Our school at a glance

Students

Bradbury Public School is a large P2 in South Western Sydney with an enrolment of 641 students. 5% of our students are Indigenous and 21% of our students are from Non English Speaking Backgrounds.

Staff

We have 36 teachers who work at our school including 8 teachers working on a part time basis.

More than two thirds of the teachers at Bradbury Public School are highly experienced, having at least ten years of service at our school.

This year Mrs English, Mrs Anable and Mrs Mason retired while Mr Crotty left to work as a university lecturer.

In 2009 Mrs Andrews trained as a Reading Recovery Teacher to support students in Year 1.

One staff member worked 4 days (.8) as a teacher of English as a Second Language. Two teachers shared the five day position of Support Teacher Learning Assistance.

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.

Significant programs and initiatives

STLA

In 2009, we had one full time Support Teacher Learning Assistance (STLA) position which provided learning support as follows.

Early Stage 1

Early intervention as required

Stage 1

Year 1 received support in number, reading and phonemic awareness. The STLA teacher also demonstrated the explicit teaching of reading using big books to support teaching staff.

Stage 2

Stage 2 students were extensively assessed in reading skills and targeted students were grouped together. The STLA and class teacher co-operatively planned reading programs to meet individual student needs. Significant growth in reading levels was achieved for all students.

Stage 3

A mathematics support group operated daily in Year 6. Individual reading programs were implemented in semester one for students experiencing severe difficulties in decoding and comprehension.

District Support Teacher Learning Assistance

During Term 3, the District Support Teacher Learning Assistance worked in conjunction with the school’s STLA teacher on year 2 classes. Over a five week program a mix of whole class and small group lessons were presented. This program developed skills of students and enhanced the teaching repertoire of staff.

Intensive Reading Class

A Year 3 and a year 5 pupil attended the Reading Support Class for a term where they received intensive literacy tuition for 3 hours daily in a small group of 6.

English as a Second Language

The E.S.L. program provides support to students and families who have a Language Background Other Than English (LBOTE). In the challenge to learn English and learn in English, students are supported in their classroom or in a small withdrawal group. Specific ESL teaching focuses on assessing and improving each student's Talking and Listening, Reading and Responding and Writing skills.

Reading Recovery Teacher

The Reading Recovery program was introduced into Bradbury in 2009. The Reading Recovery teacher works with individual students from Year 1 providing each student with a 30 minute lesson daily for approximately 20 weeks. Eight year 1 students received support. In 2010 a second teacher will be trained to allow more students to access this valuable support.

Learning Support Team

Our Learning Support Team continued to meet each fortnight to support the academic, social and emotional needs of students across the school. Assistance was provided to teachers and many successful applications were written to provide
additional support through learning support officers and district personnel for behaviour and learning.

The District STLA and ISTB worked with staff to meet the specific needs of students across the school. Programs to enhance reading, modify behaviour and assist students in the playground were developed and implemented with great success for staff and students.

The core team consists of the Principal, Deputy Principal, school counsellor, AP, ESL teacher, STLA teacher, Reading Recovery teacher and at least one classroom teacher.

Integration Program

The state funded Integration Program assisted 14 students in 2009. The support was provided to these students in order to aid their learning.

The support mainly took the form of in-class or playground support by Learning Support Officers.

Bradbury students and teachers have continued to enjoy the support of 5 highly valued Learning Support Officers

Student achievement in 2009

Year 3 and year 5 students demonstrated increased proficiency in reading performing above both the school and LSG average for 2007-2009. There was a slight increase in the number of students in the bottom 2 bands but less than our LSG.

Less year 3 and year 5 students demonstrated proficiency in number but our students performed better than our LSG. More students performed in the bottom 2 bands in numeracy but less than our LSG.

Messages

Principal's message

Bradbury Public School has enjoyed outstanding success in 2009. Our students continue to strive to achieve their personal best and we continue to explore new and exciting ways to meet student need. We have established a culture of learning for students and staff and we continue to excel across all Key Learning Areas.

The initiatives that we have implemented have ensured that we strive to ensure that our students have access to a safe, secure and a stimulating learning environment where they can reach their potential as learners.

Our partnership with our community is strong and together we are achieving excellent outcomes for our students. A large donation of $10,000 and fundraising efforts of our community provided air conditioning for 12 classrooms. The productivity of the students has increased dramatically

The construction of our new school hall is well underway which has impacted seriously on the amount of playground available for our K-2 students. We look forward to the opening in 2010.

The infusion of funds through the National School Partnership allowed for a number of initiatives to be completed. Some of these are the provision of 7 interactive whiteboards to enhance teaching and learning, the repair of trip hazards and leaking gutters, the painting of 6 classrooms, carpeting the library, additional security cameras and a range of new furniture for the library and administration areas.

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

The P&C has continued to successfully provide valuable support to the staff and students of Bradbury. We operate the school canteen, clothing pool, book club and student banking scheme with great involvement form our volunteers.

Our regular fundraisers the Mother’s and Father’s Day stall, the Easter Raffle and School Disco as well as the support of many very generous local and non-local businesses allowed us to assist the school by providing $10,000 for air conditioning and $4000 for new books.

We would like to take this opportunity to sincerely thank the Bradbury Public School community for its continuing support of the P&C.

Jo Smith

President P&C
Student representative’s message

We have been extremely honoured to be the 2009 leaders of the student body. This year has been tremendous. Many exciting events have happened throughout this year. The most recent events were the Canberra excursion and the Year 6 production “Wolfstock”

We have also had many sporting events and achievements – we have great sporting talent at our school. We have had the best time at Bradbury that we possibly could have had. We would like to thank all the teachers who have helped us throughout the years.

Laura Nash (School Captain)
Nathan Haywood (School Captain)

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>47</td>
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Student information

Staff establishment

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

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<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>25</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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><strong>Total</strong></td>
<td>34.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.062</td>
</tr>
<tr>
<td>Indigenous Staff Members</td>
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</table>

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>362</td>
<td>376</td>
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<tr>
<td>2006</td>
<td>340</td>
<td>357</td>
</tr>
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<td>2007</td>
<td>309</td>
<td>360</td>
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<tr>
<td>2008</td>
<td>295</td>
<td>346</td>
</tr>
<tr>
<td>2009</td>
<td>307</td>
<td>325</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Classroom teachers maintain and track student attendance addressing concerns promptly with parents. Mrs Moszt works closely with the Home School Liaison Officer Mr Kencalo to monitor and track student attendance K-6 by using OASIS.

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 2009 class size audit conducted on Wednesday 18 March 2009.
Structure of classes

In 2009 we had a number of multi age classes. We had a K/1 class two 3/4 classes and six stage 3 classes. We also have a 5/6 OC class catering to gifted and talented children.

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: 30/11/2009

Income

Balance brought forward 109 758.28
Global funds 315 624.16
Tied funds 110 767.48
School & community sources 203 119.53
Interest 6 330.16
Trust receipts 11 316.95
Canteen 0.00
Total income 756 916.56

Expenditure

Teaching & learning
- Key learning areas 61 005.54
- Excursions 76 029.15
- Extracurricular dissections 66 095.01
Library 3 057.30
Training & development 236.38
Tied funds 151 547.02
Casual relief teachers 117 741.18
Administration & office 117 741.18
School-operated canteen 0.00
Utilities 57 411.87
Maintenance 14 223.18
Trust accounts 12 962.08
Capital programs 0.00
Total expenditure 638 507.74

Balance carried forward 118 408.82

A full copy of the school's 2009 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 2009

Bradbury maintains its reputation as a school of excellence in creative and performing arts with capable and talented staff enriching students' educational experience by sharing their talents and expertise.

Achievements

Dance

It has been a busy and successful year in Dance. We had three dance groups across the school, a Stage 3 group, a Stage 2 group and a Stage 1 group. All the groups performed fantastically in front of an audience of over 700 parents and community members at our Performing Arts Showcase which took place at the R.S.L. club. Sixteen Stage 3 students successfully auditioned for and performed at the Schools Spectacular at the Sydney Entertainment Centre for over 40 000 people. Our segment was Mary Poppins and our students displayed outstanding skill, dedication and behaviour. The group was put together with a close partnership between staff and parents and community members.

Choir

Bradbury Public School has both a junior and senior choir consisting of over 50 students each. Both have entertained students, staff and community members on many occasions. They have also travelled into the wider community showcasing their talents at both the Senior Citizens Centre and Performing Arts Showcase.

Band

In 2009 Bradbury Public School has provided an opportunity for students to participate in Training Band, Concert Band and Rock Band. 15 children began in Training Band and 11 of those children will continue in Concert Band in 2010. The Concert Band in 2009 involved 21 children, all of whom will be involved next year apart from three year 6 students who will be going to High School. The Concert Band performed at a Principal Awards assembly, in-school concerts for various stages, the Creative Arts Showcase at Campbelltown RSL and at the Macarthur Eisteddfod. A bass clarinet and a piccolo were purchased due to the fundraising of a dedicated team of parents on the School Band Committee. The Training Band performed at the Creative Arts Showcase and at various in-school concerts for the different stages. The Training Band has experienced growth and 45 children have applied to participate in our band program for 2010. The Rock Band involved 3 children in Year 4, one child in Year 5 and 4 children in Year 6. They performed at the Creative Arts Showcase and at an end of year school concert.
**Sport**

Bradbury Public School has continued to provide students with the opportunity to showcase their skills in a variety of sports throughout the year. These have included GALA day sports, where children compete against other schools in our zone, in a variety of summer and winter sports. Students also had the opportunity to compete in zone, regional, state and knockout sporting competitions.

Our school performed well at all three major Campbelltown Zone PSSA carnivals with many of our students going on to represent our zone at the Sydney South West Regional carnivals. We also had one of our female students, Chrystal Duggan make it to the State level for X-Country and also for Soccer. Other achievements at the State level include Ryan Hore for Softball and Madison James for Netball.

We entered a number of teams into the PSSA GALA competition, with students participating in a variety of sports including softball, tee ball, cricket, touch football, netball, soccer and AFL. Our softball teams once again, were extremely competitive with the two girls’ teams finishing first and second in the competition and the two boys teams also finishing first and second. The junior cricket team and the boys tee ball team were also successful in winning their competition.

We congratulate all our students for their efforts and achievements. They bring honour and prestige to themselves and the school community. Special thanks must go to the dedicated staff and also the 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 (Class, Grade, Stage, and Local Final.) 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 real highlight of 2009 Public Speaking has been that student participation rates increased this year. Many students from Stage 3 in particular, chose to embrace this opportunity for the first time, demonstrating confidence in their oracy skills.
Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In reading 25.6% of our students performed in the bottom two bands which is an increase of 5.3%.

To ensure we are addressing the needs of students at risk a second Reading Recovery teacher will be trained in 2010.

31.4% of our students performed in bands 3 and 4 which is a decrease of 12.4.

43% of students demonstrated proficiency by scoring in bands 5 and 6 which is a significant increase of 12.4%.

In writing 10.6% of students performed in bands 1 and 2 which is a slight increase of 1% on the school average.

47.09% of students performed in bands 3 and 4 which is a decrease of 2.06%.

42.3% demonstrated proficiency by scoring bands 5 and 6 which is an increase of 1.3%.

The school will continue to focus on increasing student performance in writing.

In spelling 12.9% of students performed in bands 1 and 2.

40.6% performed in the bands 3 and 4.

44.6% of students performed proficiently in bands 5 and 6.

In grammar and punctuation 18.5% of students performed in bands 1 and 2.

36.5% performed in bands 3 and 4.

44.7% performed proficiently in bands 5 and 6.

A community of schools project on grammar will operate in 2010.
Numeracy – NAPLAN Year 3

In numeracy 25.9% of our students performed in the bottom two bands which is an increase of 6.2%.

45.9% of our students performed in bands 3 and 4 which is a decrease of 3.5%.

28.3% of our students demonstrated proficiency in bands 5 and 6 which is a decrease of 1.7%.

Numeracy is a major focus in 2010.

Literacy – NAPLAN Year 5

In reading 22.89% of our students performed in the bottom two bands which is an increase of 4.2%.

44.5% of our students performed in bands 5 and 6 which is a decrease of 3.1%.

32.6% of our students demonstrated proficiency in bands 7 and 8 which is an increase of 1.2%.

In writing 20% of students performed in bands 3 and 4 which is an increase of 3.4%.

63% of students performed in bands 5 and 6 which is a decrease of 1.3%.

17% of our students demonstrated proficiency in the bands of 7 and 8 which is a decrease of 2%.

The school will continue to focus on increasing student performance in writing.

In spelling 19% of students performed in bands 3 and 4.

49% performed in the bands 5 and 6.

32% of students performed proficiently in bands 7 and 8.
In grammar and punctuation 28.8% of students performed in bands 3 and 4.
36.5% performed in the bands 5 and 6.
44.7% of students performed proficiently in bands 7 and 8.

Progress in literacy

85.3% of students made average growth or above in reading which is above LSG growth.

Progress in numeracy

79.9% of students made average growth or above which is significantly below both LSG growth and state.

Mathematics is a major focus area for 2010.
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 2009

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

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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

Follow up assessment in reading and numeracy was undertaken for targeted students in Year 3 and Year 5. Individual Education Plans were developed for students not reaching minimum standards.

Significant programs and initiatives

Aboriginal education

The school has a small Aboriginal enrolment, numbering approximately 5% of the school population.

Bradbury PS provides 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
- Personal learning plans (PLPs) were developed for each student this year 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. The knowledge gained was shared with team members.
- Another two teachers were trained in Accelerated Literacy (literacy strategies), which brings the number of trained teachers to five
- All Aboriginal students took part in the fully subsidised Aboriginal Cultural Day activities. Students took part in singing, dancing, storytelling and other cultural activities led by professional performers
- 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
- New resources were purchased to more readily facilitate Accelerated Literacy teaching
- All staff attended a cluster based staff development day where Aboriginal Education was one of the main topics

Multicultural education

At Bradbury PS we cater for students from over 30 different ethnic backgrounds.

Mrs Elvery, our English as Second Language (ESL) teachers has successfully supported, four days a week, students in their class work. Numerous programs for parent participation were organised and attended by various groups of parents. The programs included:

- Partners in Print
- Schooling in NSW
- Literacy and Numeracy workshops

The Culture Club was an innovation that was well accepted and attended by the parents. It involved
a cultural experience which was provided by different parents and or groups each month. The slides, power point presentations, music and food were particularly well received by all. This activity, along with Harmony Day celebrations was designed to foster cultural understanding and inclusion.

Respect and responsibility
The values of respect and responsibility continued to be expressed through the ongoing implementation of the Positive Behaviour Intervention Support (PBIS) initiative and through the implementation of our three school rules.

Be Safe      Be Respectful       Be a Learner

A values and expectations program linked to the school rules was implemented as part of the Personal Development program and the rules and expectations were reinforced at weekly assemblies.

The “Three Bees” mascots were reproduced in larger-than-life sizes and were installed in the school hall and the COLA as visual reminders of the rules.

The use of the Red Card system was clarified and adopted by all grades.

Referral procedures to supervisors and reflection room procedures were streamlined and clearly communicated to all stakeholders. This resulted in greater consistency of consequences and ultimately in fewer referrals to the reflection room.

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 2009 our school carried out evaluations of bullying and technology use.

Curriculum
Background
The purchase of 14 interactive whiteboards (7 fixed and 7 portable) has necessitated a close examination of the level of technology expertise that exists within our school.

Staff were surveyed on their capacity to implement the schools updated Technology Scope and Sequence.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Need</th>
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<tbody>
<tr>
<td>Word processing skills</td>
<td>15% of staff</td>
</tr>
<tr>
<td>Internet and email skills</td>
<td>15% of staff</td>
</tr>
<tr>
<td>Multimedia skills</td>
<td>64% of staff</td>
</tr>
<tr>
<td>Database and spreadsheet</td>
<td>64% of staff</td>
</tr>
</tbody>
</table>

Parents were introduced to the interactive whiteboard at a P&C meeting and through demonstration lessons.

100% of staff indicated a desire to develop their skills in the use of the interactive whiteboard.

All students, staff, parents surveyed indicated the importance of ensuring that all classes throughout the school have an interactive whiteboard to maximise student engagement.

Future directions
Results indicate a wide range of ability and confidence levels within staff. Individual and small group training and development opportunities will be developed and implemented by the technology committees to ensure staff are confident users of technology.

Networks with other schools will be established to assist staff in the effective use of the interactive whiteboard.

Educational and management practice
All Stage 2 and Stage 3 students were surveyed on their opinions about bullying. This survey encompassed their understanding of what bullying was, whether or not they experienced bullying and how often, when bullying was most likely to occur, types of bullying, whether or not bullying was regularly reported and what effect the reporting of bullying had.
**Background**

Over a number of years numerous initiatives and programs were introduced to counter bullying. Some of these included the Cooling Conflicts Program, Buddy Programs, Social Skills Programs, work done with and by the Student Representative Council (SRC), the development of the Friendship Tree by the SRC, Resilience Building Programs such as Seasons for Growth, Personal Development lessons taught by class teachers and numerous others.

The aim of the survey was to evaluate the effectiveness of these activities and to identify areas where further work needs to be done.

**Findings and Conclusion**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Finding</th>
<th>Future direction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Most students had an incorrect perception of what bullying is. Many thought anything done to them which they did not like was bullying.</td>
<td>There needs to be reinforcement of a clear definition of what constitutes and what does not constitute bullying. One-off incidents should not be seen as bullying.</td>
</tr>
<tr>
<td><strong>How often bullying occurred</strong></td>
<td>90% of students perceived they are rarely or never bullied. 8% perceived they are bullied sometimes</td>
<td>Develop a register to monitor more closely alleged bullying incidents. Interview all those who allege bullying and those who are the alleged perpetrators.</td>
</tr>
<tr>
<td><strong>Most likely time</strong></td>
<td>When bullying does occur, it’s most likely to occur at recess and lunch</td>
<td>Promote active teacher supervision at all times and if necessary evaluate effectiveness of playground supervision.</td>
</tr>
</tbody>
</table>

| Reporting of incidents       | There were at least two unreported incidents for each reported one. | Insist that all incidents of bullying MUST be reported to the teacher on duty as well as the class teacher. Teachers to keep lists of names so supervisors can interview students. |
| **Effect of reporting**      | Many students shared the belief that reporting a bullying incident would not make the bullying stop. | Promote a NO TOLERANCE of bullying to all. Inform victims of bullying after alleged perpetrators interviewed. |

**Professional learning**

Professional learning opportunities are highly valued and sought by all staff members at Bradbury Public School. During 2009 school personnel undertook a range of professional development activities related to improving student outcomes. These included:

- Whole staff development days on the teaching of mathematics, literacy, first aid and Aboriginal education.
- Ongoing participation by staff members in a community of schools projects.
- A year-long Accelerated Literacy training program, bringing the total number of teachers trained to five.
- Reading Recovery course.
- The Best Start program.
- Professional dialogue around whole school evaluation and improvement.
- Information Technology training sessions designed to develop and strengthen understanding and usage of interactive whiteboards.
- Ongoing participation in professional dialogue focusing on consistency of
teacher judgement, quality teaching and assessment.

School development 2009 – 2011

Progress on 2009 targets

Target 1

Improved student learning outcomes in Literacy

Our achievements include:

• Implementation of Best Start in Kindergarten
• Extension of Home Reading Program to Stage 2
• Tracking and monitoring of reading levels
• 2 additional staff trained in the Accelerated Literacy Program
• Introduction of Jolly Phonics in ES1
• Participation in a Middle School Project
• 96% of Year 3 students performed at or above minimum standards in reading as measured by NAPLAN. 74.4% performed above minimum standards
• 93% of Year 5 students performed at or above minimum standards in reading as measured by NAPLAN. 80% performed above minimum standards
• 43% of Year 3 students achieved proficiency in reading as measured by NAPLAN (top 2 bands)
• 32.6% of Year 5 students achieved proficiency as measured by NAPLAN (top 2 bands)
• 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

Our achievements include:

• Staff worked collaboratively to ensure Consistency of Teacher Judgement in Mathematics
• District consultant assisted staff in their understanding of mental computation and the language demands of mathematics
• 89% of Year 3 students performed at or above minimum standards as measured by NAPLAN 74.1% above minimum standards
• 95% of Year 5 students performed above minimum standards as measured by NAPLAN. 89.4% of students performed above the minimum standards
• 28.3% of Year 3 students achieved proficiency as measured by NAPLAN
• 26.7% of Year 5 students achieved proficiency as measured by NAPLAN.

Target 3

Improve attendance rates to equal or exceed state average.

Our achievements include:

• Successful attendance monitoring by staff and executive
• Parental support in addressing attendance issues
• Increases number of term attendance awards given to students
• Quality learning environments
• Student attendance rate exceeded state average.
School development 2009 – 2011

Targets for 2010

- Improved student learning outcomes in Literacy
- Improved student learning outcomes in Numeracy
- Improve attendance rates to equal or exceed state average.

Target 1

Improved student learning outcomes in Literacy

Strategies to achieve this target include:

- Whole school focus on comprehension
- Continuation of Accelerated Literacy
- Extension of Jolly Phonics
- Implementation of Best Start in Kindergarten
- Tracking and monitoring of reading levels.

Our success will be measured by students reaching the achievement of minimum and proficiency targets in Literacy.

Minimum Standard Targets for Literacy

- 98% of Year 3 students will perform at or above minimum standards as measured by NAPLAN
- 96% of Year 5 students will perform at or above minimum standards as measured by NAPLAN.

Proficiency Standard Targets for Literacy

- 44% of Year 3 students will achieve proficiency as measured by NAPLAN
- 35% of Year 5 students will achieve proficiency as measured by NAPLAN
- 90% of students meeting instructional reading expectations K-level 8, Year 1-

Target 2

Improved student learning outcomes in Numeracy

Strategies to achieve this target include:

- Developing Consistency of Teacher Judgement in Mathematics
- Developing an understanding of the Conceptual Framework in Numeracy.

Our success will be measured by students reaching the achievement of minimum and proficiency targets in Numeracy.

Minimum Standard Targets for Numeracy

- 91% of Year 3 students will perform at or above minimum standards as measured by NAPLAN
- 97% of Year 5 students will perform at or above minimum standards as measured by NAPLAN

Proficiency Standard Targets for Numeracy

- 29% of Year 3 students will achieve proficiency as measured by NAPLAN
- 27% 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:

- Close monitoring of attendance by staff and executive
- Parent information through newsletters
- Presentation of attendance awards each term
- HSLO support
- Student engagement

Our success will be measured by:
• Student attendance rate at or exceeding state average
• Decrease in partial attendance

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.

Margaret Webb  Principal
Valerie Moszt  Deputy Principal
Trudy Rodwell  Assistant Principal
Tracey Moir  Teacher
Mandy Hasiuk  Teacher
Shareen Cartledge  Teacher
Gayle Elvery  ESL Teacher
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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: