Bennett Road Public School
Annual School Report 2013
School context

Our school enrolment at the end of 2013 was 472 students. Parents are valuable partners in our school. The school promotes safe, respectful, learners. We engage our students in literacy, numeracy, technology and active lifestyle programs. Our students have diverse socio-economic, language and cultural backgrounds which Aboriginal, Asian and Pacific Island families.

Principal’s message

2013 has been a very successful year for our school.

We have achieved some excellent results in the ICAS competitions in English, Mathematics, Science and Computer skills. Also, two Year 6 students made it into Selective High Schools and two Year 3 students were successful in gaining entry into the Opportunity Class at Colyton Public School.

Our students have represented our school in Netball, Rugby League, Cricket, Softball, T Ball, Oz Tag, Dance, Choir, Drumming and Debating. I would like to thank all the staff that gave up their free time to train our children in these areas.

The Annual Gardening Day was again a great success. I would like to thank Bunning’s at Minchinbury for sending several of their staff to help on the day. The community also gave us tremendous support at our Easter Hat Parade, ANZAC Assembly, Meet the Parents Afternoon, Christmas Concert and Presentation Day.

Once again we hosted the launch of White Balloon Day for the Colyton Learning Community with support from our parents, Federal and State Members of Parliament.

We also hosted our first Grandparents day with some people travelling from Canberra and Newcastle for the day.

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.

Once again thank you to our hard working canteen ladies and our very active P&C. Without these people our school would not be the successful place that it is.

I would also like to thank our very professional and committed teaching staff for their tremendous work this year. A great deal of it goes on without being noticed.

Thank you to our office and support staff for all the extra things you do at our school. 2013 has been a very successful year in all aspects of school life and I am sure we will all achieve even greater feats in 2014.

Matthew Plummer
Principal

P & C message

It has been another busy and successful year for the P&C this year.
We have had many fundraisers including Mother’s Day and Father’s Day stalls, raffles and cake stalls.

This year we contributed $300 to the stage 3 IMAX excursion and $1000 towards a set of African drums for the drumming group. We have purchased the new PBL signs and Bennett Wagon signs that are around the school. Also soccer nets and rugby posts at the grass areas, some tennis nets, new volleyball net and some science equipment. We also provided the sausage sizzle at the meet and greet day at the beginning of the year and the four morning teas for Kindergarten Orientation days.

All of this would not have been possible without the help from the P&C members who put in a lot of hours to make these events run smoothly and also Mr Plummer who continuously gives us great support. Thank you.

Michelle Lyons
President P&C 2013

Student representative’s message

The Student Representative Council has a focus to empower students to be the voice of all students K-6. In 2013 two students from each class represented their peers at meetings to discuss issues and be involved in the whole school decision making process.

Our school leaders lead Harmony Day fundraising, White Balloon Day and Crazy Hair Day. Money raised by these activities was donated to the Rosie’s Place Children’s Charity.

Ebony Peach Blake Hill (School Captains)
Student information

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

Student enrolment profile

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<thead>
<tr>
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<th>Year</th>
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SUPPORT STUDENTS

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Management of non-attendance

Departmental and School Guidelines are followed when a student presents as a non-attendee. Home School Liaison Officer becomes involved at this time. Regular meeting are held with the Home School Liaison Officer and Class Rolls are monitored weekly.

Workforce information

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

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
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<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
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<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
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<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.582</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 Bennett Road Public School employed one fulltime Aboriginal Education Officer.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94%</td>
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<tr>
<td>Postgraduate</td>
<td>8%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>34%</td>
</tr>
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Financial summary

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

Date of financial summary 30/11/2013

Income
- Balance brought forward: 190 108.23
- Global funds: 305 646.44
- Tied funds: 517 595.08
- School & community sources: 104 989.50
- Interest: 7 641.99
- Trust receipts: 12 473.90
- Canteen: 0.00
- Total income: 948 346.91

Expenditure
- Teaching & learning
  - Key learning areas: 16 812.59
  - Excursions: 30 914.87
  - Extracurricular dissections: 54 855.36
- Library: 5 773.96

Training & development: 5 600.79
Tied funds: 411 684.95
Casual relief teachers: 100 137.62
Administration & office: 87 761.37
School-operated canteen: 0.00
Utilities: 65 164.14
Maintenance: 34 797.66
Trust accounts: 21 794.17
Capital programs: 0.00
Total expenditure: 835 297.48
Balance carried forward: 303 157.66

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Debating

Stage 3 students used their lunch and recess time to practise their debating skills and prepare for several debates. The students were involved in the Western Sydney Regional Debating Camp with local schools to improve their debating techniques. We participated in the local Pickle Shield competition where students were able to network with other local students. All students developed their confidence in public speaking and in presenting arguments.

Kylie Strange

Breakfast Club

Bennett Road Public School students had the opportunity to participate in our Breakfast Club again, this year.

We are very grateful for the support given to us by the Penrith Panthers who supply us with a range of cereals and the Penrith Bakers Delight who have supplied us with quality bread.

Students from all grades are welcomed by teachers who volunteer to prepare and
serve breakfast to between 30 and 50 students on two mornings a week. Students are able to enjoy cereal of their choice with toast and vegemite to follow. They also gain social skills while sitting at a table and chatting with the teachers and other students.

In 2013 the students who participated in the program were more able to succeed when back in class. This successful program can be attributed to our sponsors and the enthusiastic staff, who volunteer their time to ensure it runs smoothly.

Dianne Logan

**SPORT 2013**

Bennett Road Public School continued to focus on providing a comprehensive program of sports, physical education and health and personal development. In addition, other major areas of focus across the school included keeping active, maintaining a healthy lifestyle and games.

Fundamental Movement Skills were taught across all Stages, resulting in students further developing their movement skills and their game-playing skills.

Our school continued its involvement in the winter and summer PSSA competition. Many of the students from Years 3 to 6 had the opportunity to represent our school in the Senior Cricket, Kanga Cricket, Softball, T-ball, Oz-Tag, Soccer, Netball or Rugby League teams.

Several students gained district and regional representation across a variety of sports in 2013, further demonstrating our commitment to enhancing student skills and talents.

Throughout the year the school held its swimming trials, cross-country and athletic carnivals, with selected students given the opportunity to represent the school at the corresponding St Mary’s / St Clair Zone Swimming, cross country and athletics carnivals. In addition, the students in Years K-2 actively participated in their Sports Carnival.

Bennett Road Public School also conducted an intensive swimming program at Ripples Swimming Centre for students in Years 2 to 6. The school also conducted programs encompassing road safety, pet safety and child protection.

Throughout the year our school participated in the Rugby League Greg Alexander Shield, Royce Simmons Shield and Panther Trophy. In addition, the whole school took part in the Backyard League program, provided by the Penrith Panthers.

In 2013 our school continued its involvement in the Active After School Program. This highly patronised program was conducted twice a week, from 3pm until 4pm. It offered students the opportunity to be active in a safe environment, whilst at the same time learning new skills and new games.

Chris Moss

**Drum Beats**

The intoxicating rhythm of Africa came to Bennett Road Public School in 2013 with the purchase of 16 African Djembe drums and 3 West African bass Dunun drums. These drums were purchased with the assistance of the P & C and allowed the BRPS African Drumming Ensemble to be formed. With the assistance of Miss Harris and Mrs. Thomas, students in Grades 3 - 6 have had the opportunity to develop new skills and techniques that has allowed them to learn and perform both traditional and contemporary African rhythms. These drums are a welcomed addition to our musical collection and ensure that our students are exposed to a variety of music and instruments from around the world.

**Book fair**

Clifford - The Big Red Dog again returned to BRPS in 2013 for the library’s major fundraiser - The Scholastic Book Fair. Book fairs allow staff, students, parents / carers and the friends and family of students to purchase quality books and classroom materials while earning funds for the school library. With this assistance of Miss Harris and Mrs Wolstencroft this annual event helped to raise over $1000 in 2013 which allowed for the purchase of valuable resources and equipment that allowed the library to promote literacy, support teaching and learning programs and enhance educational outcomes for students.

Tracy Harris
Jr Dance Group

This Year the Jr Dance group took on a different approach and incorporated hip-hop to our exciting dance routine. Our dance group consisted of 3 boys and 13 girls from Years 2 and 3. The dance was choreographed by Miss Said and the help of all the students in the group. We had a fantastic year practicing our routine to “How You Doin’ “ by Little Mix and performed our dance in the Showcase at St Mary’s Band Club.

Christine Said

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 35 % of Year 3 students performed in the lowest two bands, 43% performed in the middle two bands and 22% performed in the top two bands for Reading.

In 2013 8% of Year 3 students performed in the lowest two bands, 44% performed in the middle two bands and 48% performed in the top two bands for Writing.

In 2013 24% of Year 3 students performed in the lowest two bands, 49% performed in the middle two Bands and 27% performed in the top two bands for Spelling.
In 2013 19% of Year 3 students performed in the lowest two bands, 43% performed in the middle two bands and 38% performed in the top two bands for Grammar & Punctuation.

**NAPLAN Year 3 - Numeracy**

In 2013 32% of Year 3 students performed in the in the lowest two bands, 52% performed in the middle two bands and 16% performed in the top two bands for Numeracy.

The lowest two bands in Literacy and Numeracy for Year 3 hold a significant percentage of students but there was some growth in the middle and top bands. Areas of strength are Year 3 Writing and Spelling with more students performing in the middle and top bands.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 34% of Year 5 students performed in the lowest two bands, 60% performed in the middle two bands and 6% performed in the top two bands for Reading.

In 2013 40% of Year 5 students performed in the lowest two bands, 56% performed in the middle two bands and 4% performed in the top two bands for Writing.

In 2013 33% of Year 5 students performed in the lowest two bands, 52% performed in the middle two bands and 15% performed in the top two bands for Spelling.
In 2013 41% of Year 5 students performed in the lowest two bands, 46% performed in the middle two bands and 3% performed in the top two bands for Grammar & Punctuation.

**NAPLAN Year 5 - Numeracy**

In 2013 48% of Year 5 students performed in the lowest two bands, 42% performed in the middle two bands and 10% performed in the top two bands for Numeracy.

While the lowest two bands for Year 5 hold a significant percentage of students, there is room for growth in the middle and top bands in Numeracy.

**Other school based assessments**

Early Action for Success requires reporting of students’ progress in Literacy and Numeracy K-2 every five weeks to both the Department of Education and Communities and the Minister for Education.

Dr Catherine Attard and John Patterson from the University of Western Sydney are conducting research involving Years 3-6 utilising pre and post testing in Mathematics to plot growth in student outcomes.

**Other achievements**

**Premier’s Sporting Challenge**

Bennett Road Public School was chosen by Premier Barry O’Farrell to launch the Premiers Sporting Challenge.

This event coordinated the attendance of Australian Olympians and Para Olympians, and representatives from major sporting teams such as Rugby league.

Every student and Staff member participated in the celebration which culminated in the morning tea being shared with the school community.

**Kevin Maley Park Mural**

Bennett Road Public school also played a significant role in the completion of murals commissioned by Penrith City Council.

The murals representing a river environment and were completed in conjunction with a local Aboriginal artist in the Kevin Maley Park.

**Significant programs and initiatives**

**Aboriginal Education and Training**

2012

- High expectations and academic achievement of ATSI students demonstrated through Personalised Learning Plans.

2013

- Increased percentage of ATSI students at or above proficiency – Year 3 – Reading from 15% to 28%
The increase of AEO time in the classrooms and the playground during break times has continued to support the students. This gives students an opportunity to further consolidate their classroom learning in small groups and added focus with personal goals.

The committee purchased a range of reading resources, to support the Aboriginal perspectives in teaching programs as well as supporting the new History curriculum that will be implemented shortly.

We congratulate Ms Richardson on her appointment to the position of Bennett Road Public School AEO (Aboriginal Education Officer)

Early Action for Success

The NSW Literacy and Numeracy Action Plan, ‘Early Action for Success,” was implemented at Bennett Road Public School in 2013. It is a strategy which is designed to support schools to increase the level of literacy and numeracy in Kindergarten, Year 1 and Year 2 classrooms.

Early Action for Success has been implemented in many schools across NSW. Instructional Leaders have been appointed to participating schools as part of the strategy. They are appointed for a period of up to three years. Instructional Leaders are educators who have recognised expertise and experience in the teaching of literacy and numeracy in the early years of school.

Instructional Leaders provide classroom –based professional learning that builds on teachers and school leaders’ professional knowledge and skills for the teaching of literacy and numeracy in the early stages of schooling. The professional learning is informed by research and guidance from specialists in the fields of literacy and numeracy. The professional learning aims to help teachers provide a high level of teaching practice for all students K-2.

Instructional Leaders work alongside teachers in the classrooms. They guide teaching practice and the assessment of teaching and learning. They assist teachers to identify students who require additional support to improve their literacy and numeracy performance.

A requirement of Early Action for Success is the provision of personalised learning for every student. This means that each student’s specific learning needs are assessed and addressed. This practice enables teachers to tailor classroom teaching designed to achieve or exceed expected levels of achievement in literacy and numeracy.
A three-tiered approach to teaching and learning is a feature of Early Action for Success. A tiered intervention involves:

Tier 1: Personalised learning delivered through classroom teaching.

Tier 2: Individual and small group interventions delivered by a class teacher or specialist.

Tier 3: Intensive, personalised specialist assessment and intervention for students with more complex literacy and numeracy needs.

Early Action for Success has provided funding to employ additional personnel to support the achievement of improved outcomes. The funding had made it possible for Bennett Road Public School to:

- Employ a Specialist Intervention teacher to provide teaching for Tier 3 and Tier 2 students.
- Employ the services of a Speech Therapist to assess and provide some therapy for students who need additional support with speech. The Therapist provides guidance to teachers for in-school support for identified students.

**Employ a support person to provide additional learning opportunities for students’ Aboriginal education**

**Multicultural education**

Multicultural perspectives are embedded in all teaching and learning programs. The range of cultures represented in our school is reflected primarily through our teaching and learning programs K-6. Key Learning area units of work provide opportunities for students to develop the skills, knowledge, attitudes and respect to appropriately support the variety of cultures within the classroom and our broader society.

An integral part of Literacy and Numeracy support in all classrooms is provided by the SIT (Specialist Intervention Teacher), Early Action for Success Literacy and Numeracy and the Reading Recovery teacher. This is specifically targeted at those students from non-English speaking backgrounds who require assistance in their learning.

**Transitional Equity Funding**

Allocated funding was directed towards Professional Learning coordinated by the Early Action for Success Instructional leaders and Dr Catherine Attard head Lecturer for Mathematics University of Western Sydney.

This took place in the classrooms through highly structured mentoring programs.

Funding was also used to provide appropriate Literacy and Numeracy resources, iPAD technology and a Partnership with the University of Western Sydney to improve Numeracy outcomes in 3-6 classrooms.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Early Action For Success strategies. Bennett Rd Public School has to provide progress results in Literacy and Numeracy K-2 every five weeks to the Department. Our Instructional Leaders closely monitor the progress of every student.

We employ an evidenced based approach to assessment which is closely aligned to stage outcomes. Teachers engage in an ongoing process where student progress is monitored, assessed and evaluated within the context of a professional conversation. Data is gathered on individual students and whole classes of students.

- Through our partnership with the University Of Western Sydney, Dr Catherine Attard and John Patterson, numeracy in Years 3-6 is evaluated and monitored. Pretests and post testing have been conducted.
Our evaluation processes drive our Professional Learning for our teachers. We have placed our emphasis on Literacy and Numeracy with improved pedagogy of each teacher being our main priority to help achieve more consistent outcomes in Literacy and Numeracy K-6.

School planning 2012—2014: progress in 2013

School priority 1

Literacy: Increased growth in Literacy for all students.

Outcomes from 2012–2014

Intensive professional learning for teachers has focused on the teaching of language, reading and writing for all students K-6. The professional learning has been provided by Instructional Leaders.

Evidence of progress towards outcomes in 2013:

- The range of continuous text reading is wider and higher
- Comparing past data and analysis of current data shows improvement in students written language

Strategies to achieve these outcomes in 2014:

- Instructional Leaders providing intensive professional learning for teachers
- Instructional Leaders working along teachers in the classrooms
- Using evidence to inform the teaching
- Personalised learning delivered through classroom teaching and specialist intervention

School priority 2

Numeracy: Increased growth in Numeracy for all students.

Outcomes from 2012–2014

Intensive professional learning for teachers has focused on the teaching of Numeracy for all students K-6. The professional learning has been provided by Instructional Leaders and Dr Catherine Attard and John Patterson from the University of Western Sydney.

Evidence of progress towards outcomes in 2013:

- Data shows an upward movement of outcomes in Numeracy
- An increased number of students met or exceeded Stage outcomes in Numeracy

Strategies to achieve these outcomes in 2014:

- Instructional Leaders providing intensive professional learning for teachers
- Instructional Leaders working along teachers in the classrooms
- Using evidence to inform the teaching
- Personalised learning delivered through classroom teaching and specialist intervention

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Our parents indicated a belief that our school is responsive to the needs of the school community it serves. They believe that our school does a very positive job of recognizing and celebrating student achievement.

The P&C, which continues to grow, feeds back information from the school community about their satisfaction with our school’s performance.

Students have a chance to feedback information about our school through the Student Representative Council Meetings.

Our staff indicate that they believe the school has focus on continual improvement especially in our priority areas of Literacy and Numeracy.

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.
Matthew Plummer Principal

Helen Webb Instructional Leader Bennett Rd Hub
Gretl Willett Instructional Leader Numeracy
Ruth Doyle Assistant Principal
Chris Moss Assistant Principal Relieving
Christine Said Classroom Teacher
Kyle Strange Classroom Teacher
Dianne Logan Classroom Teacher
Tracey Harris Librarian
Michelle Lyons President P&C

School contact information
Bennett Road Public School
100-114 Bennett Road, Colyton 2760
Ph: 02 9623 1805
Fax: 02 9833 1037
Email: Bennett-p.school@det.nsw.edu.au
Web: www.bennettrd-p.schools.det.nsw.edu.au
School Code: 4285

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: