Bradbury Public School
Annual School Report
Our school at a glance

Students
Bradbury Public School is a large P2 school in South Western Sydney with an enrolment of 633 students. It is a Low SES National Partnership school. Seven percent of our students are Indigenous and twenty-five 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 which allow the achievement of best possible learning outcomes for our students.

Significant programs and initiatives
Student achievement in 2012
Analysis of our NAPLAN results can be found in the School Performance section of this report.

In summary, 2012 our trend data indicated improvement in Reading and Numeracy. Year 3 girls’ performance in Numeracy dipped in 2012. School growth in Numeracy was significant.

Messages
Principal’s message
2012 has been an exceptionally busy and productive year.

All staff K-6 actively engaged in a range of quality professional development in Literacy, Numeracy and student management. Teachers worked closely with visiting consultants and our AP mentors to share and improve their teaching practices. They willingly opened their classroom to demonstrate and celebrate their skills and to support and guide each other in their pursuit of excellence. Overwhelmingly we have achieved our NALAN targets for 2012.

Our main focus this year was the effective teaching of Numeracy with all K-2 teachers being trained in TEN (Targeting Early Numeracy) where students worked in small groups and engaged in short, sharp practical lessons at their instructional level. Parent workshops in TEN were well attended and received.

A model of assessing and teaching Mathematics lessons was developed and implemented across the school. This model has been acknowledged as thorough and effective and has been shared with a number of local schools as well an experienced Literacy Numeracy Leader who works across South Western Sydney. Our NAPLAN growth in the area of Numeracy was significantly above state level. In 2013 our focus will be writing, spelling and grammar and punctuation.

As a staff we continue to be committed to building strong relationships with community and have enjoyed the special days such as Open Day, Hat Parade, Book Parade and Grandparents Day which were exceptionally well attended. However other parent forums held throughout the year have had a small proactive core group, many who also work tirelessly as P&C members. We encourage parents to take up these opportunities when they are offered.

Once again opportunities for our students to shine have been many and varied from academic challenges, sport, public speaking, debating, band, singing and drama. These opportunities are supported by talented and dedicated staff.

Mrs Sawyer and Mrs Coull, two valued and long serving staff members of Bradbury, made the decision to retire and we wish them well.

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

I would like first to thank my fellow Committee Members for their continued hard work and support.

Our uniform shop now opens every Thursday and Friday morning during each term and provides a great service to many families.

Our fund raising efforts have once again been significant requiring many hours liaising with various businesses in the hope of obtaining donations. Our Fun day and End of Year Disco were two examples of our successes in 2012. The P & C donations in 2012 allowed the school to air-condition the library and purchase additional games for our classrooms. A contribution of $15,000 was forwarded to the school to assist with shade for the senior oval.

Thanks once again to all of our parents who worked so hard to support the P&C and the school.

Patricia Coombs, P&C President

Student representative’s message

On behalf of all the students the Student Leadership team and our Student Representative Council (SRC), we would like to thank all the teachers for all their encouragement throughout the year.

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.

This year our School Leadership team spent the morning with the Mayor of Campbelltown at the Campbelltown Council Chambers. We watched a presentation about the 3 Tiers of Government and the local council. We met Mayor Anoulack Chanthivong who each of us with framed certificates and small gift.

Management of non-attendance

Bradbury staff proactively monitors attendance and contacts parents, by phone, after two days of absence. We mark our rolls electronically and generate standard letters when explanations are not forwarded promptly.

Our partial absences for students arriving late still continue to be an area of concern and will once again be a target area for 2013.

The Home School Liaison Officer works closely with the school to monitor trends and support the school to address concerns about student’s non-attendance.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>309</td>
<td>295</td>
<td>307</td>
<td>318</td>
<td>317</td>
<td>305</td>
</tr>
<tr>
<td>Female</td>
<td>360</td>
<td>346</td>
<td>325</td>
<td>317</td>
<td>314</td>
<td>328</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>92.8</td>
<td>94.1</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.2</td>
<td>93.0</td>
<td>94.0</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.5</td>
<td>94.2</td>
<td>94.3</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.4</td>
<td>93.6</td>
<td>94.1</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.1</td>
<td>94.2</td>
<td>92.8</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.7</td>
<td>93.7</td>
<td>94.0</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.8</td>
<td>93.9</td>
<td>93.0</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.6</td>
<td>92.8</td>
<td>93.7</td>
<td>93.7</td>
<td>92.9</td>
</tr>
</tbody>
</table>
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>25</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.945</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td>National Partnership</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>45.707</td>
</tr>
</tbody>
</table>

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

In 2012 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 2012, 23% of our staff members were in their first five years of teaching, with 5 teachers seeking accreditation. 11% are maintaining their 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 2 Teacher Mentor positions and 3 School Learning Support Leaders.

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 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>204,327.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>324,979.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>427,692.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>157,377.44</td>
</tr>
<tr>
<td>Interest</td>
<td>13,602.45</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,335.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,138,314.77</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>33,445.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>66,675.65</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>54,038.51</td>
</tr>
<tr>
<td>Library</td>
<td>9,315.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>130.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>374,809.85</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>147,967.18</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>101,104.47</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>61,752.40</td>
</tr>
<tr>
<td>Maintenance</td>
<td>29,279.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10,103.26</td>
</tr>
<tr>
<td>Capital programs</td>
<td>39,249.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>927,871.12</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>210,443.65</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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.
Achievements

Sport
Once again Bradbury Public School had another very successful sporting year in 2012.

Congratulations to all of our students who participated in the many sporting opportunities throughout the year, for both their efforts and sportsmanship, to our teaching staff volunteered to coach and manage our sporting teams and organise the various school sporting carnivals, to our wonderful office staff who helped with the organisation of notes, money collection and with the buses and finally to our parents and community members who gave up their time to support and assist us in sport particularly by transporting children to venues when needed.

Our sports captains and vice captains demonstrated outstanding leadership capabilities by running our sports storeroom and ensuring that distribution of equipment.

We participated in our local, Campbelltown Zone Primary School Sports Association, known as PSSA. Our local PSSA is responsible for all competitive sporting opportunities in our zone. We participated in both Summer and Winter Gala Days this year in the sports of softball, t-ball, cricket, touch football, netball and hockey. We had approximately 180 students representing our school in both of the summer and winter competitions. One of the highlights from the Gala Day competition included our boys’ softball team finishing first and becoming Zone Champions for the second year in a row.

We held three successful sporting carnivals during the year, Swimming in Term 1, Cross Country in Term 2 and Athletics in Term 3. From these carnivals 141 children were selected to represent our school at Zone carnivals. From these 141 children we had 28 children representing Bradbury and the Campbelltown Zone at Regional carnivals, which is an increased number of children from 2011. This year Bradbury Public had 5 children represent not only the school and the Campbelltown Zone, but also the Sydney South West Region at State level. 2012 also saw Bradbury Public School proudly support one of our students who was selected to represent NSW at National Level.

Congratulations go to both Helaina C-J and Ruarhi P for participating at the State Carnival for Cross Country and Athletics. Congratulations also to Alekansandria I, Molly K and Aeisha L-Z for participating at the State Swimming Carnival. Very special congratulations to Aeisha for making it to the National PSSA Swimming Championships, in 3 events and taking out place medals in each of them.

We had two students from Bradbury who were Zone Champions in their respective sports, one of whom also achieved the highest point score at Regional level, making them Regional Champion. A huge accomplishment for both students, well done!

In team sports we had an amazing 26 students selected to represent the Campbelltown Zone at Regional Carnivals in 9 different sports. This was 10 students more than in 2011. Congratulations to Harrison P and Lachlan S who were selected at the Sydney South West Softball Carnival to represent the region at the State Softball Championships.

We also participated in a variety of the 2012 State Knockout Competitions. Our Boys Softball team, under the guidance of Mrs McDowell and Mr Gilmore, made it through to the Semi Finals and had the opportunity to play at the 2000 Sydney Olympic Softball venue in Blacktown.

Once again Bradbury Public participated in the Active After School Program which was coordinated by Mrs Moir. This activity is well supported by the community and is a wonderful initiative which focuses on skill development and a healthy lifestyle.
Well done Bradbury PS, I am sure we will have an even better sporting year in 2013.

L. King

**Arts**

Bradbury Public School encourages excellence in the Performing Arts and the Band program is one of several opportunities in this area.

In 2012 there was a Concert Band, Training band and Rock Band at Bradbury Public School. The Concert band and Training band were held during school hours for 6.5 hours a week. Each child received 30 minutes small group tuition and 1 hour of whole band rehearsal time per week. The Concert Band ended the year with 28 members from years 4 to 6 and one member of staff. The Training Band finished the year with 17 members from years 3 to 5. The children in these bands received tuition from a professional peripatetic music tutor who visited the school on Monday (2-3pm), and Tuesday and Wednesday (12:30-3:00pm). This tutor also conducted the band during rehearsals and in several performances throughout the year. Performances included school assemblies, in-school concerts, the Annual Spring Concert in September and the Macarthur Eisteddfod Competition in which we were awarded second place in the district.

Rock Band membership is by audition only. There were three guitarists, a teacher on bass guitar, a drummer and a keyboard player. Several singers were auditioned via the Bradsing singing competition and 9 (2 of whom also played guitar) were selected to join the band at the end of term 2. The Rock Band rehearsed each Thursday afternoon in the old school hall from 2-3pm and performed several songs in the new hall on the 8th of December. The performance was well received by the audience consisting of both students, and parents and carers.
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)

Reading – NAPLAN Year 3

An increased Reading Recovery allocation and a Learning Support Leader working with each stage have been highly successful and has greatly assisted teachers in catering to difference as well as increasing the skills, confidence and motivation of students.

Monitoring and Tracking of students through Best Start and L3 has improved staff understanding of the Literacy Continuum and developed CTJ across K-2. Teachers have become professional partners demonstrating their skills and knowledge to their colleagues to develop a shared understanding of explicitly teaching reading.

Spelling- NAPLAN Year 3

K-2 teacher’s explicit teaching of phonemic awareness and explicit spelling programs has improved the overall performance of Spelling.

Grammar and Punctuation - NAPLAN Year 3
Learning Support Leaders working with each stage have been highly successful. Our Lesson Study approach to our Comprehension Project and the provision of a 3-6 Mentor has resulted in all staff increasing their confidence when catering to students in Reading.

Our daily focus on exposing students to Literal, Inferential and Implied questions has greatly increased the children’s capacity to interpret and answer questions.

Our target on Gifted and Talented students through our Learning and Support Programs has had a positive impact on student performance. Staff surveys indicate a desire to expand G&T initiatives in 2013.

Monitoring and Tracking of students through reading levels and MULTILIT has allowed for targeted intervention.

**Numeracy – NAPLAN Year 5**

**Spelling – NAPLAN Year 5**

**Grammar and Punctuation – NAPLAN Year 5**

**University Tests**

Many students took the opportunity to take part in the academic competitions this year with excellent results. In Writing the school received 4 Distinctions and 8 Credits. In Spelling the school received 1 High Distinction, 4 Distinctions and 8 Credits. In English the school received 1 Distinction and 13 Credits. In Science the school received 2 Distinctions and 12 Credits. In Mathematics the school received 6 Distinctions and 24 Credits. In Computer Skills the school received 2 High Distinctions 4 Distinctions and 10 Credits.
Progress in reading

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<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>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>

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.3</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.4</td>
</tr>
<tr>
<td>Writing</td>
<td>93.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>89.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.7</td>
</tr>
</tbody>
</table>

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

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

Significant programs and initiatives

Community

This year we have aimed to increase the level of Community Engagement at BPS. Existing opportunities for parent and community helpers in our classrooms, P & C, canteen, library, banking, fund raising, Fun Day, sport, Gala days and carnivals have been maintained and much appreciated. Our fortnightly Multicultural Transition Playgroup has continued with students and teachers from Bradbury Preschool attending regularly.

In 2012, the new banner statement “Empowerment, Relationship Opportunities” was incorporated into our school life and now appears on advertising to encourage our positive school life.

A Parent Focus group which was formed suggested ongoing improvements to our communications, especially through the fortnightly Newsletter and front noticeboard. Information workshops on topics including Schooling in NSW, High School enrolments, Homework Help, Partners in Print, Maths help, our Reward system and PBIS have been held. Our annual Parent Forum was held in November and the guest speaker encouraged discussion and gave many welcome suggestions on Positive Parenting.

Aboriginal education

In 2012 Aboriginal Education was strategically planned and aligned to the National Aboriginal and Torres Strait Islander Education Action Plan (NATSIEAP) domains. There were a number of key strategies that assisted in ‘Closing the Gap’ in the Airds Community of Schools. Aboriginal Education was supported through a number of initiatives in 2012.

To strengthen authentic and transparent community consultation and engagement a
community forum was held to identify and enhance school practices in Aboriginal Education across the CoS. It was satisfying to see 81 Aboriginal parents and community attend this important and inaugural forum.

Interagency approaches continue to be integral in providing high-quality multi-faceted school experiences for Aboriginal students. In 2012 partnerships between schools and government and non-government organisations (NGO’s) supported a range of initiatives. To cater for the limited extra-curricular activities available within the local community the schools developed a strong partnership program with Tharawal Aboriginal Medical Service which supported community engagement and healthy lifestyle options for student and community. Average weekly attendance for Aboriginal students at the program is 42. The program is run by school staff on a volunteer basis and focusses engagement through Sport.

Professional learning for staff is pivotal to improving the outcomes for Aboriginal students. The Airds CoS developed and implemented a community and staff cultural competency professional learning activity that included staff visiting schools and community in Western NSW. The innovative approach to Professional Learning supported building the knowledge and capacity of both staff and community who attended. Community and school relationships were strengthened as a result of the initiative. There were a total of 15 participants, including 2 Bradbury staff, visiting towns and schools in Dubbo, Gilgandra and Coonabarabran. Community took a leadership role within the tour and highlighted some of the significant events and locations which have impacted upon them and their lives. School partnerships and collegiality amongst CoS staff was strengthened through the process and 100% participants indicated that the Professional Learning initiative has greatly impact on knowledge and understanding of Aboriginal community, culture and education.

To further strengthen the cultural capacity of staff 15 staff participated in the Connecting to Country program with on the last two staff development days of 2012. Staff completed community and Campbelltown Local AECG delivered training and development that increased cultural knowledge and understanding of local Aboriginal community. The Airds CoS also created implemented an Induction program for newly appointed, new scheme and new to school community staff. In 2012 18 staff from the community of school participated in termly workshops that developed knowledge of the NSWTI Accreditation process and understanding the context of our local community.

Recognition and celebration of Aboriginal culture continues to be evident in school panning and organization. The Airds CoS co-developed a range of cultural appreciation activities which educated all students and staff and recognised significant events such as Reconciliation Week and NAIDOC week. The venue of events was shared between the CoS and supported transition to high school.

To support and encourage success at educational transitional points an Airds CoS Transition program was developed. 22 Aboriginal students from Year 6 participated in the program each week. The transition program was implemented for the entire duration of Term 4 and culminated in an overnight transition camp to Wooglamai Environmental Education Centre.

In 2012 the Airds Community of Schools were successful in applying for additional funding from NSW DEC State Training Services to support the career development of a permanent Aboriginal staff member. The position was advertised internally and a panel of Principal’s selected Jason Sampson as the Aboriginal Community Development Coordinator. The position is a 12 month position and supports schools, students and community.

Tammy Anderson
Year 6 Musical
Once again Year 6 students took part in a full scale musical performed at the Town Hall Theatre. This years’ performance was entitled “Ratbags”.

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.

Multicultural education
The percentage of Language Other Than English students in 2012 was recorded in ERN as 25 % of our total school population. Students from many diverse backgrounds attend our school and are supported by the ESL and class teacher in order to learn age appropriate content in English. Our ESL allocation is 5 days per week, with support provided in the KLA’S on a needs basis, following assessment.

Playgroup
Our Multicultural Transition Playgroup, in its third year, has been held fortnightly in the old school hall. The total enrolment during 2012 of 40 Transition students (accompanied by a carer and sometimes younger siblings) has included 20% Language Background Other Than English families. Activities have focused on fine motor, gross motor and interactive social skills to prepare the children for school. Children with special needs have been welcomed into the encouraging educational environment. Regular visits to Kindergarten classrooms and the Library have been very popular. BEST START, TEN Maths and Jolly Phonics have been built into the program and a variety of educational resources have been purchased to develop essential skills. Parents and teachers have engaged in discussions about benchmarks and school expectations.

Relationships are the core strength of this Playgroup as the children and adults from a range of cultural backgrounds have become connected and the students have become familiar with our school environment.

Mrs Elvery

National partnership programs
National Partnership funds have allowed the school to allocate a school learning support to each stage of learning. 100% of staff were overwhelmingly supportive of this initiative and the positive impact that it was having on student learning.

Two AP Mentors worked across the school by demonstrating best practice and supporting staff with programming to improve their teaching practices. Reflection data from staff indicated that the opportunity was a positive one as it celebrates good practice, recognises strengths and areas for development and supported the expansion of the mentoring program in 2013.

Extensive professional development at a whole school and stage level in the areas of student wellbeing developed teachers understanding of student behaviour, identifying triggers and developing strategies to support students manage their behaviour.

Our MULTILIT program which supports students 3-6 to improve their sight word and word attack skills has once again been very successful. To minimise interruptions it will operate later in the day and SLSO will establish kits within each classroom so to allow teachers the opportunity to utilize the program within the classroom.
Progress on 2012 targets

**Target 1  Literacy**

- Increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN reading from 90% in 2011 to **93%**

**Progress:** 94% of students in Year 3 achieved **at or above** the minimum standard in NAPLAN reading in 2012.

- Increase the percentage of students in Year 3 achieving in the **proficiency** bands in NAPLAN reading from 26% in 2011 to **30%** in 2012

**Progress:** 41% of students in Year 3 achieved in the **proficiency** bands in NAPLAN reading 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.

**Progress:** 89% of students in Year 5 achieved **at or above** the minimum standard in NAPLAN reading in 2012 as compared to 91% in 2011.

- Increase the percentage of students in Year 5 achieving in the **proficiency** bands in NAPLAN reading from 23% in 2011 to **25%** by 2012.

**Progress:** 30% of students in Year 5 achieved in the **proficiency** bands in NAPLAN reading in 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.

**Progress:** 59.5% of students in Year 5 achieved **expected growth** in NAPLAN reading in 2012.

- Increase the percentage of students in year 3 performing **above minimum** standards in NAPLAN writing from 90% in 2011 to **92%** in 2012

**Progress:** 95% of students in Year 3 achieved **at or above** the minimum standard in NAPLAN writing 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.

**Progress:** 50% of students in Year 3 achieved in the **proficiency** bands in NAPLAN writing in 2012.

**Target 2  Numeracy**

- Increase the percentage of students in Year 3 achieving in the **proficiency** bands in NAPLAN numeracy from 23% in 2011 to **25%** by 2012.

**Progress:** 31% of students in Year 3 achieved in the **proficiency** bands in NAPLAN numeracy in 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.

**Progress:** 82% of students in Year 5 achieved **above** the minimum standard in NAPLAN numeracy in 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.

**Progress:** 31% of students in Year 5 achieved in the **proficiency** bands in NAPLAN numeracy in 2012.

- Increase the percentage of all Year 5 students who achieve **expected growth** between 3 and Year 5 in NAPLAN number from 43% in 2011 to **45%** by 2012.

**Progress:** 55.4% of students achieved greater than or equal to **expected growth** between Year 3 and Year 5 in numeracy in 2012.
Target 3  | Technology
---|---
- Engage students in the Connected Classroom program & Virtual Excursions

**Progress:** A small group of teachers have been trained in the use of the Connected Classroom, with the aim that they mentor staff within their stages on its usage and increase their own skill set, by using the Connected Classroom to participate in a variety of video conferences as part of their professional development. Classroom teachers are now using the Dart Connections website as a tool for complimenting their current teaching practices, through the booking of virtual excursions.

- Students leading class projects including blogs & interactive class activities utilizing technology

**Progress:** 90% of staff indicated they would like continued support with technology and the areas of need varied. A series of small group training sessions were provided to up-skill teachers in the areas of lesson development, through Notebook software and publishing aspects of Microsoft Office.

Teachers in the upper primary incorporated the use of technology programs as a tool for leading class projects. Website based programs, such as Edmodo, have been used as a safe and easy way for their classes to collaboratively work on a shared task, share content relating to a unit of work and access homework. This will continue to be a target in 2013, with the implementation being continued into Stage Two. In addition to this, blogging will be trialled in Stage Two, through the participation in a BlogEd Trial Group through the Dart Connections, Virtual Excursions Program.

- Engage in opportunities to connect with local schools through the Connected Classroom Project

**Progress:** Two classes utilised the Connected Classroom as a tool for engaging with local schools within our area. These enabled students to collaborate with students from neighbouring schools in the areas of Literacy and Numeracy. This will continue to be a target in 2013, with the aim to increase the frequency of these opportunities, as well as, the number of classes accessing this resource.

- All students achieving at least minimum expected outcomes for each grade

**Progress:** All students are currently achieving at least minimum expected outcomes for each grade. Throughout 2012 the Technology committee has been working on the refining of the school’s ICT Scope and Sequence to align with current online technologies. This Scope and Sequence, with assessment checklists, will be trialed in Terms 3 and 4, 2013.

---

Be Safe

Be Respectful

Be a Learner
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Mathematics

Parent, student, and teacher satisfaction

Effective Teaching of Mathematics
All Staff

- Demonstrated increased confidence when teaching Mathematics.
- Followed the model of a quality lessons developed.
- Improved the quality of assessment tasks (pre and post)
- Developed their understanding of the Numeracy Continuum.
- Utilised learning intentions and success criteria in their teaching.
- Willingly shared their expertise by teaching for their colleagues
- Utilised the IWB to enhance their lessons
- Supported and celebrated growth.

Students K-2

- 93% enjoyed playing TEN games
- 92% of students liked the TEN resources
- 92% of students felt the games helped them to learn
- 96% of students knew different strategies to find answers
- 84% had been a group leader
- 82% moved into a different group
- 94% would like to do TEN next year.

Students 3-6

- 88% of students indicate they know and use a range of strategies to solve word problems.
- 28% indicate they get to work in pairs and small groups with 71% indicating sometimes
- 72% of students say their teacher tells them how they are going in Maths and what they need to improve on.
- 70% of students feel confident in asking for help in Maths.

Parents

K-2 workshops on TEN were well attended and highly successful. All parents, who attended, indicated they felt supported and more confident to support their children. The numbers of parents attending increased as the series of workshops continued.

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 2012 was Mathematics. Consultancy support was accessed to assist the school develop a systematic and explicit plan to improve the teaching of Mathematics across our school. Staff were engaged in a Lesson Study Approach where each staff member had the opportunity to watch demonstrated and model for their peers, shared their observations of lessons and celebrated the success of their colleagues.

Staff in K-2 were trained in Targeting Early Numeracy (TEN) and worked with a consultant Mr Kramac, who supported staff in catering to the different needs of students, as the children learn to use mental computation strategies to calculate addition and subtraction in their heads.

Staff also worked closely with a visiting consultant on a proactive approach to behaviour management.
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  Literacy

Outcomes for 2012–2014

2013 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 94% in 2012 to 95% by 2013.
- Modify the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN reading from 41% in 2012 to 35%.
- Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN reading from 89% in 2012 to 92% by 2013.
- Maintain the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN reading to 30% by 2013.
- Increase the percentage of all Year 5 students who achieve expected growth, in reading between Year 3 and Year 5 in NAPLAN reading from 59.5% by 2012 to 60% in 2013.
- Maintain the percentage of students in year 3 performing above minimum standards in NAPLAN writing at 95% for 2013.
- Increase the percentage of students in year 5 achieving proficiency as measured by NAPLAN writing from 50% in 2012 to 52% in 2013.
- Increase the percentage of students in year 5 performing above minimum standards in NAPLAN writing from 88% in 2012 to 90% by 2013.
- Increase the percentage of students in year 5 achieving proficiency as measured by NAPLAN writing from 19% in 2012, 23% by 2013.

Strategies to achieve these targets include:

- Expansion of our Assistant Principal mentoring program with a major focus is curriculum differentiation.
- Both L3 and Comprehension Model for teaching Reading will be maintained and strengthened through ongoing professional partnerships and lesson student approach.
- Expansion of the MULTILIT Program as our Learning and Support Teachers (LaST) set the program up in each stage 2 and 3 classroom to allow classroom teachers the opportunity to support students. A LaST will work closely with a School Learning and Support Officer (SLSO) to co-ordinate the program across Stage 2 and 3 for targeted students. We aim also to increase the number of parents being trained as tutors.
- A whole school Professional Development will focus on Best Practice when teaching writing which will be led by our AP Mentors.
- Literacy consultancy support to develop quality writing programs based on student need will be provided by an experienced consultant.
- This support will involve modelling best practice, team teaching, use of professional partnerships to support and guide teaching as well as programming and assessing with staff.
- Moderation of criteria based assessment tasks to develop Consistency of Teacher Judgment will occur at regular intervals throughout the year.

School priority 2  Numeracy

Outcome for 2012–2014

2013 Targets to achieve this outcome include:

- Increase the percentage of students in Year 3 achieving above the minimum standard in NAPLAN numeracy from 82% in 2012, 84% by 2013.
- Maintain the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN numeracy at 31% for 2013.
- Maintain the percentage of students in Year 5 achieving above the minimum...
standard in NAPLAN numeracy at 82% for 2013.

- Maintain the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN numeracy at 31% for 2013.
- Maintain the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN number at 55% 2013.

**Strategies to achieve these targets include:**

Ongoing Professional Development in Mathematics and the continued implementation of the TEN program.

Participation in an ongoing Professional Development Program, Taking off With Numeracy Program, across our Stage 2 and Stage 3 classes.

Expansion of our Assistant Principal Mentor Program to support the explicit teaching of Mathematics through modelling, guiding and supporting staff in the implementation of our Bradbury Model of quality teaching

The continued collection of Best Start Data and SENA Tracking data, to drive teaching and facilitate effective differentiation in Mathematics.

**School Priority 3**

**Technology**

- 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:**

Refine and use our ICT scope and sequence

Participation in project based professional learning activities utilizing interactive classroom resources

Participation in successful Video Conferencing & Virtual Excursions that enhance student understanding of content studied.

Development of quality interactive projects that utilise technology

Development of quality 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 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
Tammy Anderson Deputy Principal NP
Gayle Elvery ESL Teacher
Ann Thompson LaST
Shareene Cartledge LaST
Trudy Rodwell AP
Leanne King Classroom Teacher
Trisha Coombs P&C President

**School contact information**

Bradbury Public School
Jacaranda Avenue, Bradbury
Ph: 4625 2271
Fax: 4628 0007
Email: bradbury-p.schools@det.nsw.edu.au
Web: http://www.schools.nsw.edu.au/asr

School Code: 4403

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: