2008 Annual School Report
Bringelly Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The student enrolment at our school at the conclusion of 2008 was 109. There were 5 classes and the number of students per grade was:

- Kindergarten: 16
- Year 1: 18
- Year 2: 14
- Year 3: 11
- Year 4: 15
- Year 5: 20
- Year 6: 15

Staff
We have 8 staff: a teaching principal, an assistant principal and three classroom teachers, a support teacher for learning assistance and a teacher who shares the teaching role with the principal.

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

Significant programs and initiatives
The report contains information regarding the following student performances and the achievements of the programs over the past 12 months.

- Celebrating the 130th year with strengthening community ties with a reunion and spring fair
- The Arts, including programs in music. Students performances, and the achievements in the last 12 months
- Sport, including Gala Days, in-school sport, visiting specialists in gymnastics and golf, visiting sports clinics and sporting representatives for zone and area teams
- Public speaking opportunities
- Multi-cultural exchange grant at Bringelly PS
- Aboriginal education at Bringelly PS
- The ways in which Bringelly supports students with special needs
- Consistency in assessment continued in Literacy and Numeracy
- Boys and Girls’ Education strategies and new Literacy program
- Bringelly’s science and environmental programs forming links to the community sustainability program

Student achievement in 2008

Literacy – NAPLAN Year 3
Literacy levels in the Year 3 group showed 100% of students achieved the minimum standard in literacy in reading, writing, and grammar. Spelling proficiency was based at 92%. This is an excellent result.

Numeracy – NAPLAN Year 3
92% students demonstrated excellent proficiency levels in numeracy in Year 3.

Literacy – NAPLAN Year 5
The students achieved a very successful result with a growth result between 2006 -2008. Bringelly had the highest growth rates in reading skills when compared to the local school group and the state. Writing growth result was second when compared with the other groups.

Numeracy – NAPLAN Year 5
Bringelly achieved the highest growth rate in achievement in 2006 - 2008 year when compared to the growth of achievement in the local school group and the state growth.

Messages

Principal's message
It is with pleasure that I report on the 2008 year. The celebration of the 130th anniversary year was filled with community events, reunions of ex-students, and the achievements of the current Bringelly students.

This report will outline the cultural, academic, sporting achievements from 2008 highlighting the enthusiastic participation of students in Bringelly’s enriched educational environment.

The deep knowledge and professional guidance of the Bringelly staff enabled new significant programs to be introduced in literacy and mathematics due to the smooth transition in teaching regimes and philosophy. To achieve our targets in student academic growth the P&C and
school have invested heavily in building up the resources in literary and mathematic materials, books, equipment and computer programs. All staff have increased their level of professional training. The strategic school plan drives forward a consistent approach to teaching and learning at Bringelly.

Additions to the school environment with the completion of the new cola and attached tiered seating, gardens and an outside sound system have created a space used for performances and assemblies. This has also provided a gathering place for parents when waiting for children and also allowed the students to be separated in junior and senior groups for playing handball.

For staff and students the Reunion and Spring Fair for the 130th anniversary of the school provided many chances to learn from visiting ex-students of Bringelly’s history. The historical display gave the school a strong sense of the past and an identity with early NSW public education.

In 2009 we will continue to develop this sense of identity, linking with the community where possible and develop the opportunities for the students academic, social, emotional and physical needs.

Major capital works programs have been accepted and an upgrade of the playground and the original classroom will be completed in the next two years.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Sharyl Scott

P&C message

2008 was a very successful year for fundraising. Thank you to the committee, school community and many more for their hard work and support. Money raised through the Easter raffle, Mother’s day and Father’s day raffles, stalls and Gala Days went towards buses for school excursions, Lexiles and maths equipment for 2008. Funds were also targeted to purchase complete sets of PM readers for the junior school and senior Lexile books for 2009 to support the school’s intensive reading programs.

A successful 130th Anniversary Spring Fair was held on the 20th September with many stalls, rides and live performances organised by a hard working group of volunteers. A big thank you to parents and the community for their efforts! Money raised from the spring fair and Harry Kewell raffle is for stage 1 of the active playground. The P&C used part of the donation from Badgerys Creek Progress Association for the Interactive whiteboard in the Kindergarten room and the rest will be used for the active playground to be installed in 2009.

Future Directions
In 2009 the P&C will be applying for grants for new sporting equipment. The committee and school community throughout the 2009 year will endeavour to raise funds for upgrading and further improving the students learning experience.

Sharon Moore
P&C President

IN 2008 the SRC selected charities and raised funds through multi-days.

International Centre for Eye Care Education: We fundraised money for the ICEE what we called Sunnies for Sight Day. The kids came to school with their sunnies and on the same day we also were involved in Clean Up School Day. We raised $128.30

Jane McGrath Foundation: Everyone came to school wearing pink or for the boys wearing something pink for breast cancer, to help raise money for the Jane McGrath Foundation after she died. We raised $300.60
Westmead Children’s Hospital: Everyone dressed up as what we think we would like to be mufti and we had a gold coin donation for the day.

For the school we continued to raise money for lattice to go under the school office. Our balls were always rolling under it and now after Mr Moustafa built the lattice wall we don’t have the problem. We raised $124.40

We think that we learn from all the special mufti-day experiences as we are thinking about helping others. We think the value of being an SRC representative is that we put others in need before ourselves.

Gemma Parker and Justin Moretti

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

In 2008 many students suffered from virus complaints and several had broken limbs. The school is working with children and parents to decrease partial absences.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.1</td>
<td>98.2</td>
<td>93.6</td>
<td>93.1</td>
</tr>
<tr>
<td>Region</td>
<td>93.8</td>
<td>94.2</td>
<td>94.0</td>
<td>94.3</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Student attendance profile

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2H</td>
<td>2</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>2/3C</td>
<td>3</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>2/3C</td>
<td>2</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>
Structure of classes

All classes except Kindergarten are composite. The K-2 class numbers were high although still fitted into the class reduction formula. The senior classes were numbers were very acceptable to meet the older students needs.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

We have 8 full or part time teaching staff in 2008. This included the principal, assistant principal, part-time teacher (3.5 days), teacher librarian and a specialist support teacher to assist with learning difficulties. The school was supported by a full time school administrative manager, a two day a week school office assistant, one day a week general assistant and teaching support officers employed over the year through integration programs for students with special needs.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary part-time teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary unique supplementation</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative manager</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.406</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.27</td>
</tr>
<tr>
<td>Primary Unique allocation</td>
<td>0.02</td>
</tr>
<tr>
<td>Total</td>
<td>8.106</td>
</tr>
</tbody>
</table>

Staff retention

Although the number of classes has been maintained in 2008 the student numbers have not raised above the 113 mark when the assistant principal position in the school can be retained. Mrs Cronshaw, assistant principal has therefore been transferred to a school with a vacant assistant principal position. Bringelly has retained 5 classes so a class teacher position has been filled through transfer. The teacher will begin in 2009.

Staff attendance

Staff have access to leave entitlements such as Long Service Leave, family leave and sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.0%

Teacher qualifications

At Bringelly Public School all teaching staff meet the professional requirements for teaching in NSW public schools. All staff were engaged in continual professional learning in 2008 adding to their many years teaching experience, including gaining 2009 post graduate qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>63</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>37</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>112 076.13</td>
</tr>
<tr>
<td>Global funds</td>
<td>83 028.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>38 630.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45 113.85</td>
</tr>
<tr>
<td>Interest</td>
<td>4 202.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7 759.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>23 891.25</td>
</tr>
<tr>
<td>Total income</td>
<td>314 701.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>
Compared to 2007 the school’s general account is low. This is because the tied funds for the building of the cola have been used. The school has also spent more on educational areas and creative arts to increase resources in the school for the improvement in student outcomes. Maintenance of the school facilities was also high as general funds were spent on the gardens, buildings for O.H &S. purposes and in preparation for school’s 130th celebrations.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the P&C meeting. Further details concerning the statement can be obtained by contacting the school.

**School performance 2008**

**Achievements**

**Arts**

Performances for Tempe School, book week and Presentation Night

Footsteps Dance Lessons for the school and school disco

Public Speaking

Bringelly School has an active performance and creative arts program. 2009 was full of activities connected with the multi-cultural planning and grant received for the cultural exchange program.

The dance performances shown last year by all age groups demonstrated the talents of many of the students. The participation of the boys in the performances showed the confidence and enjoyment they have developed through the school’s program. Many of the students participate in dance (jazz, tap, ballet and rap), outside of school which has added to the standard of the performances seen.

The visit to Tempe and the return visit to Bringelly created much energy. This was another opportunity to showcase the school’s high standard in performing with singing and dance.

Voice Worx Singing Competition was organised in the school as part of the link with Campbelltown Performing Arts High School. This year Grace Monkivitch gained first place in the school’s competition.

Footsteps Dance Company was engaged for ten weeks in Term 3 for a school hour long activity time. After a successful ten weeks the company ran a school disco supported by the P&C. In 2009 the company has been engaged for a term to run a dance program K-6.

Public Speaking continues to be a focus for talking and Listening skills. All students are involved in the school’s speech program. Two students represented Bringelly at the Hoxton Public Speaking competition.

**Sport**

- This year students represented our school in district sporting events and competed in interschool gala days with schools from Rossmore, Leppington, Austral, Badgerys Creek and Horsley Park.

- Our district Carnival results for 2008 were as follows:
  - 11 students qualified to represent the school at the District Swimming Carnival. All students competed admirably, with Gabriel Ciappa and Jacquise Ponga-Old representing the district at zone level.
  - 19 students represented the school in the District Cross Country Carnival and 25 students represented our school in the District Athletics Carnival. No students progressed past the district level in athletics. Luke Bindley went on to represent the district at zone level at the Zone Cross Country.
  - At a regional level Jacquise Ponga Old was selected for the Regional Netball Old for her age group. Well done.

Our school participated in two Gala Sports Days for Students in years 3 – 6. In semester 1 the sports included soccer, netball and newcomeball. All teams performed well with both the junior and senior netball and newcomeball teams winning. The junior soccer team also won. The performance and skill development of students were event along with a healthy competitive spirit. In semester 2 teams competed in cricket, newcomeball and netball.

K – 2 students also competed in two mini gala days with students from Badgerys Creek School. Events included age races, relays, ball games and
novelty events. The emphasis on these days was on participation and enjoyment.

In term 1 all students had the opportunity to participate in the “Bounce” Gymnastics program. This program ran each Wednesday for the term and students developed their skills in balancing, tumbling and body strength. It was a most successful program which will run again in 2009.

In term 2 students from Years 3 – 6 participated in a three week soccer workshop to develop their skills. We have also had a number of in-school workshops where people have come to the school and worked with the students, free of charge, to develop skills and promote various sports. These have included a Cricket workshop, a rugby league workshop and representatives from the Australian Dolphins swim team.

In Term 3 a free golf workshop for students in Y 2 – 6 was organised by Wallacia Golf Academy. From this day Christian Bono, Marcus Accuri, Cooper Preston, Sarah Walker, Katie Walker and Michaela Navratil were chosen to represent the school at a local school Gala Day. All students performed very well with Bringelly Public School winning the event.

The golf workshop was so successful that golf was introduced as an option for sport in term 4. The Bringelly golf team then went on to be representatives at the Nepean District Gala Day Final in Term 4, winning the trophy at the end of the day. Golf will be a feature of Bringelly sport in 2009.

Dianne Cronshaw

Other

Premiers Reading Program and Library Initiatives

- Bringelly registered for the Premiers’ Reading Challenge and all children in K-3 were involved.
- Bringelly joined the school in KOALA (Kids Own Australian Literature Awards) organisation. This involved studying the shortlist and registering votes by September 12th. The Awards Ceremony was held at Blacktown on 22nd October. Mrs Gleeson, Librarian took four senior students to the awards.
- The school was registered in the young voters program with the Children’s’ Book Council of Australia. This involved studying the shortlist and sending in votes online. This involved K-6.
- Volunteers in the library are always needed and in 2008 a small band of very reliable mothers took home books to cover at home.
- Submission to Children’s’ Book Council – A submission, in conjunction with Rossmore P.S., was made for a grant to help pay for an author visit to a school that was disadvantaged by distance and isolation. A grant of $550 was awarded
- Book Parade - A K-6 Book Character Parade was held in August. All staff and students participated.
- Book Fair – A successful Scholastic Book Fair was held in May. The library retained the commission in books. Thank you to the Teachers Aide Special Janne Gleeson for selling books as it wouldn’t have been possible with the school only having a .2

Dianne Cronshaw

Bronwyn Gleeson
Teacher / Librarian

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

The results in the first year of the new NAPLAN test indicate the Bringelly teaching programs in Literacy are developing the students’ skills in the three areas of Literacy. The target has been to decrease students in the lower bands and increase in the upper bands. Evaluating the programs for effectiveness of student outcomes will be a continuing element in the teaching program at Bringelly.

Reading Results

There were only 13 students in this group so it is difficult to gauge the significance of the graphed results. However, reading results showed no students in band 1 and an increase in the number of students in bands 5 and 6 compared to the last three years. The goal for the next three year cycle is to improve the percentage of students in bands 3 and 4 with fewer students in band 2 in reading. This group of students were on average 5 % above the local school group and only 1 % away from the state average overall.

Year 3 NAPLAN - Reading

Writing - NAPLAN Year 3
The teaching programs have been targeting the different texts and although show an improvement in writing, teaching and learning programs are still a priority in this area, particularly in spelling and grammar. Although the group was small the difference in the average between the local group of schools and the state average is still a concern and the school plan has stressed the need to continue to monitor and evaluate programs that make a difference to students’ progress. Teachers have increased the variety of practical exercises and the use of ICT to encourage and motivate the students to write.

Spelling – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>380.5</td>
<td>404.3</td>
<td>418.6</td>
<td></td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band</th>
<th>Percentage in band</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>7.7</td>
</tr>
</tbody>
</table>

LSG average 2008:

3.5

State average 2008:

2008:

3.1

One of the Literacy priorities for 2009 will be spelling with a consistent approach K-6 to improve the level of spelling skill and phonemic awareness in the students. The aim is to improve the skills of the students in the lower bands, while continuing to develop the students who have shown ability. This will improve the average standard in spelling in student’s writing.
The separation of the grammar and punctuation results from the spelling indicates the language work developed in the teaching and learning programs have been successful. No students’ results were in the lower bands and there was a strong skill base in the upper bands. The areas for development were very strongly indicated and the teaching programs will be directed to improve the language of students so the average mark will be higher, increasing the success rate to band 4 5 and 6.

The whole school literacy program of ‘Go Maths’ has been taught for one year with the year 3 students being provided a very practical approach to all maths topics.

Results show a development of skill compared to the year before particularly in the areas of numeracy and measurement.

More students have gained higher bands than in the years before.
Numeracy results indicate the students were on average slightly below the state and local school group, even though most of the students were in the top bands. While this is of concern and needs to improve teachers report that the numeracy areas showed significant improvement in skill development and the number of students in bands 4 – 6 had increased.

**Literacy – NAPLAN Year 5**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2008</td>
<td>494.5</td>
<td>489.8</td>
<td>494.4</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band</th>
<th>Percentage in band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13.6</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>13.6</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>22.7</td>
</tr>
</tbody>
</table>

| School average 2005 - 2007 | 10.0 | 24.0 | 24.0 | 22.0 | 16.0 | 4.0 |
| LSG average 2008 | 7.3  | 11.9 | 27.2 | 23.9 | 17.2 | 12.6 |
| State average 2008 | 7.6  | 11.1 | 25.2 | 23.1 | 17.8 | 15.1 |

Reading results in Year 5 were excellent with the average skill above the state average. The increased number of students in the upper bands compared to other years helped this result. The aim in the following years is to decrease the students still registering in the lower bands through targeted programs. Programs are being developed with regular support in class and with small group work.

**Progress in literacy**

The pleasing results are indicative that the teaching practices and target programs have had a positive effect on the group of students in 2006-2008.

Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.2</td>
<td>82.4</td>
<td>125.3</td>
</tr>
<tr>
<td>LSG</td>
<td>87.4</td>
<td>83.5</td>
<td>88.3</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Targeted programs will be ongoing in the school and children’s individual needs continued to be monitored closely. The following graph shows an increase in writing and reading skills for the group of students in Year 5.

Average Progress in writing for matched students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>35.1</td>
<td>51.9</td>
<td>79.9</td>
</tr>
<tr>
<td>LSG</td>
<td>51.6</td>
<td>71.3</td>
<td>68.4</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

This graph shows progress at Bringelly has been positive and teaching staff are enthusiastic about the academic standards their teaching has produced. The average progress of the Bringelly students were 8% above the state during the last
two years and 11% above the local school group. Even allowing for the small number of students the average progress in skill is an excellent result for these students.

**Average progress in writing between Year 3 and Year 5**

Progress in numeracy

Average progress in numeracy with matched students.

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>School</td>
<td>106.3</td>
<td>80.8</td>
<td>112.4</td>
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<tr>
<td>LSG</td>
<td>85.4</td>
<td>77.7</td>
<td>73.3</td>
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<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
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</table>

The small cohort of Year 5 students in 2006-2008 have shown a strong growth in their mathematical attainment. They have achieved far above the state and local school group growth. This is an excellent result, but still needs to be monitored for continual progress for the following years of students.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Literacy**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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The results for the year 3 students were excellent compared to the state and local school groups’ standard.

100% of the group achieved the expected standard in reading, writing and language. The area the school still needs to closely monitor is spelling. In 2009 an explicit spelling program developing a consistent whole school approach will be introduced.

The school’s writing program aimed at improving the level of language used has achieved strong results in this group of students. Mrs Keegan, the Support Learning teacher has team taught with the teachers in the classrooms on specific writing skills. This collaborative teaching practise has lead to students developing skills very explicitly, making decision about how to organise and what to write in different texts.

The school’s results indicate the successful strategy of using diagnostic tools to assess and evaluate how each child learns and then to plan to meet their learning needs. The current group of children in year 3 have been closely monitored in this way since the beginning of year 2.
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008.

### Percentage of Year 5 students achieving at and above minimum standard

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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
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<td>Spelling</td>
<td>95</td>
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<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
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</table>

Year 5 student results in literacy showed most students achieving at or above the minimum standard. It is a pleasing result with the greatest growth in band 8, and less students in the lower bands than in other years. Students who had difficulty meeting the standard will be targeted in 2009 with an intensive reading program with the support Teacher of Learning assistance. Parent volunteers will also assist the students with a regular individualised reading program. Comprehension questions have shown to be causing problems for a small group of students. This aspect of reading is already being targeted in teaching and learning programs with shared reading activities and within the specialised Lexile reading program for the senior students.

However the small numbers of students make progress difficult to assess on a statistical scale and internal assessments at Bringelly are used for more accurate planning to students’ individual needs.
95% of students were at or above the minimum standard. As with the literacy program a whole school mathematic support program has been developed aimed at students who are finding it difficult to understand the concepts of number, measurement and space, data and algebra.

In 2008 teachers and support staff were introduced to Go Maths with additional resources in equipment. Every student was provided text books included an assessment book, working journal and a computation exercise book. Mathematic lessons are very structured with many practical exercises. Support staff have worked closely with normal class time to work and plan lessons together to develop programs for the students requiring additional support in this important area.

### Significant programs and initiatives

#### Transition to Kindergarten

**‘Little Steps to Big School’**

Little Steps to Big School was a specific program run by the Benevolent Society. We were fortunate in 2008 to have this program in our school with Margaret O’Dea and Michelle Moore as excellent program facilitators. The aim of the program was to assist children starting school and their families to become a part of the school community before they begin school. The program ran from 8.55am till 11.30am from week 1 to week 9 in term 4.

Parents attended with their child and childminding facilities were available for younger siblings.

The program involved parents and children:
- learning about school and class routines and expectations
- becoming familiar with the school layout and meeting the staff
- having a visiting occupational therapist teach fine motor skills needed for writing
- having a visiting speech therapist discuss language skills
- listening to a representative from the RTA explain the importance of road safety and safe practises for travelling to and from school.
- welcoming a visit from Happy Harold the Giraffe to show how to keep our bodies healthy
- learning about the language and directions teachers use in schools
- meeting and interacting with classmates and completing skills based activities together as a group
- joining in a family BBQ so that families can socialise together

Bringelly Public School staff, parents and students also made significant contributions to the transition to school process:

Mrs Scott, our Principal, presented the schools information handbook and the schools policy on ensuring a happy and safe environment for all children.

Mrs Krattli, our school counsellor, presented information about the school counselling service and emphasised the department's policy on school attendance.

Mrs Keegan, our S.T.L.A. teacher, presented information via power point presentation on the role of the S.T.L.A and strategies that parents could use to assist in their child’s learning in the areas of literacy and numeracy.

Mrs Biviano, Kindergarten teacher, presented information on specific class routines, showed classroom resources, provided contacts for sight and hearing tests and Liverpool Area Health Service information booklets.

Kindergarten Butterflies and K-2 students welcomed the new ‘kindies’ into their classroom, and their K-2 Assembly.

Mrs Hall, our uniform shop organiser, presented school uniforms and explaining the ordering system for uniforms.

Mrs Taylor and Ms Moore, Acting Presidents of the P & C, encouraged active participation in the P & C and gave parents a tour of the school. Mrs Campbell our Canteen Manager, explained the procedure for ordering lunches.

Our wonderful Year 4 and Year 5 buddies, were there every week to welcome the new ‘kindys’ and made them feel special and safe in their new
school and provided assistance with classroom activities.

Pauline Biviano

Aboriginal education
While there aren’t any Aboriginal families at the school, teachers have taught curriculum activities with Aboriginal perspectives included, particularly in HSIE, Creative Arts and Literature.

Students’ cultural awareness was enhanced by a visit to the Aboriginal Education Centre in Penrith for students Y3-6.

Multicultural education

15% of our students are from Non English speaking backgrounds (NESB). All students are able to speak English.

Multicultural perspectives filter through all key learning areas. Teaching and learning activities contain, where possible, content that refers to and explores a variety of cultural, customs and beliefs to promote cultural diversity.

This year we took part in a multicultural exchange with Tempe School. All students from Bringelly School visited Tempe School in Term 2.

We had a tour of the school and were introduced to our buddy classes. Students from both schools had lunch together and then played. Following this each class spent time with their buddy class.

Next we had an assembly where several classes presented items involving multicultural issues. One class pursued an historical theme from a viewpoint of a community member re-living their entry to Australia and the years that followed. Another class presented various dance routines, culminating in the “Haka”. The choir performed a song in Chinese.

Each class made a keepsake for their buddy class which was presented during the assembly. We were presented with some books for our library as a gift.

Following this day many students kept in contact with their buddies through email or writing letters.

In Term 4, Tempe School came to visit Bringelly. We followed a farm theme for our day, with many students bringing animals or pets from home to create a petting zoo. Amongst the animals present were chickens, ducks, a piglet, calves, horses and ponies, cockatiels, small parrots, guinea pigs, rabbits, lizards and geckos. The school population was divided into halves with the junior section visiting the animals first and then participating in Tabloid Sports after lunch. These were fun activities such as gum boot throwing, emu egg relays, tin can toss and horse shoe quoits. The seniors did the Tabloids first and then visited the animals. The senior class were involved in water watch activities involving the dam.

We then had an assembly and presented our buddy classes with a keepsake from each class and a gift of books for their school.

Future Directions
Next year we are endeavouring to pursue a cultural exchange with a coastal school. Since we are a semi-rural school this should help the students gain an understanding of different cultural perspectives.

Margot Hillhouse
Multi-cultural Exchange and SRC Co-ordinator

Respect and responsibility

Cowpasture Group of Schools Drug Education Forum

Bringelly’s school prefects and sports captains were able to be involved in a Drug Education Forum along with the school leaders from the other 6 schools in the collegial group of schools. The Drug Education consultant from the Department of Education gave a presentation to the students. The students were then involved in a workshop of ideas to develop a poster about drugs and being safe.

The leaders returned to Bringelly and gave presentations to the different classes and assembly.

Future Directions.

In 2009 the Cowpasture Group of Schools will again organise a students’ leadership forum about the Habits of Mind.

Other programs

Special Swimming Scheme

This year the students were offered the opportunity to be in this excellent Learn to Swim program. The program was run over five days with
2 x 45 minute lessons each day. 54 students from Years 1 – 6 participated in this special swimming program. All students demonstrated significant improvement by the end of the program. The table below shows the number of students with their entry and exit points in terms of swimming distance.

<table>
<thead>
<tr>
<th>Freestyle distance</th>
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<th>Day 5</th>
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<tbody>
<tr>
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<td>10</td>
<td>1</td>
</tr>
<tr>
<td>1-5 metres</td>
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<td>6-10 metres</td>
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<td>4</td>
<td>7</td>
</tr>
<tr>
<td>25 metres</td>
<td>0</td>
<td>13</td>
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</tbody>
</table>

Dianne Cronshaw

Student Leadership

Student Leadership initiatives included School Captain Thomas Butera representing the school as the Public School Ambassador in Public Education Week. Thomas spent the day with the other 274 Ambassadors in a series of workshops at Toronga Park Zoo. All school and sports Captains and prefects also attended the Drug Education Forum held by the Cowpasture School Group at Rossmore Public School. Bringelly school leaders are part of the senior school group and have responsibilities to mentor and buddy up with younger students, attend the SRC meetings and help coordinate and plan major school events such as Anzac Day, Remembrance Day, Presentation Night and any additional events such as welcoming visitors to the school.

