Our school at a glance

Students
Bradbury Public School is a large P2 school in South Western Sydney with an enrolment of 631 students. It is a Low SES National Partnership school. Five percent of our students are Indigenous and twenty one percent of our students are from Non English Speaking Backgrounds. The top three languages other than English are Arabic, Mandarin and Malay.

Staff
Experienced staff work collaboratively with their less experienced, but equally enthusiastic colleagues to cater for differences and provide explicitly taught programs to allow the achievement of best possible learning outcomes for our students.
Our school is a Positive Behaviour Intervention School (PBIS) where rules and expectations are clearly articulated. There is an expectation that all members of our community will follow our three rules: Be a Learner, Be Safe and Be Respectful.

Significant programs and initiatives
Bradbury Public School has an outstanding reputation in Creative and Practical Arts with experienced and talented staff leading a wide range of opportunities for students to develop their talents. We have a training band, concert band and rock band, junior and senior choirs and junior and senior dance groups. The school holds a biannual Performance Showcase and an annual school musical.
A School Readiness Playgroup operates fortnightly allowing preschool children the opportunity to become familiar with our school environment and to support parents as they prepare their children for school.
Bradbury Public School is committed to promoting a healthy life style and participates in the Premier’s Sporting Challenge, PSSA Gala Days, school knockout competitions, in school sporting programs such as softball, t-ball, cricket, AFL, touch football and netball as well as a free After School Activity Program.

Student achievement in 2011
Analysis of our NAPLAN results can be found in the School Performance section of this report. In summary, 2011 saw Year 5 results approximate state average results in all areas.
Year 3 results, while approximating the state average results were slightly below and provide very useful data for our planning for this cohort to ensure academic success.
Our growth data measuring progress as students move from Year 3 to Year 5 continues to be solid and particularly strong in Numeracy.
Principal’s message

2011 was an exciting and innovative year with Bradbury Public being placed on National Partnership Funding. This allowed the school to engage in a number of innovative, new activities and programs which were not accessible without the funding provided by the National Partnership Program.

These included the provision of:

- An Assistant Principal Teacher Mentor K-6;
- A Support Teacher Learning Assistance for each stage of learning;
- Two additional School Learning Support Officers;
- The MULTILIT program to support students;
- Consultancy support to improve the teaching of comprehension and
- Nineteen interactive whiteboards to ensure equity of access for all students.

Each staff member engaged in an extensive professional development program which incorporated observation, team teaching and demonstration. Staff worked closely with colleagues to clarify their understandings and to ensure the explicit teaching of comprehension across the school.

Our students once again excelled in a many areas such as academic pursuits, sport, public speaking, music, dance, problem solving, art and creative and practical arts.

Bradbury Public School works tirelessly to develop a true parent partnership. We have a proactive Parents and Citizens Association which supports our school through a range of fund raising initiatives. These funds are used to purchase resources for students. We have a P&C run canteen, uniform shop, school banking and book club.

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.

Mrs Margaret Webb

P & C message

I would like first to thank my fellow Committee Members who are always on hand to give support. Most of the committee members have children at the school and they all find time to volunteer their time.

The uniform shop is open every Thursday morning during each term. The ladies who volunteer provide a great service to many families.

Our fund raising organiser spent many hours liaising with various businesses in the hope of obtaining donations. Gifts for sale at the Mother’s Day and Father’s Day stalls were organised and funds were also collected from Mufti Days. Further funds were raised by a raffle of a magnificent quilt made of ties.

Pancake, hamburger, hot dog and sausage sizzle days were organised by the canteen supervisor. Each of these days was most successful.

The P & C, with the helped of many teachers and volunteers ran a disco for all the students in Term 4.

Our thanks go to all who help in any way in the past year.

Patricia Coombs, P&C President

Student representative’s message

On behalf of all the students and the Student Representative Council (SRC), we would like to thank all the teachers for all their encouragement, support and the positive drive they instill in us every day.

The Student Representative Council (SRC) meets regularly. Two representatives from each class in Years 2-5, one representative from Year 6 and all the Prefects and Captains meet to discuss issues
and organise fundraising. Money was raised for Stewart House and a Talent Quest was organised.

In conclusion, Bradbury Public School has been a safe and respectful environment to work and learn in. We will cherish the memories and experiences we gained here forever.

Natalia Rimceski and Isaac Said, School Captains

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

Bradbury Public School had a total enrolment of 631 with 317 boys and 314 girls. The student profile includes students with learning needs and academic talents. Student mobility had been affected by a variety of reasons including acceptance of Opportunity Class placements in 2011.

Student attendance profile

Attendance rates have been consistent with previous results and with state results. Teachers and executive staff regularly monitor full and partial absences.

Management of non-attendance

This profile does not include partial absences for students arriving late which continue to be an area of concern.

Class rolls are checked regularly to ensure that students are attending school regularly and absences have been followed up by the class teachers and their supervisors.

The Home School Liaison Officer is contacted if the school is still concerned about a student’s non-attendance.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
<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>K/1L</td>
<td>K</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJ</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>KP</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2E</td>
<td>1</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1/2O</td>
<td>1</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K/1L</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1/2E</td>
<td>2</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>1/2O</td>
<td>2</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2I</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4T</td>
<td>3</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3M</td>
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<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3Q</td>
<td>3</td>
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<td>29</td>
</tr>
<tr>
<td>3/4T</td>
<td>4</td>
<td>15</td>
<td>32</td>
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<tr>
<td>4/5A</td>
<td>4</td>
<td>18</td>
<td>26</td>
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<tr>
<td>4C</td>
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<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5A</td>
<td>5</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>5/6C</td>
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<tr>
<td>5/6G</td>
<td>5</td>
<td>13</td>
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<tr>
<td>5/6H</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6KI</td>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>5/6SH</td>
<td>5</td>
<td>13</td>
<td>29</td>
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<tr>
<td>5/6C</td>
<td>6</td>
<td>15</td>
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<tr>
<td>5/6G</td>
<td>6</td>
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<td>27</td>
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<td>5/6H</td>
<td>6</td>
<td>15</td>
<td>30</td>
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<tr>
<td>5/6KI</td>
<td>6</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>5/6SH</td>
<td>6</td>
<td>16</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

There were 25 classes in 2011 including 10 composite classes. The eleventh composite class was the Opportunity Class. A composite class in each stage catered for the more academic students, with all other classes including students with a range of academic abilities.

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>Part-time teachers</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Release from face to face teachers(RFF)</td>
<td>1.134</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37.216</td>
</tr>
</tbody>
</table>

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

In 2011 at Bradbury Public School there were two full time teachers with an Indigenous background. A part-time Deputy Principal Aboriginal (from an Aboriginal background), shared with a Community of Schools was also employed.

Staff retention

During 2011, 21% of our staff members were in their first five years of teaching, with 5 teachers seeking accreditation. The remainder of teachers were highly experienced, most having taught at Bradbury Public School for ten years or more.

National Partnership funding was used to create the position of a Teacher Mentor. An experienced teacher was appointed to the position.

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>59%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>41%</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.

Date of financial summary: 30/11/2011

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>137434.12</td>
</tr>
<tr>
<td>Global funds</td>
<td>348863.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>433468.06</td>
</tr>
<tr>
<td>School and community sources</td>
<td>151151.68</td>
</tr>
<tr>
<td>Interest</td>
<td>11262.6</td>
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<tr>
<td>Trust receipts</td>
<td>8523</td>
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<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1090703</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>78310.46</td>
</tr>
<tr>
<td>Excursions</td>
<td>44849.62</td>
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<tr>
<td>Extracurricular dissections</td>
<td>79252.69</td>
</tr>
<tr>
<td>Library</td>
<td>7735.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6247.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>352438.89</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>96397.25</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>73472.01</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0</td>
</tr>
<tr>
<td>Utilities</td>
<td>55867.93</td>
</tr>
<tr>
<td>Maintenance</td>
<td>20542.83</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11643.86</td>
</tr>
<tr>
<td>Capital programs</td>
<td>59616.02</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>886375.19</td>
</tr>
</tbody>
</table>

Balance carried forward 204327.81

A full copy of the school’s 2011 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 2011

#### Achievements

**Arts**

Performing Arts

Bradbury PS has a long tradition of excellence in the performing arts.

The Showcase is a biannual display of a variety of performing arts. This year the Showcase involved 77% of students across the school. The students performed for an audience of one thousand family and friends, experiencing the professional venue of the RSL club auditorium.

The Showcase provided a performance platform for our Creative and Performing Arts groups which took place weekly across the school. Students sang, danced and played as part of a diverse range of groups including band, Glee club, choir, dance, recorder and percussion groups, rock and circus skills. Several talented soloists and duets from our Brad Sing program also stood in the spotlight.

The highlight of the evening was the finale where all the students performed together and filled the auditorium with energy with a massed dance. The smiles on their faces said it all.

In 2011 there was a Concert Band, Training Band and a Rock Band. The Concert Band ended the year with 32 members from Years 4 to 6 and one staff member. The Training Band finished the year with 37 members from Years 3 to 5. The children in these bands receive tuition from a professional band tutor. Performances included school assemblies, in-school concerts, the
Macarthur Eisteddfod Competition and the Showcase.

Rock Band membership is by audition only. The band consists of two guitarists, a bass guitarist, a drummer and a keyboard player. Several singers were auditioned via the Brad Sing singing competition.

Year Six Production

Once again Year 6 students took part in a full scale musical performed at the Town Hall Theatre. This year’s performance was entitled “No Ill Feelings”.

All students from the grade became part of two complete casts and they worked for a term to refine their performance skills.

The opportunity to shine on stage gave the students a chance to develop their confidence and year after year children blossom from this experience. Being involved in the musical is a positive way to finish off the primary years and create life long memories.

Sport

2011 was another successful sporting year at Bradbury Public School. The sportsmanship as well as the participation of our students was commendable.

Our students participated in the Campbelltown Zone Primary School Sports Association (PSSA) Winter and Summer Gala Days in softball, t-ball, cricket, touch football, netball, AFL and hockey. Approximately 160 students represented our school in Summer and about 180 students represented our school in Winter sports.

Some of the highlights of 2011 included our Junior Softball team finishing as Runners Up in the competition and our Softball Boys team were the Zone Champions. This was quite an achievement as many of these boys were in Year 5. We look forward to continued success from this group of players in 2012.

Unfortunately inclement weather prevented much of the competition during the Winter Gala Days, washing out three competition days out of four.

Three successful sporting carnivals were held during the year, Swimming in term 1, Cross Country in Term 2 and Athletics in Term 3. Approximately 150 students went on to Zone carnivals and of these, 25 represented Bradbury Public School at Regional carnivals.

Five students represented Sydney South West in swimming at the State carnival and one student represented Sydney South West at the State Cross Country carnival.

Two of our students were the Zone Swimming Champions in their respective age groups.

Other

Tournament of Minds

Tournament of Minds is an Australia-wide program designed to give high achieving Primary and Secondary school students the opportunity to participate in creative, open-ended activities. These challenges involve experimentation, divergent thinking and team work. This year Bradbury Public School entered two teams. All students taking part were from the Opportunity Class.

Both teams worked diligently together to design, refine and rehearse their responses and the final product presented by both teams reflected highly creative and divergent thinking, team work and adherence to the competition rules.

One team was awarded with honours: an achievement not attained for at least five years by students from our school.
Public Speaking

Bradbury Public School participated in two public speaking competitions this year in Stage 3, Senior and Stage 2, Junior, sections. These competitions were the Multicultural Perspective and Campbelltown / Macarthur Area Oracy Public Speaking. The students gained valuable experience by participating in these competitions, which will assist them in their future life.

University of NSW Competitions

Bradbury Public School once again took part in the University of N.S.W competitions with pleasing success. The results were:

- Spelling: 6 Distinctions, 12 Credits.
- English: 2 Distinctions, 13 Credits.
- Mathematics: 1 High Distinction, 22 Credits.
- Writing: 1 Distinction, 7 credits.
- Computers: 2 High Distinctions, 4 Distinctions: 12 Credits.

Community of Schools Mathematics

A group of four Stage 3 students attended weekly sessions of advanced mathematics workshops at Airds High School. The students greatly appreciated the opportunity to mix with students from other schools and to work with a high school teacher, extending their mathematics knowledge.

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 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

The majority of students achieved in Bands 3 and 4.

The percentage of Year 3 students approximated or exceeded the state average in Bands 3, 4 and 5 in writing.
Numeracy – NAPLAN Year 3

The results in Numeracy in bands 2, 3 and 4 approximated or exceeded the state average.

Numeracy – NAPLAN Year 5

The majority of students achieved in Bands 5, 6, 7 and 8.

In Writing, the Year 5 results were below the state average in Band 3 and approximated the state average results in all other bands.

Literacy – NAPLAN Year 5

The Year 5 Literacy results approximated the state average results.
Progress in literacy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>76.9</td>
</tr>
<tr>
<td>SSG</td>
<td>84.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2010</td>
</tr>
<tr>
<td>School</td>
<td>81.6</td>
</tr>
<tr>
<td>SSG</td>
<td>87.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</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.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2011 the Airds Community of Schools (CoS) - Airds High School, Bradbury PS, John Warby PS, Briar Road PS had a combined student population of 290 Aboriginal and Torres Strait Islander students. The need to implement and develop community-supported strategies was a key component of the Airds CoS schools direction with National Partnership funding.

Each school has committed equal amounts of National Partnership to fund a Deputy Principal Aboriginal Education to assist to close the gap between Aboriginal and non-Aboriginal students and community within the Airds CoS. The role involves the Deputy Principal assisting all four school-based teams to implement successful and sustainable practices in regards to Aboriginal Education. In addition to the Deputy Principal role, schools have identified Assistant Principals and Head Teachers to be responsible for the implementation of the school Aboriginal Education plan. This strategy has been
implemented to support the overall sustainability and consistency in approaches to Aboriginal Education at the conclusion of National Partnerships funding.

In addition to the work done by the Deputy Principal Aboriginal, the teachers and students at Bradbury Public School were engaged in a variety of activities which promoted deeper cultural understanding and harmony. Harmony Day, National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, as well as Reconciliation Week were observed at assemblies, through grade and class activities and through viewing Aboriginal performers.

One teacher travelled to central and western NSW as part of a Combined Schools Community cultural tour.

Parent partnership was encouraged through the development of Personal Learning Plans and a number of parent information and training sessions as well as an evening dinner meeting.

All teachers took part in a cultural immersion program over a two day staff development activity. The evaluations indicated that the teachers greatly appreciated the opportunity to learn more about historical details as well as about contemporary Aboriginal members of our society.

**Multicultural education**

Bradbury Public School places significant emphasis on the delivery of programs which promote racial tolerance and harmony.

Our school’s multicultural and ESL programs are very successful and include our students sharing some of their own culture with others, especially during activities such as Harmony Day.

Parent programs providing information about how to help children read, schooling in NSW in primary and high schools, workshops in mathematics and other workshops were provided for the parents in an attempt to increase parent engagement at our school.

A multicultural playgroup was introduced in 2011. It was conducted each fortnight for siblings and other children who will attend our school. Evaluation of this activity strongly indicated the success and a continuing need for this activity.

The Anti Racism Contact Officer (ARCO) position was filled by an experienced and trained teacher, supported by an executive. The policy was reviewed and the role of the ARCO was widely advertised at assemblies and through the fortnightly school newsletter.

Although the incidence of racism was low, the ARCO is readily available at all times. Records of complaints are maintained including the strategies used to resolve them.

**National partnership programs**

In 2011 Bradbury Public became a National Partnership School which meant a significant infusion of funds to support the students of our school.

By purchasing two above establishment teachers, in conjunction with our Reading Recovery Teachers and our allocated STLA the school was then able to allocate a Support Leader to each stage. This collaborative team of Learning Support Leaders have willingly shared their skills, and expertise throughout the school mentoring and supporting staff.

Each Learning Support Leader worked closely with the executive and teachers to co-ordinate the allocation of support in the most appropriate and equitable manner. Gifted and talented programs in Writing, Music, and Science operated across the school.

One hundred percent of staff surveyed indicated they felt supported with this model of support. Student growth has been significant as has the support offered to staff through the team’s willingness to share their expertise.

The Stage 3 Support Leader and School Learning Support Officer were trained in the MULTILIT...
Program, an individual program for students in years 3-6. Twenty nine students have been taken through the program over three terms with 47% of students having graduated from the program. After MULTILIT information session where 14 parents attended 5 parents volunteered their support which has now increased to 8 parents.

The employment of our Assistant Principal Teacher Mentor in Term 2 has facilitated quality teaching throughout the school. As an experienced and highly respected staff member the role has been well accepted by staff with all who have been targeted indicating they have greatly benefited from the experience. The support provided included demonstration lessons, targeted observations of teaching practice, assistance with programs and behaviour management.

The Campbelltown Macarthur Local Management Group was established to provide an opportunity for schools, who currently receive National Partnership funding, to support colleagues within Campbelltown and Macarthur, who were not receiving funding, achieve their school targets. Schools were invited to submit the attached application for funds to facilitate access the extensive range of expertise that exists within schools within Campbelltown or Macarthur or support school based initiatives. Ten schools were supported through this initiative and a major Teacher Professional Development initiative on Mental Health is currently being planned by the group. Schools are committed to continuing in 2012.

Transition Play Group

The Transition Play Group, in its second year, has been funded under The National Partnership initiative. It was held each second Friday and two experienced teachers organised many and varied activities to engage all the children.

The Transition Playgroup contributes to the well being of our pre-school students and their families and fosters increased links with the Bradbury community.

Programs to support students with disabilities and other special needs

Our school is committed to an inclusive school culture and to assisting all students to fulfill their individual potential and maximize their achievement of learning outcomes.

The school continues to identify and support students with special needs. Nineteen students received government integration support funding which enabled the school to employ a number of School Learning Support Officers (SLSO) to assist teachers in classrooms and the playground to meet the learning, social and emotional needs of these students.

Progress on 2011 targets

Target 1

Repeat target for 2011 from 2010 report

Improved student learning outcomes in Literacy

Our achievements include:

- All Kindergarten teachers were trained in L3.
- Best Start was implemented fully.
- An additional Reading Recovery teacher was trained.
- All staff, K-6 actively participated in extensive training provided by a consultant, greatly improving teacher understanding of modeled and guided reading.
- Two additional Support Teachers Learning Assistance were employed, thus allowing each teacher to focus on one stage.
• Although the expected proficiency was not achieved by the Year 3 students in the NAPLAN, tracking of reading levels indicated students were making sound progress.
• 91% of Year 5 students performed at or above minimum standards as measured by NAPLAN.
• A School Learning Support officer, together with a Support Teacher Learning Assistance were trained in MULTILIT and delivered the program to Stage 3 students, thus improving student learning outcomes.

Target 2
Repeat target for 2011 from 2010 report

Improved student learning outcomes in numeracy

Our achievements include:
• All Early Stage 1 and Stage 1 teachers took part in Count Me In Too training, thus strengthening their understanding of the Numeracy Framework.
• Best Start tracking was fully implemented by all Early Stage 1 teachers.
• K-6 scope and sequences were agreed on and used by teachers in each stage.
• A greater percentage of Year 5 students performed at or above minimum standards as measured by NAPLAN that the state.

Target 3
Repeat target for 2011 from 2010 report

Improve attendance rates to equal or exceed state average

Our achievements include:
• All class rolls were marked electronically.
• Close monitoring was achieved through rigorous and ongoing checking of attendance patterns and absences by class and executive teachers.
• Regular meetings and reviews were held with the Home School Liaison Officer.

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 2011 our school carried out evaluations of Management: Transition to school program and Digital Education Across the Curriculum.

Educational and management practice

Management – Transition to School Program

Background

In 2010 and 2011 we introduced several new aspects to our Kindergarten transition program. One of these was the Transition Play Group which was funded under through National Partnership funding sources. The Playgroup was held each second Friday in the old school hall from 9:00 to 10:30am. A total of 15 children who are expected to enrol in Kindergarten in 2012 attended the Playgroup at sometime during 2011. Average attendance each week was 6 preschoolers who were accompanied by an adult carer and sometimes younger siblings.

Each fortnight the program incorporated a variety of activities. Talking and listening through stories, action songs, puppets and rhymes as well as informal conversation engaged the children. Fine motor skills were developed through painting, construction, drawing, puzzles, cutting and pasting, etc. Gross motor skills such as ball games, parachute activities and visiting the school’s fixed climbing equipment proved very popular. New equipment was purchased in semester 2 which enabled more varied activities.

Findings and conclusions

• The children showed an increase in confidence as they became more familiar with the school environment through visits to existing Kindergarten classrooms and the school library.
• After an initial survey of parent needs and interests, it was decided to invite one guest speaker per term to provide input on a variety of topics. Parents welcomed presentations by Early Childhood consultants,
an Occupational Therapist and the Positive Parenting Program local co-ordinator.

- As a consequence of the Positive Parenting Program information session, the school hosted the 8 week course in semester 2 of 2011. Thirteen parents enrolled in and completed the course and were then asked to complete a survey. Feedback indicated that 93% of participants found the course material met their needs and 100% of attendees enjoyed the active participation aspect of the group.

- 100% of the parents and carers agreed that the Transition Playgroup contributed greatly to the well being of our pre-schoolers and their families and it fostered increased links with the Bradbury community.

Future directions

In 2012 the parental focus group will continue to provide feedback regarding the Transition Playgroup. A combination of new and continuing families will be invited to participate.

An attempt will be made to engage to a greater extent families with language backgrounds other than English. This will be done through greater involvement of the Community Liaison Officer and the continued involvement of visiting speakers on topics such as parenting, availability of community services and similar topics.

It is hoped that the involvement of the shared Deputy Principal Aboriginal in community presentations and workshop sessions will encourage an increased number of Aboriginal families to take part in Playgroup activities.

Curriculum

Digital education across the curriculum

Background

Bradbury Public School had over 90 computers spread over twenty five classes, two computer labs and staffroom / office areas. A large number of computers was old, out of warranty and thus slowing down the speed of all computers.

The file server was also old and slow.

There were four permanent Interactive White Boards (IWB).

The majority of teachers were keen to gain access to IWBs and to expand their use taking advantage of the skills and ways in which our students use technology to further their learning.

The computer coordinator was required to do more and more technical problem solving, instead of being able to focus on developing digital technology skills in students and teachers.

Findings and conclusions

An audit of hardware and connectivity was conducted and it was found that some areas of the school needed re-wiring and the number and type of computers had to be rationalised. The culling process was started in 2011 and will continue in 2012.

Banks of new or at least more up-to-date computers will gradually replace the older computers in the two computer labs and in the staffroom, giving faster and more reliable access to all. A new file server was purchased and installed.

Through a combination of funding from National Partnerships Low SES and global school funds, 19 new IWBs were purchased, making sure each classroom, as well as the Library and staffroom had an IWB. Although Panaboard representatives provided some training for the teachers, more training will be required in order to make all teachers very confident in the use of this technology.

Focus groups of Stage 3 students, parents and all classroom teachers were surveyed about the use of digital technologies at school.

- 99% of students and 92% of parents strongly agreed or agreed that technology helps students learn;
- 99% of students and 94% of parents strongly agreed or agreed that technology is useful in finding information;
- 95% of students, 97% of teachers and 87% of parents strongly agree or agree that technology makes learning more enjoyable and motivating.
• 100% of teachers agreed or strongly agreed that they would benefit from having training in the use and development of spreadsheets, PowerPoint presentations, IWB lessons and Web 2.0 tools.

Future directions

As a result of the above findings the following points will be included in the annual management plan:

• A systematic renewal and culling of older computers will take place from 2012.

• A technician will be employed one day a fortnight in order to address the more complex technical problems and to provide technical advice.

• A strong emphasis on teacher professional learning will continue to increase skills and confidence levels of all staff.

• New peripheral equipment, such as wireless keyboards for use with the IWBs and iPads will need to be purchased to augment current digital devices. This will help to increase student engagement and participation during lessons.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• 84% of Student Representative Council (SRC) members indicated that Bradbury Public School is a friendly school that is tolerant and accepting of all students.

• 78% of students indicated that they are accepted as individuals by all.

• 68% of students indicated that their teacher takes an interest in helping them with their work.

• 98% of staff agreed or strongly agreed that we have clearly articulated rules and that fair discipline exists within the school.

Professional learning

All staff members were given the opportunity to take part in an extensive range of professional learning projects and workshops. Our main focus for Professional Learning in 2011 was comprehension. Consultancy support was accessed to assist the school develop a systematic and explicit plan to improve comprehension in all students K-6. Staff in years 1-6 were engaged in a Lesson Study Approach where each staff member had the opportunity to watch and critique the consultant as she explicitly demonstrated the model. Next, all staff demonstrated the model for their peers, shared their observations of lessons and celebrated the success of their colleagues.

Early Stage 1 teachers were engaged in the implementation of L3 which also utilised a Lesson Study approach. Both approaches had many things in common and thus it was easy to merge the two approaches.

Professional learning extended to updating medical understandings and skills for administering of Cardio Pulmonary Resuscitation (CPR).

School based professional learning supported the school’s targets and regional and state guidelines.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014
Improved literacy outcomes for all students

2012 Targets to achieve this outcome include:

- Increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN reading from 90% in 2011 to 93%
- Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN reading from 26% in 2011 to 30% in 2012
- Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN reading from 91% in 2011 to 94% in 2012.
- Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN reading from 23% in 2011 to 25% by 2012.
- Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading from 48% in 2011 to 52% by 2012.
- Increase the percentage of students in Year 3 performing above minimum standards in NAPLAN writing from 90% in 2011 to 92% in 2012
- Increase the percentage of students in Year 3 achieving proficiency as measured by NAPLAN writing from 47% in 2011 to 50 % in 2012.
- Increase the percentage of students in Year 5 performing above minimum standards in NAPLAN writing from 87% in 2011 to 90% in 2012, 92%
- Increase the percentage of students in year 5 performing above minimum standards in NAPLAN writing from 87% in 2011 to 90% in 2012, 92%

Strategies to achieve these targets include:

- Teacher Mentor modeling, guiding and supporting class teachers in all aspects of literacy teaching
- Implementation of a systematic phonemic awareness program in all K-2 classes
- Regular home reading as part of the Home Reading program
- Tracking reading progress : Kindergarten to Year 3 – reading levels, Years 4 to 6 - speed, and Running Records - as needed
- Continued use of the Lesson Study Approach to strengthen comprehension – working in groups of three, modeling, observing and providing feedback to colleagues
- MULTILIT program run by volunteers to remedy reading difficulties in Stage 2 and 3 students
- Continued implementation of Reading Recovery sessions
- Continued employment of additional Learning Support Teachers
- Tracking progress of more academically able students, making sure they are achieving appropriate growth

School priority 2

Outcome for 2012–2014
Improved numeracy outcomes for all students

2012 Targets to achieve this outcome include:

- Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN numeracy from 23% in 2011 to 25% by 2012
- Increase the percentage of students in Year 5 achieving above the minimum standard in NAPLAN numeracy from 78% in 2011 to 80% by 2012.
- Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN numeracy from 20% in 2011 to 23% by 2012.
- Increase the percentage of all Year 5 students who achieve expected growth between Year
3 and Year 5 in NAPLAN number from 43% in 2011 to 45% by 2012.

**Strategies to achieve these targets include:**

- Take an active part in teacher professional learning through staff development days, grade and staff meetings on topics such as Newman’s Error Analysis, assessment and tracking
- Administer SENA tests at designated, regular intervals and record data and track student progress
- Define what a quality mathematics lesson looks like
- Develop a “stage” mathematics programming proforma to ensure the inclusion of all required elements
- All teachers take part in lesson study approach, observing colleagues, providing feedback and then modeling themselves.
- Teacher Mentor modeling, guiding and supporting class teachers in all aspects of mathematics teaching
- Include NAPLAN style questions in daily lessons

**School priority 3**

**Outcome for 2012–2014**

Improved digital education outcomes for all students

**2012 Targets to achieve this outcome include:**

- Engage students in the Connected Classroom program & Virtual Excursions
- Students leading class projects including blogs & interactive class activities utilizing technology
- Engage in opportunities to connect with local schools through the Connected Classroom Project
- All students achieving at least minimum expected outcomes for each grade

**Strategies to achieve these targets include:**

- Develop and use a scope and sequence
- Take an active part in project based professional learning activities utilizing interactive classroom resources
- Successful Video Conferencing & Virtual Excursions that enhance student understanding of content studied
- Student engagement and development of quality interactive projects that utilize technology
- Staff co-operatively develop interactive curriculum resources to improve student outcomes

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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 P&C Meetings.