**Our school at a glance**

**Students**
Declining enrolments resulted in Bradbury Public School being reclassified from a P1 to a P2 in 2008. Our school enrolment in 2008 was 641.

**Staff**
We have 38 teachers who work at our school with 10 teachers working on a part time basis.
As a result of the reclassification a new Principal Mrs Webb was appointed in Term 2 and Mr Holden one of our Deputy Principals was transferred to Flinders a large school in the Shellharbour District in Term 4.
During 2008 the school has had a number of teachers who have taken on leadership roles within the school executive, with one teacher successfully gaining a promotion to the position of Assistant Principal at a local school.
One staff member works 4 days (.8) as a teacher of English as a Second Language. Two teachers share the five day position of Support Teacher Learning Assistance.

More than two thirds of the teachers at Bradbury Public School are highly experienced, having more than ten years of service at our school. We have also welcomed a number of newly graduated teachers. Each of these teachers has made a positive impact on the culture of our school.

All teaching staff meet the professional requirements for teaching in New South Wales’ public schools.

Our office has 3 full time staff members and one part time. We have one full time general assistant.

**Significant programs and initiatives**

**Support Teacher Learning Assistance**
In 2008, we had one full time Support Teacher Learning Assistance (STLA) position which provided learning support as follows:
- Kindergarten received early intervention as required;
- Two groups of Year 1 and two groups of Year 2 students received daily tuition which focused on reading skill development specific to their needs;
- A group of Year 3 children were involved in a language development program which was aimed at expanding and refining talking and listening and reading skills. Individual reading skills programs were developed for six pupils;
- Individual reading skills programs were developed as part of the Basic Skills follow up requirement for targeted Year 4 students;
- A mathematics support group operated daily in year 5; and
- A phonemic skills practice operated for two terms in Year 6.

During Terms 2 and 3 the District Support Teacher Learning Assistance worked with Year 2 classes. Over a seven week period a mix of whole-class and small group lessons were presented. This program developed the skills of students and enhanced the teaching repertoire of staff.

**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.

**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, ESL teacher, STLA teacher, school counsellor and at least one classroom teacher.

**Integration Program**
The State funded Integration Program assisted 14 students in 2008. 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 4 highly valued learning support officers.
Messages

Principal's message

Since arriving at Bradbury in Term 2 I have been impressed with the extensive range of opportunities offered to the students in our care.

Bradbury students continue to strive to achieve their personal best and staff eagerly reflect upon their practices and explore new and exciting ways to meet student need.

Staff expertise and student talent in the areas of choir, dance, music, public speaking, sport and science and technology have ensured that Bradbury Public School continues to enjoy a high profile within the Campbelltown community.

Our highly motivated and experienced teaching and support staff have focused on catering for differences and promoting individual achievement and success.

The strong partnership that exists between the school and its community continues to support and nurture the school and its goal to ensure the very best educational outcomes for all.

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 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 from our volunteers.

In addition to our regular fundraisers, the Mother's and Father's Day stall, the Easter Raffle, School Disco and Election Day BBQ, this year we ran a Monster Raffle with the support of many very generous local and non-local businesses. We would like to take this opportunity to sincerely thank the Bradbury Public School community for its continuing support of the P&C.

During 2008 the School Council completed the School Visitors and Volunteers Policy that is now being implemented in the school. However, after many years of reviewing and developing school policies, it was unfortunate that we could not raise a quorum at our scheduled Public Meeting in September, and it was concluded that the School Council would be dissolved and future issues would be brought up in the P&C.

We would like to acknowledge and thank all past members of the School Council for their invaluable contributions.

Hazel Delves
P&C Treasurer and School Council Representative

Student representative's message

The School Captains, Vice Captains and Prefects started their official duties with their attendance at The Young Leaders Day Conference. There they learnt about leadership and the qualities leaders must have in order to be successful. They shared this knowledge with all the SRC members, who in turn spoke to their classmates.

Regular, weekly meetings took place during the year. The responsibility of voicing our classmates' suggestions was taken seriously by all the members of the SRC. A survey completed by the SRC representatives was used to inform the teachers and led to changes in the playground and the establishment of the Friendship Tree. A Talent Quest was organised by the SRC members and it was well received by all the students.

The Stewart House Charity was supported through the collection of used clothing and donation of money.

As young leaders we accepted responsibility, displayed dedication, initiative and leadership qualities continually throughout the year.

Hannah Micallef 2008 SRC member

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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>355</td>
<td>362</td>
<td>340</td>
<td>309</td>
<td>295</td>
</tr>
<tr>
<td>Female</td>
<td>368</td>
<td>376</td>
<td>357</td>
<td>360</td>
<td>346</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.6</td>
<td>93.5</td>
<td>93.4</td>
<td>93.6</td>
</tr>
<tr>
<td>Region</td>
<td>93.8</td>
<td>94.2</td>
<td>94.0</td>
<td>94.3</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2E</td>
<td>2</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1/2E</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>2/3M</td>
<td>2</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3Q</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4E</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5H</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6SH</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>K/1A</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>K/1A</td>
<td>K</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

5/6R was our OC class
K/1A, 1/2E and 2/3M were extension classes
All other classes were parallel classes

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
In 2008 as a result of reclassification one of our Deputy Principal positions was placed on review and will be abolished in 2009

<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>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>1.134</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>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>32.234</td>
</tr>
</tbody>
</table>

Farewell Mr Holden

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97%

In 2008, the average daily staff attendance rate was: **96.2%**

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>43</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$15,952.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>$271,305.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$121,150.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$191,129.34</td>
</tr>
<tr>
<td>Interest</td>
<td>$6,970.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$12,320.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$618,829.84</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>$21,709.74</td>
</tr>
<tr>
<td>Excursions</td>
<td>$59,341.62</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$69,151.41</td>
</tr>
<tr>
<td>Library</td>
<td>$33,159.04</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$584.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$78,100.59</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$94,959.55</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$67,082.89</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$54,053.37</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$17,194.81</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$13,734.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$509,071.56</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$109,758.28</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 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 2008

Achievements

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.

Our choirs have also travelled into the wider community showcasing their talents at the Senior Citizens Centre and at the Airds High School Flag ceremony.

Dance

2008 was a highly successful year for Dance. Our school was represented at the South West Sydney Dance Festival by three groups of students from year one through to year six. The Senior Dance Ensemble was invited to represent the South West Region at the State Dance Festival.

A group of twelve senior students also represented our school performing to sell out crowds at the Sydney Entertainment Centre for the Schools Spectacular.

Band

In 2009 Bradbury Public School had a Concert Band, Training Band and Rock Band.

The Concert Band had 19 members from years 4 to 6 and one member of staff. The Training Band had 16 members from year 2 to 4. The children in these bands received tuition from a professional music tutor who visited the school on Tuesday and Wednesday. The tutor also conducted the band in rehearsals and in several performances throughout the year. Performances included school assemblies and the Macarthur Eisteddfod.

Rock Band membership was by audition only. There were 2 guitarists, a drummer and a brass section, which included a trumpet, trombone and saxophone. Several singers were auditioned and joined the band at the end of term 2.
Public Speaking

Bradbury Public School participated in the Premier’s Debating Challenge in 2008. This competition involved being notified of the topic on the day of the debate and being given a limited time to prepare/build a case for/against the issue.

Our school competed against Mt Pritchard East Public School and Picnic Point Public School in the Zone Competition to determine which school would advance to the Regional Finals. Despite winning two out of three debates, Picnic Point P.S won all of their debates and moved through to the Regional Finals just ahead of us.

The Bradbury Public School Debating team spent many hours reviewing current affairs and deconstructing the structure of a debate in order to prepare for this competition. All team members became very knowledgeable and further developed their oratory techniques throughout this competition.

Bradbury Public School competed in two oracy competitions this year, The Multicultural Perspectives Public Speaking Competition and the Campbelltown District Oracy Competition.

Many students entered the competitions and competed against their peers at a class, grade and stage level to decide which students would represent our School at the Zone and Regional finals.

Our students performed very strongly at the Zone Finals of the Multicultural Perspectives Public Speaking Competition with one student successfully moving through to the Regional Final. This student narrowly missed a place in the State finals.

Again, Bradbury students delivered articulate and insightful speeches in the Campbelltown District Oracy Competition. Two students successfully advanced to the Regional Finals but were unable to compete as the final coincided with a school camp.

All participants in these competitions have further refined their public speaking skills and represented our school with pride.

Sport

Bradbury Public School has had yet another successful year in sport with many memorable and outstanding individual and team achievements. Students performed well at the swimming, athletics and cross country carnivals with many students going on to represent Bradbury Public School at Zone and Regional levels.

We entered a number of teams into the PSSA GALA competition including 3 girls and 3 boys softball teams.

The following teams were competition winners the girls and boys ‘Bradbury 3’ teams, Junior A (mixed) Hockey, Senior A Netball and Senior A Cricket.

The following teams were runners up, Senior B Netball, Junior A Cricket and the girls ‘Bradbury 2’ girls softball team. Congratulations to all students who participated.

Bradbury also offered a comprehensive in-school sporting program which helped students to develop essential fundamental movement skills.

Students were also offered the opportunity to participate in a number of State Knockout competitions with all teams performing well and representing our school with pride.

The girls and boys softball knockout teams coached by Mr Gilmore and Mrs Moir deserve special mention for making the finals. The girls were defeated in the semi finals, coming third while the
boys lost in a thrilling final to Avoca coming second. Well done to both teams for this outstanding achievement and to their commitment and sportsmanship on the day.

Many students competed at Zone carnivals and Sydney South West sporting teams with one of our students, Ryan Bell being selected for the Boys State Softball Team. An outstanding achievement!

It is important to acknowledge the students, staff and parents of Bradbury Public School for all their continued support and commitment with sport in 2008.

Our Active After School Program was once again a great success with an increasing number of students participating. Students enjoyed the range of games and activities on offer and gained many valuable skills which will be useful both in and outside of school, in the future. This valuable program which is aimed at promoting a healthy, active lifestyle will continue in 2009.

Science Competition

The annual Bradbury Public School Science Competition for 2008 attracted 23 competitors from Kindergarten to Year 6. The theme of this year’s competition was renewable energy resources, highlighting a need to reduce our environmental impact.

The entrants displayed their experiments to all classes in the school during the Science Fair. This facilitated dialogue between the competitors and the visitors on how their project would help in reducing our environmental footprint.

To acknowledge the fantastic efforts of the children participating, a lunch was provided and students also received a participation award.

Winners in each stage were also presented with a science related prize kindly donated by the school’s P&C association. While the numbers of participants were down on previous years, the quality of the work presented was outstanding. Congratulations to all the students involved.

Premiers Reading Challenge

All students in our K-2 classes and a small number of students in our 3-6 classes participated in the Premier’s Reading Challenge, which required them to have read or listened to 30 books of quality literature. The aim is to foster a love of reading for interest and pleasure.

Student achievement in 2008

Literacy – NAPLAN Year 3

In Year 3, 64% of students performed in the upper three bands compared to 76% across the state. 2% of students were in the bottom band which was equal to the state results. Girls performed better than boys.

Numeracy – NAPLAN Year 3

In Year 3, 50% of students performed in the upper three bands compared to 67% across the state. 14% of students were in the bottom band as compared to 3% across the state. Boys performed better than girls.

Literacy – NAPLAN Year 5

In Year 5, 65% of students performed in the upper three bands compared to 63% across the state. 1% of students were in the bottom band as compared to 4% across the state. Girls performed significantly better than boys.

Numeracy – NAPLAN Year 5

In Year 5, 49% of students performed in the upper three bands compared to 52% across the state. 1% of students were in the bottom band as compared to 5% across the state. Boys performed better than girls.

University Competitions

A number of our students entered the following competitions throughout the year. The results were:

<table>
<thead>
<tr>
<th></th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Spelling</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>6</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td>Computer</td>
<td>3</td>
<td>6</td>
<td>14</td>
<td>22</td>
</tr>
</tbody>
</table>
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

26% of students scored in bands 1 and 2. This was higher than the state average for 2008 and the school average for 2005-2007.

31% of our students scored in bands 5 & 6 performing below the state average of 46% for 2008.

1% of students scored in band 1. This was below the state average for 2008 and the school average for 2005-2007.

21% of our students scored in band 6 performing marginally below the state average of 26% for 2008 but significantly above the school average of 11% for 2005-2007.

17% of students scored in bands 1 and 2. This was marginally above the state average for 2008.

36% of our students scored in bands 5 & 6 performing below the state average of 46% for 2008.
17% of students scored in bands 1 and 2. This was above the state average for 2008.

31% of our students scored in bands 5 & 6 performing below the state average of 43% for 2008.

**Numeracy – NAPLAN Year 3**

4% of students scored in band 3. This was below the state average of 8% for 2008 and the school average of 5% for 2005-2007.

34% of our students scored in bands 7 & 8. This was marginally above the state average of 33% for 2008 but below the school average of 38% for 2005-2007.

**Progress in reading**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.5</td>
<td>92.2</td>
<td>81.9</td>
</tr>
<tr>
<td>LSG</td>
<td>88.7</td>
<td>88.0</td>
<td>87.0</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

14% of students scored in band 1. This was significantly above the state average of 3% for 2008 and the school average of 3% for 2005-2007.

15% of students scored in band 6 performing above the school average of 11% for 2005 to 2007 but below the state average of 18% for 2008.
Writing

2% of students scored in band 3. This was below the state average of 5% for 2008 and the school average of 3% for 2005-2007.

21% of our students scored in bands 7 & 8 performing below the state average of 30% for 2008 and below the school average of 26% for 2005-2007.

Spelling

3% of students performed in band 3. This was below the state average of 6% for 2008.

47% of our students scored in bands 7 & 8 performing significantly above the state average of 37% for 2008.

Grammar and Punctuation

6% of students scored in band 3. This was close to the state average of 6.4% for 2008.

37% of our students scored in bands 7 & 8 performing marginally above the state average of 36% for 2008.
Numeracy – NAPLAN Year 5

16% of students scored in bands 3 and 4. This was below the state average of 20% for 2008 and below the school average of 23% for 2005-2007.

25% of students scored in band 7 and 8 performing marginally below the state average of 27% for 2008 and marginally above the school average of 23% for 2005-2007.

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>105.6</td>
<td>78.7</td>
<td>71.8</td>
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<tr>
<td>LSG</td>
<td>93.4</td>
<td>84.7</td>
<td>83.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>88</td>
</tr>
</tbody>
</table>

<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>---------</td>
</tr>
<tr>
<td>96</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Bradbury Public School provides support for its Aboriginal students and delivers programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school welcomed the appointment of an Aboriginal Scholarship holder teacher this year. Miss Stewart contributed extensively to the success of parent meetings through the organisation of the attendance by Aboriginal Elders.

Outcomes

- The progress of Aboriginal students is monitored and help and support, as well as extension are provided where needed.
- All students participated in school activities to celebrate National Aboriginal and Islander Day Observance Committee (NAIDOC) week.
- Our Aboriginal students performed a Dreaming story for the rest of the students during our Multicultural Day celebrations.
- Many Aboriginal and non-Aboriginal students benefited from literacy instruction provided by the two newly and two previously trained teachers in Scaffolding Literacy – a technique developed to improve the literacy levels of Aboriginal students.
- Aboriginal students were given opportunities to work together with each other thus fostering a community atmosphere, while learning more about their identity within a contemporary Australian culture.
- Students as well as parents took part in the working bees organised to weed and prepare the soil for the developing bush tucker garden.
**Multicultural education**

Support for LBOTE families is essential. To inform parents, many who have attended school overseas, about how our school system works two workshops were presented each term. Valuable input was provided by our teachers on the following topics, schooling in NSW, P.B.I.S, Bradbury Public School’s Busy Bees, Helping at School, Information on Mathematics and Sounds Good to Me.

In addition the early reading program Partners In Print was once again held on Tuesdays, after school, for five weeks in Term Two. The Pink Breakfast and our Parent Forum were held in Term Four.

Parents and carers supported events such as the Harmony Day rotating activities and our Olympic cross-cultural Celebration Day.

A new initiative this year was the monthly Network meeting, where women met to share life experiences and communicate cross-culturally. Our Community Information Officer, Ms Ha Nguyen often provided input. All programs are open to any parents or caregivers who wished to attend.

The ESL teacher and all staff members at Bradbury Public School aims to increase community participation, encourage cultural awareness and provide useful information through the continuation of these programs.

**Respect and responsibility**

2008 saw the introduction of Positive Behaviour Intervention Support (PBIS) at Bradbury Public School. PBIS is a school-wide behaviour initiative which employs a whole school systems approach to address student behaviour. PBIS encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

PBIS operates as a systemic umbrella for a broad range of programs in schools, including values education, anti-bullying, learning support teams and anti-discrimination and student welfare.

Surveying of the school community indicated the need for the development of clear expectations and short, succinct rules. These three basic rules were developed:

- Be Safe
- Be Respectful
- Be a Learner

During the year we had a launch day and the whole community was made aware of our new expectations and rules. The award system was revamped in order to accommodate the introduction of Buzz Awards which are given to students for following the rules. It is planned that next year there will be explicit teaching of social skills in all classes.

Our success will be measured through our tracking of student behaviour and our awards system.
Progress on 2008 targets

Target 1

Improve attendance rates to equal or exceed state average.

A marginal increase in school attendance was achieved as a direct result of the PBIS launch which included a significant sponsorship from the Smith Family, recognising students with outstanding attendance and the close monitoring of our attendance records by staff and our Home School Liaison Officer.

Target 2: Improved student learning outcomes in Literacy

Minimum Standard Targets for Literacy

- Although we surpassed our target with 98% of Year 3 students achieving skill band 2 or higher in Literacy our overall performance compared to state results have declined.

- 99% of our Year 5 students achieved above the minimum standards in Literacy surpassing our target of 98%. There has been a distinct upward trend in our overall results.

Proficiency Standard Targets for Literacy

- 37% of Year 3 students achieved bands 5 and 6 in Literacy which was below our target of 46%. Our overall results show a slight decline from previous results.

- While 32% of Year 5 students achieved proficiency skill band 7 & skill band 8 in Literacy we did not reach our target of 53%. However overall trends indicate a significant improvement from previous results.

Target 3: Improved student learning outcomes in Numeracy

Minimum Standard Targets for Numeracy

- 86% of Year 3 students achieved skill band 2 or higher in Numeracy which was significantly below our target of 94%. Our overall results were well below expectations.

- 99% of Year 5 students achieved skill band 4 or higher in Numeracy which was above our target of 95%. Our overall performance in Numeracy showed improvement.

Proficiency Standard Targets for Numeracy

- 34% of Year 3 students achieved skill band 5 & skill band 6 in Numeracy which was significantly less than our target of 46%.

- 25% of Year 5 students achieved skill band 7 and skill band 8 in Numeracy and we did not meet our ambitious target of 42%.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Teaching and Learning, Literacy and Numeracy and Quality of School Life.

Educational and management practice

Background

In 2008 the school sought the opinions of parents, students and teachers about the quality of Teaching and Learning provided within the school.

Findings and conclusions

- 85% of students, 83 % of staff and 83 % of parents surveyed felt that there are high expectations for students to achieve their best.

- 48% of students, 75% of staff and 85% of parents surveyed felt that students were interested, motivated and enjoy learning.

- 65% of students, 91% of staff and 92% of parents surveyed felt that teachers promoted tolerance, sensitivity and appreciation of different cultures.

- 70% of students, 63% of staff and 68% of parents surveyed felt that teachers are consistent when assessing student learning.

Future directions

Teacher professional learning will focus upon:

- Clearly defining expectations and working collaboratively to develop a consistency of teacher judgement: and

- Exploring strategies to improve student engagement by catering to students’ different needs, learning styles and interests.
Curriculum
Literacy and Numeracy

Background
In 2008 all staff committed to maximising student performance in Literacy and Numeracy. Staff explored their current practices and carefully analysed our NAPLAN and school based data to target areas of need. Teams worked to develop a consistency of teacher judgement in assessment and reporting.

In 2008 the school sought the opinions of parents, students and teachers on our performance in Literacy and Numeracy.

Findings and conclusions
• 86% of students, 85% of staff and 83% of parents surveyed felt that Literacy was taught well.
• 61% of parents indicated they had a good understanding of their children’s performance in Literacy
• 80% of students, 75% of staff and 74% of parents surveyed felt that Numeracy was taught well.
• 57% of parents indicated they had a good understanding of their children’s performance in Numeracy

Future directions
Teacher professional learning will focus upon:
• Catering to difference through quality teaching within a supportive learning environment;
• Working collaboratively in stage teams to develop consistency of teacher judgement in Literacy and Numeracy; and
• Modification of the reporting timeline to include additional opportunities for parents and teachers to discuss student progress.

Parent, student, and teacher satisfaction

Other evaluations
In 2008 the staff continued to offer a wide range of opportunities for students to develop and showcase their talents.

In 2008 the school sought the opinions of parents, students about the school.

Their responses are presented below.

• 95% of the 105 parents surveyed and 86% of the 80 student responses stated they were happy with the school.

Our strengths were identified as:
• Sport and music;
• Experienced staff who focus on learning; and
• High standards of learning and behaviour.

Future Development:
• Improve parent school partnership by improving communication procedures.
• Explore strategies to develop improved student engagement.

Professional learning
Each year the school uses funding to allow teachers and support staff to increase their knowledge and skills.

The three Staff Development Days which occurred on the first day of terms 1, 2 and 3 provided learning opportunities for the staff of Bradbury in Literacy and Numeracy, Quality Teaching, Assessment and Reporting and First Aid which were priorities within our school.

Staff also engaged in fortnightly meetings and team meetings where they worked collaboratively on developing consistency of teacher judgement and improving teaching practices.

Individual staff members to attend professional development courses provided externally. These courses supported teachers learning in syllabus implementation in the areas of English, Information Technology and Computers, Science and Technology and Student Welfare as well as career development and compliance training.

Two staff were trained in Accelerated Literacy a program designed to support and scaffold students with Literacy.

A small number of staff took part in additional leadership workshops exploring the Leadership Capability Framework.
School development 2009 – 2011

Targets for 2009

Target 1
Improved student learning outcomes in Literacy

Strategies to achieve this target include:

- Implementation of Best Start in Kindergarten;
- Extension of Home Reading Program to Stage 2;
- Tracking and monitoring of reading levels;
- Exploration of the 3 level guide in comprehension;
- Extension of the Accelerated Literacy Program;
- Introduction of Jolly Phonics in ES1; and
- Participation in a Middle School Project on Reading.

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

Minimum Standard Targets for Literacy

- 90% of Year 3 students will perform above minimum standards as measured by NAPLAN. (Bands 3, 4, 5 and 6)
- 98% of Year 5 students will perform above minimum standards as measured by NAPLAN. (Bands 5, 6, 7 and 8)

Proficiency Standard Targets for Literacy

- 42% of Year 3 students will achieve proficiency as measured by NAPLAN. (Bands 5 and 6)
- 40% of Year 5 students will achieve proficiency as measured by NAPLAN (Bands 7 and 8)
- 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:

- Developing Consistency of Teacher Judgement in Mathematics;
- Developing students Mental computation;
- Working closely with our Community of schools to enhance the teaching of Mathematics;
- Exploring and accommodating for the language demands in Mathematics; and
- 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

- 92% of Year 3 students will perform above minimum standards as measured by NAPLAN. (Bands 3, 4, 5 and 6)
- 92% of Year 5 students will perform above minimum standards as measured by NAPLAN. (Bands 5, 6, 7 and 8)

Proficiency Standard Targets for Numeracy

- 40% of Year 3 students will achieve proficiency as measured by NAPLAN. (Bands 5 and 6)
- 32% of Year 5 students will achieve proficiency as measured by NAPLAN. (Bands 7 and 8)
- 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; and
- Provision of quality learning environments.

Our success will be measured by:

- Student attendance rate at or exceeding state average;
- Connected classrooms which promote positive relationships where staff and students feel supported;
- High expectations of teaching and learning evident in all classrooms; and
- 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.

Margaret Webb             Principal
Valerie Moszt             Deputy Principal
Trudy Rodwell             Assistant Principal
Tracey Moir               Teacher
Mandy Hasiuk              Teacher
Shareen Cartledge         Teacher
Gayle Elvery              ESL Teacher
Pat Mason                 STLA Teacher
Hazel Delves              P&C Representative
Hannah Micallef           SRC Representative

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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: