Our school at a glance

Students

Bradbury Public School is a large P2 in South Western Sydney with an enrolment of 632 students. 5% of our students are Indigenous and 21% of our students are from Non English Speaking Backgrounds. The top three languages other than English are Arabic, Mandarin and Malay.

Staff

We have 36 teachers who work at our school including 7 teachers working on a part time basis. 50% of our staff have over 20 years teaching experience, 10% have 10-15 years teaching experience, 16% of have between 5-10 years teaching experience and 23 % of staff are within their first five years of teaching.

We have two trained Reading Recovery Teachers who also shared the position of Support Teacher Learning Assistance. One staff member worked 3 days (.6) as a teacher of English as a Second Language.

Our office was staffed by 3 full time staff members and one part time. We have one full time general assistant.

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

Messages

Principal’s message

2010 has been an exceptionally busy year which has seen a significant change to the physical lay out of our school, courtesy of the Building Education Revolution (BER).

Our new school hall and canteen have been completed and all students, staff and community have had the opportunity to appreciate the benefits of a state of the art communal space.

The Principal Awards Ceremonies, Spring Concert, Night of the Notables, Presentation Days and the end of year discos have certainly been enhanced as a result of the new venue.

Our old canteen is now our Uniform Shop and renovations in 2011 will allow a space for classes who wish to cook. Our band now operates from the old school hall which allows our support programs to operate in the old band room.

This year all our classrooms were air conditioned which has increased student productivity dramatically.

Bradbury Public is a Low SES National Partnership school in 2011 which means that our school will have a significant infusion of funds to enhance quality teaching an improve student outcomes.

We have completed an extensive situational analysis to identify areas of needs and determine staffing and training initiatives which will assist us meet our intended outcomes.

Bradbury will employ an Assistant Principal Teaching and Learning who will work closely with our staff in the early years of teaching and who as well as with our extended leadership team by participating in a professional learning program “Team Leadership for School Improvement in Literacy and Numeracy.”

Our Community of Schools (Airds High, Bradbury, Briar Road, John Warby and Woodland Road) will share a Deputy Principal Aboriginal, to lead whole school improvement with an emphasis on implementing quality teaching and learning.
programs for Aboriginal students P-12 and to provide professional development with a focus on implementing innovative cultural awareness programs.

Each stage will also have a support teacher to ensure that all students are having their needs met. A Learning Support Officer will introduce the MULTILIT Program, an intervention program to assist students with reading difficulties, in years 3-6.

An interactive white board will be placed in each classroom and a significant training program will be developed for staff.

2011 is set to be an exciting and innovative year

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.

Margaret Webb

P & C and/or School Council message

Five years ago, the P&C made a commitment to the school community to raise funds which would assist the school to air-condition all of our classrooms. By December 2010, we were able to fulfil that commitment. This was done through the hard work of our past and present committees with Mother and Father’s Day stalls, Easter Raffle, end of year disco, State Election BBQ and general fundraising.

Our continued partnership with Scholastic Book Club saw a $1,400.00 worth of books being donated to our school library thanks to our generous parents.

The P&C could not function without the dedication of its committee and the co-operation of volunteers who give their time to our school in the areas of Canteen, Uniform Shop, Student Banking, Discos and general fundraising.

Jo Stewart
President P&C

Fun Day 2010

Student representative’s message

2010 has been a really great year with the prefect body working with the Student Representative Council (SRC) to think of new ideas to improve our school community. Some of our activities included Crazy Hair Day, a Talent Quest and a Mufti Day.

The prefect body has worked tirelessly with the SRC to make the school environment a happier place. We did this by having a Stage 2 and Stage 3 handball competition. The outcomes were so great that a second competition had to be held.

We also found time with Mrs Moszt to talk about leadership, perseverance and ways to prevent bullying. The Captains and Vice Captains attended the Young Leaders Day, where we learnt about being effective leaders. Our School Captain, Michael was our School Ambassador, representing our school at District meetings.

We hope next year will be as enjoyable for the new Year 6 students as this one has been for us.
Significant programs and initiatives

Aboriginal education

The school has an enrolment of thirty two Aboriginal students.

Bradbury PS continues to provide support for its Aboriginal students and delivers programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Outcomes:

- The academic progress of all Aboriginal students was monitored
- Acknowledgement of Country is made at the beginning of each assembly.
- Personal learning plans (PLPs) were developed for each student in consultation with students, parents and teachers
- All students participated in school activities to celebrate the National Aboriginal and Islander Observance (NAIDOC) week and Harmony Day
- A number of staff members attended Aboriginal Education Conferences and Network meetings.
- Cultural activities were conducted for all junior and senior Aboriginal students on Friday afternoons in order to strengthen their cultural identity and to develop their cultural knowledge.
- All year 3 students took part in a District initiated testing program in order to identify and cater more effectively for Gifted and Talented students.

Multicultural education

The Multicultural education focus continued to be maintained through the provision of perspectives in learning K-6 that developed knowledge, skills and attitudes for a culturally diverse society.

A group of four teachers undertook a year-long Action Research Project which focused on the development of talking and listening skills in Stage 1 English as a Second Language (ESL) students. The results of the study suggested that early focus on oral language development has a profound effect on all areas of literacy.

Harmony Day was marked during Term 1. Performances by students from Airds High School were followed by class and stage activities which promoted cultural understanding. Further work in this area was done by two teachers who attended Anti Racism Contact Officer training.

Respect and responsibility

Our school is a PBIS school. Core values are imbedded in all practices of the school.

Our school rules continued to be publicised and implemented across the whole school. All students have a clear understanding of the three rules:

Be a learner
Be Safe
Be Respectful

Anti-bullying programs, including Buddy classes were implemented.

Social skills of the week continued to be publicised each week at whole school assemblies. Student Representative Council (SRC) members worked all year to organise activities such as handball competitions, Crazy Hair Day, a Talent Quest and others, in order to encouraged social inclusion.

Connected learning

Our school received our connected classroom which is located in the school library.

We also had eight Interactive Whiteboards installed as a result of National School Partnership funds.

Playgroup

The establishment of a transition playgroup for children due to start school in 2011 operated monthly. The playgroup was a wonderful success allowing children the opportunity to become familiar with our school and staff. Parents also received guidance and support while preparing students for school.
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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>340</td>
<td>309</td>
<td>295</td>
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<tr>
<td>Female</td>
<td>357</td>
<td>360</td>
<td>346</td>
<td>325</td>
<td>317</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tbody>
<tr>
<td>School</td>
<td><img src="chart.png" alt="Student attendance rates chart" /></td>
<td></td>
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</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DET</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance
- Regular monitoring of attendance by the teachers and the sending home of notes to remind parents of the need to send to school explanatory notes following any absences.
- Regular visits to the school and monitoring of attendance patterns by the Home School Liaison Officer (HSLO).
- Monitoring of absences and follow up where necessary by the Deputy Principal.
- Articles in school newsletter about the need to attend school regularly and on time.
- Attendance awards are given to those students who have two or fewer absences in a term.

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 2010 class size audit conducted on Wednesday 17 March 2010

Structure of classes

<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>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>19</td>
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<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2C</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>1/2H</td>
<td>2</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1/2E</td>
<td>1</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>1/2E</td>
<td>2</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>1/2J</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>1/2J</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>1/2G</td>
<td>2</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>1/2O</td>
<td>1</td>
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<tr>
<td>1/2O</td>
<td>2</td>
<td>12</td>
<td>23</td>
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<tr>
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<td>1</td>
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<tr>
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<td>2</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3/4C</td>
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<td>30</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3/4Q</td>
<td>3</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>3/4Q</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
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<tr>
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<td>18</td>
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<tr>
<td>5/6G</td>
<td>5</td>
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<td>30</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6SH</td>
<td>5</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>5/6SH</td>
<td>6</td>
<td>17</td>
<td>31</td>
</tr>
</tbody>
</table>
A 25th class was formed early in Term 2 and 4/5/6R with 10 students in each grade replaced 3/4/5R and a cross stage 2/3J was formed replacing 1/2J. 1/2A was also created.

**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**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.062</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35.282</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Bradbury public has two Aboriginal staff members.

**Staff retention**

In 2010 a number of permanent staff worked in a part time capacity. One teacher successfully gained a transfer through merit selection while another two were on maternity leave. Two casual staff members were appointed permanently to Bradbury.

**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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>31</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>118 408.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>327 587.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>170 821.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>181 508.02</td>
</tr>
<tr>
<td>Interest</td>
<td>9 532.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12 271.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>820 130.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>38 084.09</td>
</tr>
<tr>
<td>Excursions</td>
<td>72 141.14</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>66 697.97</td>
</tr>
<tr>
<td>Library</td>
<td>8 441.57</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7 572.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>149 921.57</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>106 489.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>84 811.83</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>63 661.54</td>
</tr>
<tr>
<td>Maintenance</td>
<td>58 199.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9 731.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16 944.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>682 696.17</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>137 434.12</td>
</tr>
</tbody>
</table>
Student Achievements 2010

Arts

In 2010 Bradbury Public School had a Concert Band, Training Band, and Rock Band. The Concert Band which consists of students from years 5 and 6 increased from 19 to 26 members. The Training Band which consists of students in years 3 and 4 increased significantly from 16 to 42 members.

Mr Watkin a professional music tutor provided instruction and conducted at rehearsals and performances. Performance included school assemblies, our Spring Concert and the Macarthur Eisteddfod.

A dedicated group of parents assisted the band in raising funds. Last year we purchased a bass guitar, tenor sax, amplifier, a drum case and music stands and trolley.

Our band had a very productive year and attracted 52 new members for 2011.

Mrs Cartledge held a Voiceworx singing competition for talented singers and Isaac Said and Whitney Worley were selected for a two day workshop at Campbelltown Performing Arts.

Our Year 6 musical was once again an outstanding success. An exceptionally talented group of students performed Smithy.

Sport

Bradbury has continued its strong commitment to the promotion of sport, fitness and health across all stages in 2010.

Our school participated in both summer and winter Campbelltown Primary School Sports Association (PSSA) competitions. We fielded teams in cricket, softball, tee ball, netball, touch football and AFL. The boys’ softball team, the senior touch team and the junior and senior AFL teams were successful in winning their competitions and the boys’ tee ball team was runners up.

Bradbury has continued to perform well in PSSA Campbell town Zone carnivals, placing first at the zone swimming carnival and third at the zone athletics carnival. Thirty-nine students qualified for the zone swimming carnival with twelve students qualifying for the area carnival. Two of these students made it to the state carnival. Sixty-four students qualified for the zone cross-country carnival with eleven students qualifying for the area carnival. Fifty-five students qualified for the zone athletics carnival. Of this number, twelve went on to the area carnival.

Our school was well represented at Zone and Area level in team sports. Seventeen students represented the Campbelltown Zone in a variety of sports such as soccer, rugby league, AFL, softball and cricket. Of this number, five students represented the Sydney South-West Area and one female student represented the State in cricket.

The success of the Premier’s Sporting Challenge to promote physical fitness was once again evident with our K-2 students participating and achieving a gold award. The data collected from participating in this program indicates students’ eagerness and willingness to engage in physical fitness.

Over 60 students enrolled in the Active After-School Communities program which ran on three afternoons each week throughout 2010. Our school was successful in being nominated for the regions Super Site Award which is a good indication of the commitment of staff and students to this valuable program. The program
continues to provide structured activities focusing on skill development, teamwork, agility, fitness and coordination.

We acknowledge and congratulate all our students for their efforts and achievements in sport for 2010. It is also important to acknowledge the staff and parents who assist in supporting the outstanding efforts of our students.

Public Speaking

BPS took part in two Public Speaking competitions this year; The Multicultural Perspectives Public Speaking Competition and the Campbelltown District Oracy Competition.

Students from Stages 2 and 3 were invited to refine their public speaking skills by participating in these competitions. The requirements of the competitions were that students must construct and deliver a ‘prepared’ speech about one of the specified topics. In addition to the ‘prepared’ component, students had to participate in the ‘impromptu’ (limited preparation) speaking section.

Each competition was conducted in rounds, i.e., Class/Grade/Stage/Local and Finals. Speakers advanced to the next round based on their ability to logically organise their thoughts and opinions and deliver their speech effectively.

BPS chose four speakers (two Stage 2 students and two Stage 3 students) to represent our school at the local finals of both competitions. Our speakers performed admirably amongst some very stiff competition but did not advance further in the competitions.

The greatest highlight of 2010 Public Speaking has been that student participation rates continued to increase. Many students from Stage 2 in particular, chose to embrace this opportunity for the first time, demonstrating confidence in their oracy skills.

Academic

University Competitions

Our results in the university of NSW Computer competition were excellent and deserve special mention. The competition questions are set to an extremely high level to challenge above average students. It was excellent to see 46 students from our school participate and give their best efforts.

24 students received participation certificates.

The following students received a Credit which means they performed within the top 30% of participants in NSW and ACT. They were Liam Delves, Sarah Ford, Lachlan Mackellar, Harrison Pudner, Renee Picot, Zainab Al Nakeeb, Jack Armstrong, Mikayla King, Aprille Torres, Brett Whittard, Jessica Egan, Reaz Ahmed, Duke Dinh and Joshua Mastop.

The following students received a Distinction which places them in the top 5% of students. They were Isaac Said, Michael Johnson, Dilki Senanayake and Glenn Thoroughgood.

The following students received a High Distinction which places them in the top 1% of students. They were Pritha Sharma, Avish Sharma and Elizabeth Glavich. Congratulations to all students who took part.

BEST START LITERACY

Kindergarten children were assessed upon entering school in a number of concepts including Reading Texts, Phonemic Awareness and Aspects of Writing. Throughout the year the children were tracked using the Best Start Continuum and placed in the Best Start Clusters. Cluster 4 is the expected outcome for Early Stage One children at the end of Term 4.

Term One:

- 95% of children were in Cluster 1 for Reading Texts
- 90% of children in Cluster 1 in Phonemic Awareness
- 98% of children in Cluster 1 in Aspects of Writing
Term Four:

- 80% of children in Cluster 3 and above for Reading Texts
- 75% of children in Cluster 3 and above in Phonemic Awareness
- 90% of children in Cluster 3 and above in Aspects of Writing

BEST START NUMERACY

Kindergarten children were assessed using Best Start in Arithmetical Strategies. Throughout the year children were assessed and tracked using the Numeracy Continuum.

Term One

Arithmetical Strategies:

- 98% of children in Emergent and Perceptual

Term Four: Arithmetical Strategies:

- 90% of children in Perceptual and above.

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.

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

![Graph showing literacy results for Year 3 NAPLAN](image)
In Reading

14% of Year 3 students performed in the bottom two bands which is equal to state representation but less than our Similar School Group (SSG) and is a significant decline from 2009. Fewer girls were represented.

37% of Year 3 students achieved proficiency which is significantly below state representation but marginally better than our SSG. Fewer boys were represented.

In Spelling

11% of Year 3 students performed in the bottom two bands which is less than state representation and significantly less than our SSG. Fewer girls were represented.

42% of Year 3 students achieved proficiency which is significantly below state representation but significantly higher than our SSG but is less than 2009. Fewer boys were represented.

In Writing

5% of Year 3 students performed in the bottom two bands which is less than state representation and significantly less than our SSG. Fewer girls were represented.

58% of Year 3 students achieved proficiency which is higher than state representation and significantly higher than our SSG which is a significant improvement from 2009. Fewer boys were represented.

In Grammar and Punctuation

19% of Year 3 students performed in the bottom two bands which is a higher representation than state but less than our SSG.
39% of Year 3 students achieved proficiency which is significantly below state representation but marginally better than our SSG.

**Numeracy – NAPLAN Year 3**

![Graph of Numeracy Year 3](image)

In Numeracy
14% of Year 3 students performed in the bottom two bands which is less than state representation and significantly less than our Similar School Group which is a significant decline from 2009. Fewer girls were represented.

28% of Year 3 students achieved proficiency which is significantly below state and less than our SSG. Fewer boys were represented.

**Literacy – NAPLAN Year 5**

![Graph of Reading Year 5](image)

In Reading
22% of Year 5 students performed in the bottom two bands which is a higher representation than state but significantly below our SSG. Fewer boys were represented.

26% of Year 5 students achieved proficiency which is significantly below state representation but higher than our SSG but is less than 2009.

![Graph of Writing Year 5](image)

In Writing
13% of Year 5 students performed in the bottom two bands which is a higher representation than state but significantly less than our SSG. Fewer boys were represented.

24% of Year 5 students achieved proficiency which is below state representation but higher than our SSG.

![Graph of Spelling Year 5](image)
In Spelling

17% of Year 5 students performed in the bottom two bands which is a higher representation than state but below our SSG and an increase since 2009. Fewer boys were represented.

36% of Year 5 students achieved proficiency which is equal to state representation but higher than our SSG and shows an improvement from 2009.

In Grammar and Punctuation

18% of Year 5 students performed in the bottom two bands which is a higher representation than state but significantly below our SSG and is a significant decline since 2009.

37% of Year 5 students achieved proficiency which is significantly below state representation but higher than our SSG.

In Numeracy

23% of our Year 5 students performed in the bottom two bands which is a significantly higher representation than state but less than our SSG. Fewer boys were represented.

32% of Year 5 students achieved proficiency which is equal to state representation but significantly higher than our SSG.

Progress in reading
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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

Progress in numeracy

![Average progress in numeracy between Year 3 and Year 5](chart)

**Progress on 2010 targets**

**Target 1 – Improved student learning outcomes in literacy**

Our achievements include:

1. 95% of Year 3 students performed above the minimum standards as measured by NAPLAN.
2. 38% of Year 3 students achieved the top two bands as measured by NAPLAN.
3. 90% of Year 5 students performed above the minimum standards as measured by NAPLAN.
4. 33% of Year 5 students achieved the top two bands as measured by NAPLAN.
5. All Kindergarten teachers attended Best Start training sessions, which increased their understanding of the need to continually assess and provide programs in literacy which fulfilled individual needs.
6. 23% of our teachers completed a district Grammar course, which greatly enhanced their understanding of how to teach grammar.
7. A consultant trained all staff in improving comprehension and then worked with targeted teachers across K-6 in a lesson study approach to enhance their understanding and ability to teach a quality literacy session. These teachers were then to assist the implementation of the model throughout the school.
8. Work was also done on back-ward mapping and planning of quality literacy units.
9. Two additional staff members were trained in Accelerated Literacy this year, in order to enhance and increase their ability to teach literacy skills.
Target 2 - Improved student learning outcomes in numeracy

Our achievements include:

1. 95% of Year 3 students performed above the minimum standards as measured by NAPLAN which was an improvement from 2009.
2. 38% of Year 3 students achieved the top two bands as measured by NAPLAN which was a significant improvement for 2009.
3. 92% of Year 5 students performed above the minimum standards as measured by NAPLAN.
4. All Kindergarten teachers attended Best Start training sessions, which increased their understanding of the need to continually assess and provide programs in numeracy which catered for individual needs.
5. All Kindergarten teachers attended Count Me In Too (CMIT) training sessions, which improved their understanding of the Framework and the place of CMIT in the syllabus document and therefore in the classroom.
6. A number of consultants worked with Stage 1 and Stage 2 students in order to strengthen their understanding of the CMIT Framework and strategies to use when developing the students’ understanding of mathematical concepts. One of the district consultants worked with the whole staff at a number of staff meetings and at a staff development day.

Target 3 - Improve attendance rates to equal or exceed state average

Our achievements include:

1. An improvement from 92.8 to 93.7 in school attendance.
2. A decrease in late arrivals as a result of close monitoring by our office staff and improved communication between the community and the school.
3. While no specific attendance improvement TPL activities were attended by staff members, the above mentioned professional learning activities strengthened the teachers’ understanding of literacy and numeracy and as a result there was increased student engagement and a slightly improved attendance.
4. It must be noted that 74% of our teaching staff members are experienced teachers who have been teaching for ten years or more. Due to a variety of reasons, attendance at TPL activities had been limited in the past.

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 2010 our school carried out evaluations of Enter text here

Educational and management practice

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school in the area of Literacy and Mathematics.

Their responses are presented below.

Most parents felt that they and the school held high expectations for students in English and Mathematics but also expressed a desire to have more flexible opportunities to discuss their children’s progress. Parents were unsure if the school was adequately resourced but expressed a desire to have improved access to technology. Parents acknowledged Reading Recovery as an excellent resource within the school. A small number of parents also indicated a desire for afternoon parent workshops on Literacy and Numeracy.

The majority of students felt that English was important and that teachers and parents held high expectations for their achievements. Most students believed their skills in English were good.

Students stated a need for clearer outlining of expectations for assessment tasks and more significant teacher feedback during lessons. Students highlighted the need for teachers to provide more information on how they could improve in reading.
The majority of students felt that their parents and teachers have high expectations for their achievement in Mathematics. Students feel that Mathematics is an important subject and they try to do their best. Most feel confident that they know what they are to learn and what will be assessed. Students would like more feedback about what they are doing well.

Staff see the key features of our reading program as explicit teaching using modelled, guided and independent reading and a systematic approach to achieving relevant outcomes as well as Reading Recovery, “Focus on Comprehension Project” and Best Start Initiative.

Staff felt that students learnt best by differentiating tasks, meeting children’s interests and levels, applying ongoing assessment to drive learning and using the Quality Teaching Framework.

Most teachers felt that improvements could be made through further professional development in reading strategies rather than processes. Staff recognised the need to become more engaged with NAPLAN data and use the analysis to drive programming. Staff observed that as a school we need to review and expand resources to ensure the literacy needs of students are being met. The establishment of a cohesive assessment structure across the school was noted as a priority by staff.

Most teachers have a deep understanding of and feel confident to implement the Mathematics syllabus. Teachers believe that they have high expectations that their students will succeed. Most teachers use explicit criteria as a reference point for assessment of student learning. They explicitly teach problem solving and provide a variety of ways for students to demonstrate their understanding. Some teachers felt that there is sufficient opportunity for professional development in Numeracy. There is some teacher concern regarding adequate equipment. Some teachers feel that the NAPLAN results could be used more efficiently to drive whole school teaching programs.

Professional learning
When consultancy support and other professional learning opportunities were offered to teachers during this past year, the participation rate was high (100%).

An additional $20,000 was allocated from global funds to provide additional professional development opportunities for staff.

The least amount of funding (1.1%) was spent on Quality Teaching, yet this is an area of professional development which could enhance each teacher’s pedagogy and ultimately student outcomes. However the TPL undertaken in Literacy and Numeracy modelled quality teaching.

Professional development in the use of ICT (6.7%) should increase if the teachers are to become more familiar with the use of Interactive White Boards.

A large proportion of TPL funding (56.5%) was expended on providing quality teaching in Literacy and Numeracy. While the full impact of this action cannot be fully assessed right now, it is evident from teacher comments and from the records of tracking of reading levels and CMIT levels, that the impact of this newly acquired knowledge has made a positive difference to the pedagogies being used in the classrooms. It is imperative that we continue to build on this learning next year.

School development 2009 – 2011

Targets for 2011

Target 1

Improved student learning outcomes in Literacy

Strategies to achieve this target include:

1. Kindergarten staff and K-2 STLA to be trained in L3
2. Implementation of Best Start.
3. Training of an additional Reading Recovery Teacher.
4. Staff K-6 to participate in extensive training on modeled and guided reading by consultant Janet Vanderwyk.
5. Employment of 2 teachers so that each stage has a dedicated Support Teacher Learning Assistance.
6. Programming support to define expectations.

7. Introduction of MULTILIT program to deliver daily individual instruction to students.

**Our success will be measured by:**

- 96% of Year 3 students will perform at or above minimum standards as measured by NAPLAN
- 39% of Year 3 students will achieve proficiency as measured by NAPLAN
- 91% of Year 5 students will perform at or above minimum standards as measured by NAPLAN
- 27% of Year 5 students will achieve proficiency as measured by NAPLAN
- 90% of students meeting instructional reading expectations K-level 8, Year 1-Level 16, Year 2-Level 25 and Year 3-Level 30

**Target 2 - Improved student learning outcomes in numeracy**

**Strategies to achieve this target include:**

- Implementation of whole school scope and sequence for Mathematics.
- Introduction of pre and post testing of all concepts.
- Tracking of SENA results through Edupro.
- Individual Learning Plans for students who performed in the bottom two bands of NAPLAN implemented.
- Mathematics groups based on ability in years 3-6.
- Training in Newman’s Error Analysis.

**Our success will be measured by:**

- 93% of Year 3 students will perform at or above minimum standards as measured by NAPLAN
- 33% of Year 5 students will achieve proficiency as measured by NAPLAN
- 100% students improving their mental computation skills

**Target 3**

**Improve attendance rates to equal or exceed state average Strategies to achieve this target include:**

- Introduction of Web Attend
- Close monitoring of student attendance
- Increased STLA support K-6.
- Promotion of importance of attendance.

**Our success will be measured by:**

- Student attendance rate at or exceeding state average
- Connected classrooms which promote positive relationships
- High expectations of teaching and learning evident in all classrooms
- All students actively engaged and assessing their learning
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.

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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: