School context statement

Bennett Road Public School has 26 classes including Special Education classes and a behaviour unit. The staff includes the Principal, Instructional Leader (Early Action for Success), classroom teachers, Teacher Librarian, Support Learning and Support Officers, English Language and Dialect Teacher, Reading Recovery Teachers, Aboriginal Education Officer, School Administration Manager and Support Administration Officers, General Assistant and school cleaning personnel.

Principal’s Report

2014 has been a very successful year for our school.

We have achieved some excellent academic results in the ICAS competitions in English, Spelling, Mathematics, Science and Computer Skills. Two of our Year 4 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, Oz Tag, T-ball, Softball, Soccer, Public Speaking, Debating, Dance, Choir and Drumming. I would like to thank the staff that gave up their free time to train our children in these areas.

The P&C have been very active in fundraising for our school. We have had a very healthy attendance at our regular P&C Meetings throughout the year. Their major project is raising money to air-condition our classrooms.

Once again thank you to our hardworking 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 Bennett Rd Public School.

Once again 2014 has been a very successful year in all aspects of school life. I look forward to 2015 with confidence and I am sure we will all achieve together even greater feats in the new-year.

Matthew Plummer
Principal

P&C Report

It has been a busy and successful 2014 for the P&C. We have had many fundraising events such as Mothers Day & Fathers Day Stalls, Easter Raffle, Cake Stalls, Book Week Raffle and a Christmas Stall & Raffle.

Our main focus has been fundraising for Air Conditioning for the school for which we have a separate Air Conditioning Fund which at end of 2014 was at approximately $6000.

We have purchased $500 worth of board games, new science equipment, donated $150 to Sharni Edwards from year 6 to help fund her to compete at Nationals in Tasmania. We purchased books from the library during book week for our book week raffle so that the school would receive commission from the sales. We also provided morning teas for the Kindergarten Orientation.

We have a very hardworking and dedicated P&C who put in a lot of hours to make all of this possible. Also thank you to Mr Plummer and the staff for their continued support.

Thank You
Michelle Lyons
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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
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<td>K</td>
<td>16</td>
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<tr>
<td>0KF</td>
<td>K</td>
<td>14</td>
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</tr>
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<td>0KL</td>
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<tr>
<td>6S</td>
<td>6</td>
<td>22</td>
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</tbody>
</table>

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>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
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<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 Bennett Rd 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>8%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Income

- Balance brought forward: $303157.66
- Global funds: $322921.25
- Tied funds: $579736.39
- School & community sources: $98201.3
- Interest: $12907.44
- Trust receipts: $13904.2
- Canteen: $0.00
- Total income: $1330828.24

Expenditure

- Teaching & learning: $18788.77
- Excursions: $32337.51
- Extracurricular dissections: $37388.61
- Library: $4636.43
- Training & development: $1285.55
- Tied funds: $466105.88
- Casual relief teachers: $129962.87
- Administration & office: $79161.65
- School-operated canteen: $0.00
- Utilities: $55934.10
- Maintenance: $50697.55
- Trust accounts: $15405.37
- Capital programs: $0.00
- Total expenditure: $891704.29
- Balance carried forward: $439123.95

A full copy of the school’s 2014 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.

**Professional Learning**

Teachers engaged in 5 staff development days over the course of the year. On these days, staff participated in mandatory training in CPR and Emergency Care, participated in whole staff and stage planning centered on Early Action for Success. Professional learning during term covered mandatory training in Child Protection and Anaphylaxis, Workplace Health and Safety and familiarisation with and planning for the implementation of the new Mathematics and Science syllabuses in 2015. Staff curriculum leaders attended professional learning to facilitate the implementation of the Australian Curriculum and led whole school and stage teacher workshops and collaborative planning activities to develop teaching and learning plans.

**School Performance 2014**

**Debating / Public Speaking**

Bennett Road Public School offers both debating and public speaking opportunities. During 2014, Stage 2 and Stage 3 student representatives competed against other local schools in the Mt Druitt/ Minchinbury Public Speaking Competition. Furthermore, Stage 3 students competed in the local R.A. Pickles Shield Debating Competition. Students used their lunch and recess time to practice their debating skills and prepare for several debates.

Bennett Road students were quite successful in both public speaking and debating. Bennett Road achieved the overall high score in Year 6 public speaking and were runners up in the debating pool. All students were able to network with other local students and develop confidence in speaking publicly.

**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 four
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 2014 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 members, who volunteer their time to ensure it runs smoothly.

SPORT 2014

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 2014, 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.

Book Fair

Clifford - The Big Red Dog again returned to BRPS in 2014 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 2014 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.

Drumming

This year saw the African rhythms from BRPS extend into the wider community with the first public performance of the African Drumming Ensemble at the Colyton Cluster Showcase. The ensemble was made up of 9 drummers and 4 dancers from grades 3 – 6 together with teachers, Miss Harris and Mrs. Thomas. Students were able to use the skills and techniques they learnt throughout the year to drum and dance Shakira’s song Waka Waka. In addition to the existing drum collection, further African percussion instruments such as Agogo bells and Shekere shakers were purchased this year to integrate into the ensemble allowing the group to further grow and expand and increase its repertoire.

Tracey Harris
Dance
This Year the junior and senior dance groups sourced a dance teacher to help the students and teacher to choreography a dance. The students then performed at the Colyton Showcase and end of year performances.

SRC
The Student Representative Council (SRC) included class reps and leaders.

Last year the school captains and the SRC initiate the buddy bench. The Buddy bench is for pupils in Kindergarten to Year 2 who are feeling alone or bullied can sit and strike up new friendships.

The SRC implemented a school handball competition. The winning students received a trophy. Students enjoyed the competition, which also had a positive effect out in the playground.

Playgroup
The playgroup in 2014 continued with the help from Mission Australia. It was a busy place every Monday morning from 9.00-11.00 with toddlers enjoying craft activities and socialising with other children. It was also a chance for parents to sit and have a chat and meet new people.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2014 37% of Year 3 students performed in the lowest two bands, 42% performed in the middle two bands and 21% performed in the top two bands for Reading.

In 2014 26% of Year 3 students performed in the lowest two bands, 47% performed in the middle two bands and 27% performed in the top two bands for Spelling.

In 2014 28% of Year 3 students performed in the lowest two bands, 50% performed in the middle two bands and 22% performed in the top two bands for Grammar & Punctuation.

In 2014 35% of Year 3 students performed in the lowest two bands, 52% performed in the middle two bands and 13% 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 2014 47% of Year 5 students performed in the lowest two bands, 6% performed in the middle two bands and 7% performed in the top two bands for Reading.

In 2014 36% of Year 5 students performed in the lowest two bands, 50% performed in the middle two bands and 14% performed in the top two bands for Spelling.

In 2014 43% of Year 5 students performed in the lowest two bands, 44% performed in the middle two bands and 13% performed in the top two bands for Grammar & Punctuation.

NAPLAN Year 5 - Numeracy

In 2014 47% of Year 5 students performed in the lowest two bands, 45% performed in the middle two bands and 8% 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 achievements**

**PBL:**
Bennett Road P.S is committed to Positive Behaviour for Learning. PBL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour. We aim to create an environment that encourages pro social behaviour and teaches all students the expectations of being a Safe, Respectful Learner.

In 2014 the Positive Behaviour for learning reward system changed. Students now have Brumby charts that are stamped weekly. Once students have completed a chart they go to the next level. At the end of each term a privilege day is held for students completing a chart.

In 2014 we had 479 students achieve their white brumby chart, another 374 achieving purple, 244 obtaining lime and a further 67 achieving Lime and amazing 34 reaching Legend Status. We had 6% of a student population achieving Legend status.

Our school believes that the recognition of student’s achievement plays a vital role in the development. We recognise achievement through weekly Brumby charts stamps, end of term privilege days, Playground tickets, assembly awards and individual class incentives.

**Chinese Program:**

**ROSETE Program – The Research Orientated School Engaged Teacher- research Education program** aims to boost cultural awareness and understanding of modern China among Australians students. The student volunteers combine curriculum content area knowledge to teach Mandarin through songs, games, stories and cartoon characters.

**Significant programs and initiatives – policy**

**Aboriginal Education**
The staff and school are strongly committed to Aboriginal Education. Aboriginal students and their families and the school developed personalised learning pathway for each Aboriginal student. They identified their personal learning goals and worked together with the home and school to achieve these goals. The process helped developed stronger partnerships between students, families and the school. Students developed a sense of leadership and ownership of their learning.

Through the NORTA NORTA program there was a continued focus on Literacy and Numeracy
intervention of students in Year 4 and 6 who underachieved in the 2013 NAPLAN testing.

An Aboriginal SLSO was employed last year to work intensive with the Kindergarten students as an early intervention strategy.

The increase in AEO time in the classrooms and playground during break times has continued to support the students. This gives students the opportunity to further consolidate their classroom learning and achieve their goals.

We also formed a special Aboriginal Choir group, which was open to all students. At lunch time they learnt to sing a story about different tribes in Australia. They performed at the Colyton Showcase and other school based performances.

We celebrated NAIDOC day this year with a special assembly and activities. In our classrooms we have continued to include Aboriginal perspectives in our teaching and learning programs.

**Multicultural Education and Anti-Racism**

Our school is a diverse community, in which a cohesive and harmonious essence abides. The multicultural ethos is founded on respect, cooperation, tolerance and understanding. Teaching practices and learning programs are inclusive, recognising and valuing the backgrounds and cultures of our students and their families. We aim to promote and relate all learning to individual perspectives and encourage community members in partnering in the learning process.

Again this year we have held a variety of events to celebrate our diversity. Harmony Day was a whole school event. The school was involved in the ROSETE program in partnership with the University of Western Sydney, which taught Mandarin to students.

**Significant programs and initiatives – equity funding**

**Learning and Support**

Our Learning Support Team consisting of the Learning Support Team Coordinator, the Principal, Assistant Principals, School Counsellor, Learning Support Teachers, Reading Recovery Teacher and Class Teachers meet weekly to discuss students with learning, welfare and social needs.

Needs are addressed to cater for individuals' enrichment and remediation. This team discusses referrals from teachers and parents and makes decisions and refers students to the School Counsellor, Learning Support Teachers or outside agencies to best support them.

Some students may require specialist help in their learning programs, perhaps because they are experiencing learning difficulties or because they may exhibit a particular talent or talents that should be developed or they may be from a non-English speaking background.

All class teachers cater for these students in normal lessons. In addition there are specialist support staff within the school who have expertise to help these students.
Early Action for Success

The NSW Literacy and Numeracy Action Plan, ‘Early Action for Success,’ completed its second year of implementation at Bennett Road Public School. Early Action for Success 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. 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 aims to help teachers provide a high level of teaching practice for all students K-2.

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.

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

- Employ an additional Reading Recovery teacher for Year 1 students. 20 students received 1:1 specialist teaching in reading and writing in 2014.
- Five School Learning Support Officers received professional learning from the Instructional Leader that enabled them to provide high quality support to students as they participated in classroom learning.
- Employ the services of a Speech Therapist to assess and provide speech therapy for students who need additional support with speech. The Speech Therapist provided guidance to teachers for in-school support for identified students.
- Provided daily follow up for the students who received speech therapy. A specialist intervention teacher was trained by the Speech Therapist to provide this service to students.

Teachers involved in Early Action for Success placed a priority on the teaching of literacy and numeracy to all students K-2. The teachers and support personnel provided students with opportunities to speak, read, write and learn mathematics at the highest level possible. All students received instruction in reading, writing and mathematics lessons every day. Getting off to a good start in literacy and numeracy was the goal of the teachers of Bennett Road Public School.
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:

The school completed a review in 2014. The complete the review interviews with staff, parents and students in groups were conducted. Formal observation of classes across each Stage and a comprehensive analysis of data was completed.

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.

School planning 2012-2014:

School priority 1

A culture that promotes learning

Outcomes from 2012–2014

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.

Evidence of achievement of outcomes in 2014:

- The staff is focused on the learning and well-being of students and on continually improving the school's ability to meet the needs of students.
- Parents and families are encouraged take a genuine and close interest in the work of the school.

- Many teachers are driven by a deep belief that every student is capable of successful learning

Strategies to achieve these outcomes in 2014:

- Sustainability of the positive impact that has been made by EA4S and build on what has been established (Need to identify and articulate the key elements from the current intervention EA4S is and embed for future sustainability)
- Personalised learning for all students- learning in their own way at their own pace.
- Parents and families are welcomed as partners in their children’s learning.

School priority 2

Effective pedagogical practices

Outcomes from 2012–2014

Strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Evidence of achievement of outcomes in 2014:

- School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this.
- Differentiated instruction and explicit teaching of skills and content is evident in classroom practice and there is clarity about what students are expected to learn
- Professional learning and links to university has focused on building teachers' understanding of highly effective teaching strategies and processes.
Strategies to achieve these outcomes in 2014:

- Continuation of quality professional learning K-6 and the strengthening of Consistent Teacher Judgement
- School leaders spend time working with teachers to improve their teaching practices, including modeling, reflection, goal setting, evaluating and providing timely and explicit feedback to guide teacher learning and instruction. (Performance and Development Framework).
- Consistent and effective use of technology K-6 to support teacher and student learning.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Positive welcoming school environment where support is easily accessed and the community have trust in the school
- Strong sense of belonging and pride in the school
- Staff is focused on the learning and well-being of students and on continually improving the school's ability to meet the needs of students
- Parents and families are encouraged take a genuine and close interest in the work of the school.

Future Directions
2015-2017 School Plan

1. Creating a Learning Culture in our Community

To build a school and community culture where there is a belief held personally and collectively that students are highly capable and will thrive in a culture that actively supports their growth as learners and citizens.

2. Ensuring Effective Pedagogical Strategies

All staff are committed to identifying, understanding and implementing quality teaching practices. High priority is given to evidence-based teaching strategies that have been demonstrated to be highly effective.

3. Staff Performance and Development

To support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce.

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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
Natalie Marr Assistant Principal Special Education
Ruth Doyle Assistant Principal
Kyle Strange Classroom Teacher
Tracey Harris Librarian
Michelle Lyons President P&C

Review Panel
Karen Maraga, Principal, Regentville Public School
Helen Webb, Instructional Leader, Bennett Road Public School
Chris Brooker, Critical Friend of Bennett Road Public School
Annette Carroll, Assistant Principal, Bennett Road Public School
Danielle Schroeder, Teacher and Staff Representative
Corinna Robertson, Teacher, Regentville Public School
Dannelle Lalor, Teacher, Regentville Public School
Michelle Lyons, Parent, Bennett Road Public School

Ursula Crowe, Parent, Bennett Road Public School

School contact information

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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: