our PPSA district and bus hire as costs are high. The school has also used some socio-economic funds to support students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>To support engagement the school will continue to support students in the cost of excursions and PSSA, particularly to engage the boys in stage 2-3.</li> </ul>   |
| <p>Professional learning</p> <p>\$12,460.45</p>               | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bringelly Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Best Practice- Numeracy</li> <li>Quality Teaching Practice</li> <li>Best Practice - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>teacher professional learning in coaching a variety of sports</li> <li>engaging a professional company for mandatory training</li> <li>Staff released from teaching face to face to be part of the Leading Evaluation, Evidence and Data (LEED) professional development action research project.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>all staff completed mandatory training in the requested period</li> <li>the school was able to plan and developed sports programs for all levels of students</li> <li>specialized support increased the ability of teaching staff to analyse data and differentiate programs</li> <li>a stronger association with the Western Sydney University increasing academic action research in the school targeting areas of problem solving</li> <li>technology skills in all staff significantly increased due to training in analysing data on PLAN2, Learning from Home and using google classroom, meeting through Zoom and planning for lessons using a variety of programs from the Department of Education online.</li> <li>all teaching staff attended the two day Primary English Teachers Association Australia Conference to widen professional understanding of teaching literacy and language.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> |

|                                      |   |
|--------------------------------------|---|
| Professional learning<br>\$12,460.45 | <ul style="list-style-type: none"> <li>• Completing mandatory training with professional providers</li> <li>• Increasing our understanding of teaching numeracy particularly problem solving through planning professional development workshops with Western Sydney University and invited speakers.</li> <li>• Building teacher capacity in the Science of Reading and Mathematics Mastery.</li> </ul>  |
| QTSS release<br>\$20,226.10          | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bringelly Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> <li>• Best Practice - Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Increased observation and supervision time for teachers with the release of the Assistant Principal from class duties.</li> <li>• Increased time for staff to plan and assess students work providing a more consistent approach to teaching and learning.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers will be provided time to focus on a selected strategy and observe others teaching., involving them in feedback and reflection processes.</li> </ul> |
| COVID ILSP<br>\$105,000.00           | <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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Student data shows 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. The Learning and Support Teacher worked with the team of COVID ILSP teachers on consistency of focus and strategies when working with a small</p>  |

|                            |   |
|----------------------------|---|
| COVID ILSP<br>\$105,000.00 | <p>group.<br/>Results for check-in assessments were excellent in the students as all had been provided some support in the focus groups working through how to read questions in a comprehensive way.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"><li>• 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 2022 formal assessments and school data.</li><li>• 2023 the school will explore the possibility of engaging with more specialised support (Speech therapists).</li></ul> |
|----------------------------|---|



# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 61         | 59   | 57   | 39   |
| Girls    | 47         | 49   | 49   | 45   |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 89.4 | 91.9 | 95.2 | 88.0 |
| 1         | 84.5 | 89.5 | 87.7 | 78.1 |
| 2         | 88.4 | 91.6 | 86.8 | 85.4 |
| 3         | 91.4 | 93.7 | 92.3 | 84.1 |
| 4         | 89.4 | 91.0 | 89.2 | 81.6 |
| 5         | 84.7 | 91.5 | 90.7 | 81.1 |
| 6         | 88.7 | 88.8 | 91.3 | 81.0 |
| All Years | 87.9 | 91.1 | 90.2 | 82.6 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 93.1 | 92.4 | 92.8 | 87.9 |
| 1         | 92.7 | 91.7 | 92.7 | 87.4 |
| 2         | 93.0 | 92.0 | 92.6 | 87.8 |
| 3         | 93.0 | 92.1 | 92.7 | 87.6 |
| 4         | 92.9 | 92.0 | 92.5 | 87.4 |
| 5         | 92.8 | 92.0 | 92.1 | 87.2 |
| 6         | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)                  | 2.2  |
| Classroom Teacher(s)                    | 3.51 |
| Learning and Support Teacher(s)         | 0.6  |
| Teacher Librarian                       | 0.2  |
| School Administration and Support Staff | 1.56 |

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 37,350           |
| <b>Revenue</b>                        | 1,780,297        |
| Appropriation                         | 1,724,885        |
| Sale of Goods and Services            | 3,186            |
| Grants and contributions              | 51,722           |
| Investment income                     | 504              |
| <b>Expenses</b>                       | -1,706,975       |
| Employee related                      | -1,515,779       |
| Operating expenses                    | -191,196         |
| <b>Surplus / deficit for the year</b> | 73,322           |
| <b>Closing Balance</b>                | 110,672          |

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

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

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 82,799                            |
| <b>Equity Total</b>     | 308,324                           |
| Equity - Aboriginal     | 18,077                            |
| Equity - Socio-economic | 180,166                           |
| Equity - Language       | 19,448                            |
| Equity - Disability     | 90,633                            |
| <b>Base Total</b>       | 968,625                           |
| Base - Per Capita       | 26,784                            |
| Base - Location         | 3,227                             |
| Base - Other            | 938,613                           |
| <b>Other Total</b>      | 247,750                           |
| <b>Grand Total</b>      | 1,607,497                         |

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parent/caregiver satisfaction

The Tell Them From Me survey data collected at the end of 2022, indicates that parents felt welcomed when they visited and could easily speak to their child's teacher when they had concerns. They felt our written communication was written in terms they understood and the school administration staff were very helpful. Parents felt positive about the support provided in class and the excursions we organise for our students. Parents felt that parent meetings and workshops were one way we could support their children. Our parents felt we provided enough resources to help students with a disability or special needs. According to our parent survey data, the parents felt the school is well maintained, the physical environment is welcoming and there is easy access to move around the school. A large percentage of our parents thought that our Social media, school newsletters and emails were our most useful communication methods about school news. Parents were positive with their responses in regard to the school being a culturally safe place for all students.

## Student satisfaction

The Tell Them From Me survey data indicates there was a high percentage of students who participated in school sports and extracurricular activities. Our school mean for students with a positive sense of belonging was 86%. A large majority of students felt they had positive relationships at school and have friends they can trust and who encourage them to make positive choices. 95% of students also believe that schooling is useful in their everyday life and will have a strong bearing on their future. One area which students felt they struggled with was maintaining their interest and motivation in their learning. A positive result for our Aboriginal Torres Strait Islander students who strongly agreed that they felt good about their culture when at school and that the teachers have a good understanding of their culture.

## Teacher satisfaction

The Tell Them From Me Survey indicates that teachers have a clear understanding of our school vision and strategic directions. Our teaching strategies and using data to inform practices is positively impacting our students. The staff believe they clearly communicate expectations for learning, achievement and behaviour for their students. Our staff have high expectations for our students and check that students understand what has been taught before progressing to the next concept. In the future, teachers indicate that providing effective feedback is important to assist our students about how to improve their work and reflect and make progress. Staff indicated that collaboration with others is important to ensure consistent teacher judgement.

# Policy requirements

## Aboriginal Education Policy

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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

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The school maintains a close association with the Narellan Aboriginal Education Community Group with staff members attending meetings and involvement with activities. The links with Botanical Gardens Community Greening programs also support the school Aboriginal cultural links with the emphasis on different bush foods and native plants. The Aboriginal and Torres Strait Islander students were represented in the school student leadership program. 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

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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

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At Bringelly Public School, a staff member has been trained as the Anti-Racism contact officer and speaks to students when the needs arises. All class lessons are inclusive with an emphasis on respectful behaviours towards all cultures and diversity. The school celebrates diversity during the year, particularly on Harmony Day in March. The school is seen to be inclusive, as evident in the survey of parents opinions in the Tell Them From Me survey.

## Multicultural Education Policy

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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

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The population of the school shows 33% of students from a language background other than English. 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 multicultural and diverse language background. 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. Islamic Scripture is still part of our School Religious Education program.

