

2023 Annual Report

Bringelly Public School



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Introduction

The Annual Report for 2023 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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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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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

Integration funding support
English language proficiency
Low level adjustment for disability
Professional learning
QTSS release
Socio-economic background

Summary of progress

Bringelly Public School Annual Report: Reflecting on the Year and Charting Future Directions.

At Bringelly Public School, we are pleased to reflect upon the achievements and initiatives of the past year while looking forward to our future directions.

Semester 1: Focusing on Reading

During Semester 1, our commitment to data-driven decision-making became evident as we collected and shared reading baseline data with our staff. These discussions helped us identify patterns, areas of strength, and areas in need of attention. Our focuses included achieving a balance between guided/modelled and independent reading, strategies for improving reading skills, and differentiating learning to meet the needs of our students. We also delved into the 'Science of Reading' research and its implementation to improve our data literacy.

In Term 2, we continued the 5-week data cycle. Teachers collected and recorded reading data and the Assistant Principal Curriculum and Instruction (APCI) developed an analysis. This allowed us to continually assess progress and discuss collectively as a staff.

Semester 2: Reading Progress Continues

In Semester 2, we carried forward our commitment to monitoring reading progress. Term 3 and Term 4 saw the collection and analysis of reading progress data, ensuring we remained on track to meet our reading goals.

Numeracy Development for 2023

Looking forward to 2024, our focus has shifted to development in numeracy. We have identified it as a central concern and a target for the coming year, setting the stage for concerted efforts to enhance our students' mathematical abilities.

Mathematics: A Key Area of Focus

In Semester 1, the school organised Professional Development for all staff aimed at increasing their understanding of how students develop mathematical concepts. Baseline data was collected using standard assessment tools, and we introduced the BAR model which is a mathematical model for problem solving beyond that of concrete materials. The Assistant Principal Curriculum and Instruction (APCI) continued to provide demonstration lessons for students in Years 3-6, fostering a deeper understanding of mathematical concepts. Staff members actively shared programs and differentiated learning techniques, enhancing our students' mathematical proficiency. Staff also delved into the Concrete, Pictorial, Abstract (CPA) framework and its role in primary education, fostering discussions on how it can impact our students' understanding of complex fractions. In Semester 2, the school continued our journey to becoming

mathematicians, with APCI staff presenting at Staff Development Day (SDD) in Term 3, hosting twilight sessions to further develop staff professional knowledge and discussions. We navigated the mathematics syllabus and explored pedagogy and research, furthering our commitment to improving mathematics education.

Results in Reading and Numeracy

Our ongoing efforts have yielded encouraging results in reading and numeracy. In reading, many year levels have surpassed benchmark goals, with Year 3-5 students excelling. Kindergarten and Year 6 are making significant progress. However, in numeracy, there remains an area of concern, with only Kindergarten on track to meet the target. We acknowledge this concern and are dedicated to addressing it in the upcoming year.

Future Directions

As we move forward, our future directions include:

A renewed focus on numeracy development to address identified concerns and improve student outcomes. Ongoing professional development to enhance our staff's understanding of mathematical concepts, teaching strategies, and data-driven decision-making.

Continued efforts to foster a strong culture of data literacy and understanding among our teaching staff. Strategies to ensure that all students, across all year levels, make consistent progress in both reading and numeracy. At Bringelly Public School, we remain steadfast in our commitment to providing the best education possible for our students. We look forward to a future filled with opportunities for growth, collaboration, and success. Together, we will continue to evolve and ensure that our students receive the highest quality education.

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
70% of students achieving school based progression expectations in understanding texts as outlined in the school reading guide.	Year 3-5 have all surpassed the benchmark with Kindergarten and Year 6 well on the way at achieving the goal.
70% of students achieving school based progression expectations in numeracy progressions as outlined in the school numeracy guide.	Kindergarten is the only year that is currently on track to meet the target set. Numeracy still remains an area of concern.

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

Socio-economic background

Aboriginal background

QTSS release

Professional learning

Integration funding support

Low level adjustment for disability

AP Curriculum & Instruction

English language proficiency

Summary of progress

As we reflect on the past year at Bringelly Public School, we are proud to highlight the substantial progress and innovative initiatives that have enriched our educational environment. Our commitment to the continuous improvement of teaching practices, curriculum alignment, and data-informed decision-making has paved the way for exciting developments.

Curriculum Alignment and Explicit Teaching: Our teaching staff has demonstrated unwavering dedication to student success by continuously reviewing and revising lesson plans and sequences. The curriculum remains at the heart of our instructional practices, ensuring that our teaching methods are effective. We take pride in our skilled educators who employ explicit teaching techniques, including questioning and assessment, to identify students' learning needs and provide them with the necessary tools to break down complex knowledge.

Mathematics Focus: This year, we placed a special emphasis on mathematics. Our staff engaged in a comprehensive professional development day with a focus on numeracy. Through reflection on numeracy articles and previous professional learning, we have been able to enhance our programming and planning to better align with the curriculum. Sharing resources and ideas among our teaching staff has further demonstrated our commitment to explicit teaching practices.

Small Group Interventions: Our Learning and Support Teachers (LaST) and School Learning Support Officers (SLSO) have played a crucial role in providing targeted interventions to students identified through assessment data and anecdotal evidence. These efforts have been instrumental in helping students understand and apply explicit strategies to their learning.

Data-Driven Decision Making: A cornerstone of our approach is the use of data to identify student learning needs and plan for the future. Our Data Talk Time sessions, held in weeks 5 and 10, with our Assistant Principals Curriculum and Instruction (APC&Is) have allowed for in-depth discussions about student progress, future goals, and learning needs. This dialogue incorporates anecdotal evidence, PLAN data, and formative and summative assessment data.

Professional Learning and Collaboration: The dedication to professional growth has been evident throughout our staff. We have prioritised weekly professional learning sessions that address staff needs related to the implementation of the new curriculum, teaching practices, and future school direction. Our Assistant Principals Curriculum and Instruction (APC&Is) have embarked on various professional learning programs to enhance our teaching practices and capacity.

Collaboration with Local Schools: Our collaboration with local schools through the Macarthur APC&I Learning Alliance has enriched our perspective on explicit teaching techniques and assessment tools. This collaborative effort ensures that a diverse range of strategies is utilised to identify student learning needs and review and revise teaching methods.

Future Directions:

As we look ahead, we are committed to building on our successes and exploring new horizons. Our future directions include:

- Continuing our participation in the Leading Effective Curriculum Implementation (LECI) Middle Leaders program to strengthen our middle leadership team, review and revise current practices, and set future goals.
- Further exploring ways to build capacity within our staff, based on the new curriculum, through collaboration with other schools. This will enhance student progress and achievement data and empower our teachers to use explicit strategies effectively.
- Expanding the Assistant Principal Curriculum and Instruction Induction Programs to continue promoting effective teaching practices and the use of explicit teaching strategies.

Student Achievements:

We are pleased to share the impressive results of our efforts. In reading, all Year 4 students achieved growth, with some showing remarkable progress ranging from 8% to 37%. In Year 6, 86.7% of students achieved growth, ranging from 5% to 25%. In numeracy, significant numbers of Year 4 and Year 6 students exhibited growth, reflecting our commitment to enhancing mathematical proficiency.

At Bringelly Public School, we remain dedicated to fostering an environment of continuous improvement, where student success is at the core of our endeavors. The year has been marked by significant progress, and we look forward to a promising future as we continue to innovate, collaborate, and empower our students with the knowledge and skills they need to excel.

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
All students will achieve improved reading results between term 2 and term 4 check-in assessments.	All year 4 students achieved growth in reading ranging from 8% growth to 37% growth. Year six had 86.7% achieve growth ranging from 5% to 25%. The 13.3% who didn't show growth received similar results in semester 1 as semester 2.
All students will achieve improved numeracy results between term 2 and term 4 check-in assessments.	All year 4 students achieved growth in reading ranging from 2.6% growth to 21% growth. In year six 80% achieved growth ranging from 5% to 20%. Of the 20% who didn't show growth 2 received similar results in semester 1 as semester 2.

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

Integration funding support

Socio-economic background

Professional learning

Low level adjustment for disability

Aboriginal background

Summary of progress

As we conclude another academic year, it is crucial to reflect on our commitment to enhancing the well-being and attendance rates of all our students. At the beginning of the year, ambitious goals were set: to achieve a 3.6% uplift in student well-being and a 2.91% in attendance over the negotiated baseline. This objective was not only a numerical target but a testament to our dedication to fostering a positive and supportive learning environments and recognising the importance of regular attendance as a key indicator of student engagement and academic success. Throughout the year, a variety of strategies and interventions were implemented to address factors influencing well being and attendance. These initiatives encompassed a holistic approach, involving collaboration among faculty, staff, and students to create an environment that fosters a sense of belonging and encourages consistent attendance. These initiatives aimed not only to meet the baseline but to surpass it, ensuring that our students experienced a tangible improvement in their overall sense of well-being and in turn attendance.

Regular assessments and feedback was integrated into these initiatives, allowing us to gauge their effectiveness in real-time. Faculty, staff, and students collaborated to identify areas for improvement and to celebrate successes along the way. This collaborative effort exemplified the shared responsibility we have for the well-being of our community. As we review the data and reflect on the year's outcomes, it is encouraging to see positive trends in student well-being. The 3.6% uplift, while quantitative, represents a qualitative transformation in the experiences of our students. However, it is important to recognise that this is an ongoing journey. Student well being is dynamic, influenced by various factors, and our commitment to improvement must remain steadfast.

We established early and consistent monitoring and analysis of attendance data, which allowed us to adapt our strategies in real-time. By leveraging technology and data-driven insights, we identified patterns and trends, enabling proactive measures to address attendance challenges promptly. As we review the outcomes, it is gratifying to note a 2.91% uplift over baseline attendance levels. This represents not just a numerical achievement but a qualitative improvement in the overall engagement of our student body. The commitment and collaborative spirit demonstrated by staff, and students have been pivotal in achieving this uplift. However, it is essential to recognise that sustaining improved attendance levels is an ongoing effort. The factors influencing attendance are multifaceted, and our dedication to this initiative must persist into the future. We must remain vigilant, adapting our strategies to evolving circumstances and maintaining a proactive stance to address emerging challenges. Additionally, awareness campaigns were conducted to emphasise the correlation between attendance and academic achievement. Peer mentoring programs and community-building events sought to strengthen the bonds between students and their academic community, contributing to a positive attendance culture.

In the coming year, we will build upon the successes of the current initiatives and explore new avenues for enhancing student well-being and attendance. Continuous collaboration, open communication, and a data-informed approach will be the cornerstones of our strategy. By doing so, we not only aim to meet our negotiated baselines but to exceed them, creating an environment where students thrive academically, socially, and emotionally. We are committed to building upon the successes of the current initiatives. We will continue to refine our approaches, exploring innovative methods to further enhance student engagement and attendance. By fostering a supportive and inclusive learning environment, we aim not only to meet but exceed our well being and attendance uplift targets, contributing to the overall attendance and well-being of our students.

This annual reflection serves as a reminder of our collective responsibility and the positive impact we can have on the lives of our students. As the academic year comes to a close, it is opportunity to reflect on our endeavors to enhance student well being and attendance levels to identify students at risk of absenteeism, providing timely interventions and support. Through continued collaboration and a commitment to continuous improvement, we aim to create an environment where every student feels motivated and supported on their academic journey.

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.	Bringelly Public School has recorded an actual target of 83.33%. This result is an uplift of 2.45% on 2021 data, however it is still 3.17% lower than the Department negotiated baseline of 2018 which was 86.50% .
Student attendance levels will gain a 2.91% uplift over baseline levels.	Bringelly Public School achieved a 3.85% increase from 2022 to 2023 of students attending school >90% of the time. Overall the attendance rate increased by 1.2% from 2022 to 2023.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$1,767.00</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Strengthening orientation and transition programs for identified students • additional staffing for targeted interventions to support student learning. <p>The allocation of this funding has resulted in the following impact: This funding has been used to supplement time to support, transition and induct new students and to provide additional time for the EAL/D teacher to work with students with an EAL/D background to improve their reading skills and numeracy. Data from reading assessments has shown an increase in learning within these two areas.</p> <p>After evaluation, the next steps to support our students will be: The continuation of additional EAL/D support to assist students with their literacy and numeracy skills.</p>
<p>Integration funding support</p> <p>\$110,076.00</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"> • Best Practice- Numeracy • Quality Teaching Practice • Quality Engagement • Best Practice - Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implementation of targeted programs to differentiate teaching and learning programs. • Intensive learning and behaviour support for funded students. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact: Throughout 2023 there has been additional teacher and SLSO support for students with additional social and learning needs. This has increased student capacity in literacy and numeracy.</p> <p>Integration funding has been regularly adjusted throughout the year in response to student reviews, to ensure funding is used to specifically address each student's support needs.</p> <p>Staff have engaged with the Assistant Principal Learning and Support (APLA) to improve their ability to manage challenging behaviour and support student access to teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Integration funding decision making will be a priority for our learning and support team and executive to ensure funding use is regularly reviewed and refined according to the needs within the school. Inclusive practice and full curriculum access will remain priority goals. Additional professional learning will be sourced for SLSOs to improve their knowledge and practice.</p>

<p>Socio-economic background</p> <p>\$153,608.37</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 Teaching Practice • Quality Engagement • Best Practice - Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through reading professional learning to support student learning. <p>The allocation of this funding has resulted in the following impact: All students who required support were provided with resources to enable them to engage in the curriculum and to participate in extra curricular activities such as excursions and camps. Extra curricula activities such as 'Sista Speak' were conducted and supported the well-being of selected students. A strong focus has been maintained in the area of student attendance. Reward systems have been developed throughout the year to encourage regular attendance.</p> <p>After evaluation, the next steps to support our students will be: Continuation of resourcing for extra curricular activities during lunch breaks and outside of school. We will continue to engage with our school community in understanding the importance of regular attendance, and the impact on their child's long term education.</p>
<p>Aboriginal background</p> <p>\$18,658.27</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 Teaching Practice • Quality Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (SLSO) to support First Nation students. • Creation of school literacy resources embedding local language. <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal families engaged in the Professional Learning Pathways (PLP) process. The allocation of these funds have provided more explicit teaching time to Aboriginal students through a local AECG Junior group.</p> <p>Executive identified and purchased cultural resources for classrooms particularly in the area of Literacy.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage with Narellan AECG and Junior AECG. The appointment of a Graduate Staff member will welcome a new staff member to organise and run Junior AECG and other Aboriginal programs within the school.</p>
<p>English language proficiency</p> <p>\$16,576.28</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>English language proficiency</p> <p>\$16,576.28</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 • Quality Teaching Practice • Best Practice - Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Withdrawal lessons for small group (developing) and individual (emerging) support. • Provide EAL/D Progression professional learning to staff. <p>The allocation of this funding has resulted in the following impact: Staff have engaged more deeply with EAL/D data trends through the analysis and delivery of professional learning around specific focus areas in reading and numeracy. The APCI role engages with staff across the school to upskill their professional knowledge on how to explicitly work with students in different phases. APCI's regularly attended local network meetings and engaged in available professional learning. This enabled EAL/D programs to better support our students and to provide training and support to our classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue to work with one EAL/D specialist teacher. This teacher will work with all teachers to model effective EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</p>
<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>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 • Quality Teaching Practice • 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"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact: The work and ongoing support of the Assistant Principal Curriculum and Instructional leader (APCI) has led to an improvement in teacher capacity and ability to provide a differentiated and inclusive curriculum in literacy and numeracy. The continued engagement of four SLSO's in assisting with curriculum delivery has led to an improvement in literacy results for targeted students across the school. The regular analysis of students with complex needs at learning and support team meetings further identifies students who require additional support. This allows our teachers to make reasonable adjustments for students with disability. The engagement of a Speech Pathologist has assisted students across the school with their receptive and expressive language and with their early literacy development.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$90,632.61</p>	<p>An InitialLit program will begin in 2024. SLSO staff will also be trained in this program to provide further individualised support within classrooms. We will continue our focus on improving literacy and numeracy results and the ongoing commitment via the 1.2 allocation of APCI staff. We will engage an additional LaST in 2024 to assist with the transition of students with additional needs and challenging behaviours across the school to promote student engagement.</p>
<p>Location</p> <p>\$2,904.39</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> <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 • Incursion expenses <p>The allocation of this funding has resulted in the following impact: Students and families who required extra support were provided with additional funds to promote student engagement in all excursions, incursions.</p> <p>After evaluation, the next steps to support our students will be: In 2024, a review of expenses throughout the year will be agreed upon and costs kept to a minimum to promote student engagement. Where required we will further support families when required.</p>
<p>Professional learning</p> <p>\$11,183.08</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>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 • Quality Teaching Practice • Quality Engagement • Best Practice - Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • QTSS time-Classroom teachers given Data time to drive their teaching and learning programs. • Teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: The APCI's have worked throughout the year to support all teachers K-6 to continue to improve their understanding of effectively teaching reading and comprehension and numeracy skills. Staff have been engaged in understanding the theory behind the Science of Reading. All permanent teachers have engaged in the Big Ideas and Becoming Mathematicians Professional Learning. Surveys advise that the teachers have found this training to be worthwhile.</p> <p>After evaluation, the next steps to support our students will be: There will be a focus on the amalgamation of the overall school behaviour system and well-being programs in 2024. These approaches will be aligned to the Department's renewed focus on student wellbeing. As a result of information from the TTFM surveys, professional learning will be determined through consultation and collaboration.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bringelly</p>

<p>\$18,110.30</p>	<p>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 • Quality Teaching Practice • Best Practice - Reading <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 the following impact: Our APCI's work with teachers to support best practice, curriculum instruction and student engagement. The Assistant Principal was released to support staff collaboration in the implementation of the new curriculum. Staff report that the majority of teachers understand the new curriculum and they are confident in the development of new teaching programs.</p> <p>After evaluation, the next steps to support our students will be: APCIs will continue to provide instructional leadership across the school. QTSS funds will release additional teachers to observe best practice and receive constructive feedback through classroom observations.</p>
<p>COVID ILSP</p> <p>\$78,765.08</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 2023.</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"> • Releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. • Providing targeted, explicit instruction for student groups in literacy/numeracy. • Employing/releasing staff to coordinate the program. <p>The allocation of this funding has resulted in the following impact: Students received tailored literacy and numeracy support of . Targeted intervention resulted in increased student engagement in both small group tuition and upon return to classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2024 students in Year 3 to 5 will be involved in the Small Group Tuition Program.</p>
<p>Per capita</p> <p>\$21,861.84</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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Provide release time to assist teachers to engage with, and implement, the new curriculum.

<p>Per capita</p> <p>\$21,861.84</p>	<ul style="list-style-type: none"> • Employ staff to support student learning needs. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to familiarise themselves in the teaching of the new curriculum with a focus on improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional release time to support staff collaboration in the implementation of the new curriculum.</p>
<p>AP Curriculum & Instruction</p> <p>\$186,105.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 Teaching Practice • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school. • Coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum. • Strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to familiarise themselves in the teaching of the new curriculum with a focus on developing and implementing new teaching and learning programs by undertaking the DOE curriculum form professional learning.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the staff will focus on 'Explicit Teaching' strategies to ensure the research and professional understanding around how students learn is embedded into the classroom effectively.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	59	57	39	39
Girls	49	49	45	38

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.9	95.2	88.0	81.4
1	89.5	87.7	78.1	87.9
2	91.6	86.8	85.4	87.2
3	93.7	92.3	84.1	85.8
4	91.0	89.2	81.6	87.0
5	91.5	90.7	81.1	82.0
6	88.8	91.3	81.0	83.4
All Years	91.1	90.2	82.6	85.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	2.2
Classroom Teacher(s)	3.49
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.56

*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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	58,950.83
Revenue	1,815,242.58
Appropriation	1,756,661.14
Sale of Goods and Services	2,090.00
Grants and contributions	54,873.55
Investment income	1,617.89
Expenses	-1,687,011.09
Employee related	-1,452,840.79
Operating expenses	-234,170.30
Surplus / deficit for the year	128,231.49
Closing Balance	187,182.32

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.

	2023 SBAR Adjustments (\$)
Targeted Total	92,495
Equity Total	279,476
Equity - Aboriginal	18,658
Equity - Socio-economic	153,608
Equity - Language	16,576
Equity - Disability	90,633
Base Total	983,382
Base - Per Capita	21,862
Base - Location	2,904
Base - Other	958,616
Other Total	241,215
Grand Total	1,596,567

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 Satisfaction:

10 parent responses were included in the 'Partners in Learning' Parent Survey Report conducted through the Tell Them From Me (TTFM) tool. Results indicated that parents feel welcome when they visit the school and were able to easily speak with the school Principal which is significantly higher than other average scores of schools who participated in the NSW CESE project. Parents feel well informed about their child's behaviour whether that be positive or negative. On average parents spoke with teachers 2-3 times per year and some more than 3 times per year about their child's education. Parents indicated that the school supports positive behaviour and their children felt safe at school. This was an increase from 2022. The overwhelming opinion from parents was that Bringelly Public School was an excellent school that they would recommend to other parents where they feel welcome and well informed about school activities. Parents have indicated they prefer 3 way conferences and have expressed their interest in using school newsletters, social media and text messages for school related information. An area for improvement was parent involvement in school committees.

Student Satisfaction:

37 students completed the 'Student Outcomes and School Climate' part of the TTFM survey. The results from this survey indicated that our students participated in school sports and clubs and engaged in positive relationships higher than that of NSW Government norm. Students displayed equal % of positive behaviour across the school to the Government Norm, however homework behaviours were significantly lower. Students feel that they put in optimal effort but interest and motivation is an area to work on. An area to work on is for teachers to set clear goals for learning, establish expectations, check for understanding and provide feedback. 25% of students were confident of their skills but did not find classes challenging. Areas for improvement include students developing a positive sense of belonging, students who are interested and increasing student motivation and interest levels.

Teacher Satisfaction:

9 staff responded to the 'Focus on Learning' Teacher Survey as part of the TTFM tool. In regards to Leadership we exceeded Government Norms. We aligned closely with NSW Government norms in collaboration, teaching strategies, parent involvement and obstacles to learning. An area for improvement that staff could develop is an inclusive school, learning culture, data informs practice and technology. 89% of our teaching staff have completed their proficient teacher accreditation and the remaining teachers are conditional/provisional. 100% of staff agree that staff morale is good and 100% agree/strongly agree that school leaders are leading improvement and change. 100% of teachers also believe that school leaders clearly communicate their strategic vision and values for our school. An area of improvement within the school will be focusing on include quality feedback, challenging and visible goals, inclusivity and differentiated teaching strategies.

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.

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.

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.