Performances Attended and Visiting Performers

This year the students have had many opportunities to see visiting performers and to go to outside performances.
In Term 1 Snake Tails again visited our school. The students got to see a variety of reptiles and learn what to do should they come across a snake. Some students even got to hold “George” the diamond python.

Students in Year 5 and 6 went to Penrith to Muru Mittigar Aboriginal Cultural Centre. The children enjoyed the excellent and animated story telling about the Aboriginal heritage and were able to see and be taught aspects of aboriginal art. They were also encouraged to taste some bush tucker.

All students also had the opportunity to see a live stage play. In term 2, students from years 4 – 6 went to the Dame Joan Sutherland Centre in Penrith to see the Oscar Wild Play “The Happy Prince”. While in term 3 the students K – 2 travelled to the Enmore Theatre to see “Possum Magic”. Both excursions were hugely successful with many students experiencing live theatre for the first time. The children’s Theatre of Image subsidised half the bus fare for the senior students and the P&C contributed to the bus fare for the younger students making the excursions more affordable for parents. The visits to see live theatre the community feels provides the students with the social expectations of being part of an audience and a high interest experience which was then used as a lead into literacy activities and creative arts programs in drama and speaking.

Jonathan Beninca lost his right arm and leg in a rail accident. He came to speak with the senior students about good decision making and the consequences poor decisions can lead to.

Mark Ferguson visited the school in term 3 in the Channel 9 helicopter. He spoke to the senior students about his job as a news reader. That night Bringelly Public School was on the news when Mark spoke of his visit and mentioned the Spring Fair being held on the weekend.

The science team from Questacon visited our school late third term. They put on two shows; Sound Effects and Balloons. Both shows were very interactive with the audience with many students ‘having a go’ on stage.

Dianne Cronshaw

Academic

Literacy – Kindergarten – Year 2

In reading, children in K-2 have been involved in Individual Guided Reading and Group Guided Reading. Kindergarten have been helped with Individual Guided Reading by their Year 6 buddies. Year 2 children above level 25 in reading have also begun the Lexiles reading system after being assessed to find their Lexile level. Assessment then continues with comprehension quizzes to assess the child’s understanding of the
texts read. The system is closely monitored and children are assessed twice yearly to monitor the growth in their Lexile level.

Parents have assisted with reading in all junior classes and their help has been most valuable. Due to funding from the P&C, $3000 worth of Individual and Group Guided reading texts have been purchased from the PM reading scheme to increase our limited stocks. Kindergarten practise sight words and vocabulary directly related to the texts they are reading. Parents assist learning in the classroom, playing games like ‘find the sticker’ and ‘memory’. Children also take home sight words to practise and play games. Year 1 and some Year 2 children are involved in the Magic 200 Words Program. This program involves practising a series of colour coded sheets with common sight words. Children are encouraged to develop speed and accuracy in learning sight words so that they are automatically recognised when they are reading. The Magic 200 Words make up almost two-thirds of all words needed for reading. Children receive certificates as they master the various coloured levels in the program. The Magic 200 Words is practised at school and at home.

More competent Year 2 children are focussing on their comprehension skills using the New Blue Box System which involves the children working through a series of graded comprehension cards. The children in 2/3 C have been accessing the Blue Box and the Red Box has just been purchased for use in 1/2H.

In writing, all K-2 class teachers have focussed on quality modelling of text types with an emphasis on specific text types each term. Mrs Keegan has been involved in team teaching in all junior classes, bringing with her particular expertise in breaking down text types into achievable parts, focussing on correct sentence structure and the enhancement of sentences and the use of picture coded scaffolds to encourage independence in writing activities.

In Talking and Listening, all K-2 classes have had opportunities to show and tell news, using a scaffold to learn the components of a good news report-discussing ‘who, when, where and what’ things may have occurred in their own lives. Mrs Keegan introduced and practised these skills with Kindergarten ensuring a much richer news session. Higher levels of competence are expected in higher grades as children develop their skills.

In grades 1 and 2 children are also expected to present text types as oral reports e.g. giving an oral presentation of an explanation or information report.

Role play has also been used effectively as a channel for retelling narratives.

The focus in term 4 has been on Public Speaking with Mrs Sullivan assisting both parents and teachers with her vast experience in this area.

Children in the younger grades made use of pictures to assist in remembering components of their speeches and as a tool for encouraging them to look at their target audience. This culminated in a whole school public speaking competition with a high level of competence and confidence across the K-2 grades.

Pauline Biviano

Literacy – Years 3 – 6:

As a result of analyzing the B.S.T. results in 2007, it was decided to target the overall development of writing skills across the school. In 2008 whole class writing programs were developed and implemented by the STLA for three classes: 1/2, 2/3 and 4/5. The program consisted of a series of lesson involving explicit teaching of writing skills across a variety of text types, using oral language and heavy scaffolding. The improvement in the writing skills of the children in these classes as the year progressed was clearly evident.

One of our goals for literacy in 2008 was to address the specific literacy needs of the older boys in the school. Evidence has indicated that they are not developing skills, particularly in writing, at the same level as our female students. This has been addressed this year through the implementation of a specific Boy’s Literacy Program. Students in years 4, 5 and 6 were separated into boys / girls literacy group, and participated in lessons twice a week that were developed to target specific skill needs.

The Boys’ Literacy Group focused on writing skills, using topics and styles of learning more interesting and compatible with boys. The boys developed skills in writing a persuasive text conducted a series of scientific experiments; and completed an information report on a topic of choice, accompanied by a visual presentation given to the class. At the completion of the program in term 4, 100% of the boys felt that they had experienced an improvement in their writing skills, and were enthusiastic about the program continuing in 2010. The girls completed a program increasing their awareness on advertising linked to self esteem and body image, wrote a novel and again 100% of the girls enjoyed the opportunity to discuss issues relating to them and their age group.

To support our need for a more comprehension based reading program in 2008 the Lexile reading scheme was fully introduced for the first time. Children above reading level 25 were enrolled into the program. In most cases this involved children in years 3 to 6, with some year 2 students joining...
the program as the year progressed. The children
have been enthusiastic about the Lexile system.

To further develop comprehension skills, the
school purchased a series of reading kits suitable
for lower and upper primary - The Green Box, Red
Box and The Blue Box. This program provides the
student with the opportunity to read a variety of
text types at their individual level and then
complete comprehension activities based on their
reading. The program covers Y1-6.

Leeanne Keegan
Support Teacher of Learning Difficulties

Progress on 2008 targets

Through direct teaching and learning strategies
the 2008 targets provided a major focus producing
excellent educational outcomes for students.

Target 1

Improving student outcomes in numeracy

Our achievements include:
- 92% of year 3 students achieved at or
above the minimum standard in numeracy
in 2008
- 95% of Y5 students achieved the
minimum standard (skill 3 or higher) in
numeracy in 2008
- The growth of students mathematical
knowledge from Year 3 to Year 5 was the
highest within the local school area
- Increased evidence of the activity based
learning was demonstrated in the
proactive way the students engaged in
maths sessions

Target 2

Improve whole school results in literacy

The school program was strengthened in the
diagnostic approach to meet individual students’
needs.

Our achievements include:
- 100% of students in year 3 achieved at or
above the minimum standards required in
literacy skills
- 95% of all students achieved at or above
the minimum standards
- The consistent approach to literacy with a
strong emphasis on diagnostic
assessment has significantly improved
the school’s achievements
- Professional development of staff
included university courses and regular
departmental seminars leading to a
progressive approach by teaching staff.
- Gender based literacy groups in the
senior years has produced increased
engagement in literacy activities by both
groups
- A whole school spelling approach has
increased phonemic awareness in
students and their understanding of
language
- Children at risk have been quickly
identified and supported through
intervention and increased resources
provided through the school’s P&C

Key evaluations

It is a requirement for all NSW public schools to
conduct at least two annual evaluations – one
related to educational and management practice
and the other related to curriculum. In 2008 our
school carried out evaluations of communication
and literacy.

Educational and management practice

Communication

Background

After there were some parental concerns about
school communication it was decided to survey
the parent’s opinion of the types of communication
links the school utilised. This would provide a
base line for improvement. Although Bringelly
School has initiated changes on improving
newsletters, providing information to parents via
the P&C, developing transition programs,
improving the school’s website it was uncertain if
these changes were successful or recognised.

Findings and conclusions

Out of the 75 families only 15 surveys were
returned which amounts to only 20% of the
school’s population. Although this was
disappointing the conclusion was that the majority
of families did not feel communication was an
issue for them. Only two survey conveyed
negative comments; 1 did not fill in all the survey,
the other was satisfied with most areas. The rest
of the surveys returned congratulated the school
on the excellent parent / teacher meetings at the
beginning of the year, an informative newsletter,
on notes that are sent home, and with the
access to teachers. Parents felt communication from the school office was generally competent. However, some parents thought notes were put out too late for certain events and there needed a notice board about events at the school pick-up gate. Parents were also not aware of the school website or it was not utilised by parents. Many reported they did not attend the P&C meetings.

Future directions
School management practices will be refined to increase the efficiency in the following areas to encourage more parent participation.
− in sending notes home to give parents advanced notice when possible,
− the school website will continue to be advertised as it has an term calendar of events and changes on it, when requested this can be sent home to families without access to the internet,
− P&C meetings will be placed in a morning time to encourage parents to stay after drop-off in the morning
− parental concerns about misinformation or miscommunication will be followed up as quickly as it is possible by teachers, office staff or principal.

Curriculum
Background
In 2007 literacy strategies to increase reading by students and improve comprehension skills were introduced into the Bringelly programs. A survey was given to parents and students in Year 2 -6 about the programs and their effectiveness to ascertain the student level of engagement. Teachers discussed the differences in their approaches and evaluations of the student’s outcomes as a staff.

Findings and conclusions
65% parent surveys were returned. Generally the feedback from parents was very positive. All parents believed English as being very important and 90% believed strongly or agreed:
− their child was improving and developing new skills
− their child was improving in reading
− their child was improving in writing
− the school was well equipped
− parents were happy with their child’s progress
− the school has kept them informed
90% believed home reading was a valuable part in their child’s learning

The parents were less sure about gender based literacy groups, how often their child read Lexile Books at home, thought the school could improve on listening and talking skills. One comment was to have a parents’ session on home reading.

The teachers were very satisfied by the support parents gave to the school in helping with the reading programs. The Lexile program had some programming and supervision concerns and teacher’s felt more explicit teaching for students to manage the program was required.

There were 72 students responses to the survey showed a third had negative responses to the questions about help at home, if they enjoyed English, liked writing, enjoyed reading, completing English worksheets and given extra help by a teacher. The other two thirds of students answered very positively to all the questions Only 8 students answering thought English was unimportant. A high percentage enjoyed Lexiles and being recognised as an independent reader, and 90% of students’ thought reading helped them learn.

Nearly all students answered they enjoyed working with other students in English and the library had a variety of book they enjoyed reading. 95% of students believed they were gaining skills in all literacy areas.

Future directions
The student survey highlighted there were students who were unconfident or not engaged. The necessity for continual support and high interest programs at Bringelly to engage students requires regular evaluation, teacher collaboration and parent support so every student is encouraged to gain their possible literacy potential.

Continued emphasis on improving literacy skills will incorporate parent coaching and information sessions about the Bringelly programs. Students’ engagement targets will aim at providing high interest programs, using ICT and smart board technology to increase student participation in their own learning.

Professional learning
Staff attended professional training in the areas of Literacy, ICT, welfare, Enrolment and Registration Administration, autism, mathematics, Best Start, Aust Swim, Child Protection, on-line Literacy courses, writing and reading development and CPR. Two staff members completed a university professional learning module in Literacy. These courses complimented the in-school professional development which focussed on the school targets and on student welfare strategies.
School development 2009 – 2011

The school plan has been developed in collaboration with staff and parents. It aligns with the South West Sydney Regional Plan 2009 – 2011 and the DET Office of Schools Plan for the same period.

Targets for 2009

The priority areas for the three year cycle focus on:

- Literacy skills – comprehension, grammar and writing
- Numeracy skills
- Student engagement and retention
- Teacher quality and professional development

Target 1

Improve literacy outcomes for all students

Strategies to achieve this target include:

To improve student outcomes in spelling by the implementation of a ‘Ants In The Apple ‘Program
- maintain majority of year 3 students at or above minimum standard in NAPLAN by a consistent and explicit literacy program guided by joint planning with teachers at all stages
- increase number of year 5 students in band 5 and 6 in NAPLAN by introducing extension and enrichment activities for high achieving students and supporting students in the lower bands
- improve student reading habits by encouraging independent reading, parent interaction in school reading programs, visiting authors and in the Lexile self monitoring computer program

Our success will be measured by:
- the whole school diagnostic process analysed each term indicates students consistent and improved spelling results
- all year 5 students achieved level 25 bench mark and working independently on the Lexile reading program
- achievements in NAPLAN results in 2010 clearly demonstrate a growth in learning with the group of students in year 5
- students working above grade level maintain or improve bands, motivation and engagement

Target 2

Improve numeracy achievement in mathematics

Strategies to achieve this target include:

- continue professional development with staff of ‘Go Maths’ program which will flow on to classroom teaching practices
- increase the number of students in bands 3 and 4 (Y3) and bands 5 and 6 (Y5) by implementing support programs for students in lower bands
- increase practical elements of mathematic lessons by purchasing more equipment for classrooms
- consolidate and improve mathematics skills and confidence in low achieving students by planning at their achievement level
- extend students talented in mathematics by providing flexible class arrangements for them to work above their grade level

Our success will be measured by:
- student outcomes increase through teachers increased familiarisation with the ‘Go Maths’ program and continued professional learning
- students receiving STLA support in class and small group show increased skills
- achievements in NAPLAN results in 2010 clearly demonstrate a growth in learning with the group of students in year 5
- students working above grade level maintain or improve bands, motivation and engagement

Target 3

Improve student engagement

Strategies to achieve this target include:

- teachers’ maintain and evaluate their quality teaching programs and professional learning opportunities
- successful transition to school programs increase engagement of students and participation of parents in school life
- improve attendance and retention at Bringelly Public School
- 10% decrease in suspension and behavioural concerns with whole school consistency in discipline with positive support and communication with parents
- mentoring and buddy systems support new students
- students leadership expanded
- 100% of students engage in sport, cultural and extra-curricular opportunities
Our success will be measured by:
- school cultural and sports programs intensifies with use of specialist teachers
- increase in students leadership opportunities with parents involvement
- increase in students engaged in accelerated programs in literacy and maths
- fewer students showing partial enrolments and absences
- student behaviour demonstrates positive attitudes with increase of students obtaining awards in behaviour and achievement

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Sharyl Scott  Principal
Dianne Cronshaw  Assistant Principal
Leanne Keegan  STLA
Pauline Biviano  Teacher
Pat Hardy  School Administration Manager
Julie King  Parent representative
Sharon Moore  P&C President

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School Code: 1360
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: