

# Bradbury Public School Annual Report



2016



4403

## Introduction

The Annual Report for 2016 is provided to the community of Bradbury Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

Bradbury Public School  
Jacaranda Ave  
Bradbury, 2560  
[www.bradbury-p.schools.nsw.edu.au](http://www.bradbury-p.schools.nsw.edu.au)  
[bradbury-p.School@det.nsw.edu.au](mailto:bradbury-p.School@det.nsw.edu.au)  
4625 2271

### Message from the Principal

Bradbury Public School is committed to providing high quality education for our students. We continually strive to achieve a positive learning community that is inspiring, engaging and supportive, empowering students to be confident, creative and informed individuals who contribute positively to our world.

As the Principal, I will continue to build on a school culture that:

- Is committed to ensuring that each student is provided with an opportunity to reach their full potential in a supportive learning environment.
- Fosters inclusiveness where diversity is valued and celebrated.
- Develops ties with parents and the community to better support student wellbeing and academic progress.
- Promotes a strong sense of pride and community spirit.

Building partnerships with parents/carers to strengthen home school connections and to improve the outcomes for our students saw us have the first parent forum in November. In 2017 our aim is to encourage more parents and community members to attend our forum in order to provide us with feedback around the future directions of the school.

In 2016 the school provided expert support and mentoring for all teachers along with additional professional learning leading to improved growth in students results for reading and aspects of numeracy. The school plans to in 2017 to build on this and improve student growth in comprehension.

In class and individual support was enhanced for students through continued employment of School Learning Support Officers, Speech Pathology and Occupational Therapists and the improved delivery of programs for at risk students including in class support and withdrawal programs such as MultiLit and explicit speech programs.

Bradbury Public School continues to demonstrate excellence by providing students with a range of opportunities both in class and beyond through:

Support for Aboriginal students with programs in Stage 3 STEM camp (Science, Technology, Engineering and Maths) transition to High School programs, student leadership through the junior AECG (Aboriginal Education Consultative Group), the SRC (Student Representative Council) and creative arts programs such as the designing of NAIDOC shirts for 2017, as well as opportunities in the school band, choir, drama, public speaking, debating, dance, sport, chess championships and University of NSW competitions.

Michelle Lester

Principal

## School background

### School vision statement

Bradbury Public School aims to be a school where students, staff and community are provided with a range of opportunities to develop positive relationships, build knowledge and skills to become resilient life-long learners and active citizens. We are committed to fostering collaborative relationships between students, staff and community to motivate and ensure student empowerment to achieve personal goals through inclusive quality learning opportunities to achieve excellence.

### School context

Bradbury Public School is a large P3 in South Western Sydney with an enrolment of 624 students. Nine percent of our students are Aboriginal 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. All staff work as collaborative teams focusing on catering for difference through explicit teaching, creative grouping and targeted support. Our school has two Reading Recovery Teachers and a large Learning Support Team which works to ensure that each student's individual needs and talents are identified and catered for. Our school is committed to providing a supportive, well-managed learning environment where clear expectations of behaviours are articulated and where students are recognised and acknowledged as safe, respectful learners. Bradbury Public School works tirelessly to develop a true parent partnership. We have a proactive Parents and Citizens Association (P&C) 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 uniform shop, school banking and book club. A School Readiness Playgroup operates fortnightly allowing pre-school children the opportunity to become familiar with our school environment and to support parents as they prepare their children for school. 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 an annual Performance Showcase and an annual school musical. 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, rugby league and netball.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

2016 saw our school undertake a self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016 staff members at Bradbury Public School discussed the School Excellence framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development extended sessions in terms 3 and 4 and staff meetings in term 4 to delve into the school plan to determine the elements of the School Excellence Framework that school plan most strongly addressed.

As a staff we reflected on the progress being made across the school compared to the expectations identified in the School Excellence Framework. This ensured that our improvement efforts aligned with these high levels of expectations. In the domain of Learning, our efforts have primarily focussed on wellbeing and curriculum and learning. The implementation of the “Bounce Back” program, hand in hand with Positive Behaviour for Learning (PBL), has brought to the fore front of our school the development of students with increased resilience and a school environment which places a strong emphasis on students treating each other with respect.

The refinement of transition programs has enabled the school to smoothly transition students into kindergarten and onto seventeen different high schools with great success for students with additional needs.

Our School Showcase enabled a performance platform for our diverse, extra curricula programs for the Performing Arts.

Our major focus in the domain of Teaching has been on effective classroom practice. Teachers have been provided with the opportunities to learn about and experiment with flexible learning spaces enabling students to take charge of how they learn as 21st century learners. The integration of technology use has seen teachers embrace the use of Google classrooms to differentiate the curriculum. With Planning Literacy and Numeracy (PLAN) data expanding across the school it has allowed teachers to effectively use student performance to drive the development of effective teaching programs.

In the domain of Leading our priorities have been to promote leadership. A number of staff members were provided with opportunities to take on higher duties and leadership roles across the school. Student leadership has been targeted through the development of our Student Representative Council (SRC) and junior Aboriginal Education Consultative Group (AECG). The connections of parents as stake holders within the school has been developed and strengthened through holding parent workshops and forums as a direct result of parental feedback.

The leadership team has been guided by staff, student, parent and community feedback to successfully empower staff to drive the school forward, achieving the initiatives outlined within this report creating a positive learning culture. The new approach to school planning, supported by the new funding model to schools, is making a major difference to the progress of our school. The achievements and identification of our next steps are outlined in the following pages of this report. Our self– assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Building teaching and leadership capacity through the refinement of best practice and the achievement of personal best.

### Purpose

To develop a supportive and productive school culture in which staff members take responsibility for the own ongoing learning and strive for innovation and improvement.

### Overall summary of progress

At a time of rapid curriculum change our school has continued to focus on ensuring staff have an in depth understanding of how to implement the new curriculum to ensure the most positive learning outcomes for our students. Throughout the year we have been able to create new, engaging units of work based on the new History, Geography and Science curriculum which all teachers have implemented successfully into their programs.

Teachers have also up skilled their knowledge of PLAN and have successfully entered Planning Literacy and Numeracy (PLAN) data and used the generated reports to differentiate and drive their teaching. Bump it up walls and " I can" statements have become prominent features in classrooms where students have taken control of their learning and have a clear understanding of what they need to do to improve their learning outcomes.

A clear career developmental path for individual staff leads to refined personal development of capabilities and an increase in overall staff performance. The staff at Bradbury Pubic School has embraced the new Professional Development Plans (PDP) through consultation with the leadership team to ensure they have the opportunity to identify and pursue areas for growth.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of all staff developing and implementing a professional development plan. Reflective surveys to be completed after each staff meeting to determine relevancy and future professional development directions.	100% of teaching staff took ownership of their PDP's as a means of their own professional growth. Many teachers achieved their goals and set new goals throughout the year during review meetings. For some teachers, the goals are continuing and will be part of their 2017 PDP. Many teachers viewed this process as a positive journey into their own personal development. 100% of teaching staff increased their understanding of the continuums and effectively referred to the literacy and numeracy continuums to track student's progress. This lead to whole school improvements in teaching practice resulting in improved student literacy and numeracy outcomes. Staff confidently identified students requiring additional support. 100% of staff demonstrated an increased understanding of the demands of the new syllabi. Quality teaching and learning experiences were developed and delivered, embedding effective assessment and elements of Historical Inquiry. Staff demonstrated a thorough understanding of the scientific process. 100% of staff felt they have increased their confidence to develop quality science units and assessments with a focus on the scientific process. All staff developed and implemented their professional development plan.	\$9 876.00 Professional Development Plan (PDP) process  \$10 000.00 Professional Development

### Next Steps

- In 2017 the school aims to foster the programming and delivery of high quality literacy lessons for the 21st century which focus on developing a deep understanding of the concepts embedded in the English

curriculum and to increase comprehension skills.

- Professional development opportunities and support with Google Classroom use will be provided to staff to continue to build upon foundations laid in 2016.
- Using technology to streamline ICT maintenance processes and profession development needs will ensure all staff are able to monitor their developmental progress towards achieving goals set in their professional development plans (PDP).



## Strategic Direction 2

Developing resilient and successful 21st Century learners, who reflect upon and take responsibility for academic and personal growth in order to become productive citizens.

### Purpose

To support the cognitive, emotional, social, physical and spiritual well-being of students and to equip them with the skills of self-awareness, effective communication and problem solving in order to become productive members of society.

### Overall summary of progress

As 21st Century Learners students need to be empowered to take responsibility for their learning. Through the use of more flexible learning spaces students have been able to identify their “best fit” for learning and staff has noticed a significant increase in student engagement. Students have set and achieved individual learning goals in a variety of curriculum areas through the increased use of inquiry based learning within classrooms. An improvement in student engagement during student centred learning when compared to teacher directed learning has been observed across classroom settings. Student wellbeing is the foundation upon which learning takes place. The Bounce Back program has been implemented across all classrooms in the school. A weekly focus was identified and all staff accessed engaging lessons aimed at developing resilient students and improve social skills. This has seen a decline in students being referred to members of the executive team to reflect upon negative behaviours.

The use of XO's and technology to promote the skills of a 21st century learner has been a major focus. All teachers have been mentored in using Google classrooms as a platform to bring technology into the classroom via a differentiated curriculum. The use of programs such as Literacy Planet has been established to increase the rate at which students interact with technology on a regular basis.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students actively engaged in personal goal setting and co-operative learning activities which develop the skills of 21st century learners. 100% of staff confidently developing teaching and learning opportunities which facilitates collaborative learning, technology usage and personalised goal setting and reflection. Increased opportunities for children to share their learning journey with their parents.	The use of flexible learning spaces across the school have lead to higher engagement levels in students and a more dynamic approach to teaching. The new movable book shelves in the library have assisted in transforming the library into a more flexible learning space. School staff have developed a deeper understanding of the Student Wellbeing Framework and are implementing whole school procedures in alignment with the revised school Student Welfare policy. All staff from years one to six worked in classrooms with a lead technology teacher. 80% of classrooms are using google classroom effectively as part of their learning programs.	\$20,000 Professional Development

### Next Steps

- Implementation of new technology (iPads, laptops) into the classrooms.
- Implementation of a typing based program as requested by the parent body to assist with NAPLAN on line in 2019.
- Expansion of S.O.L.E. . Project based Learning across the school via staff training.
- Weekly Positive Behaviour for Learning (PBL) lessons delivering a consistent message K-6.

### Strategic Direction 3

Fostering collaborative, positive relationships with students, staff, parents and our community.

### Purpose

To establish active and effective partnerships, work collaboratively with our community, celebrate and promote school achievement and to develop a strong sense of school identity.

### Overall summary of progress

A continued focus on engaging the community in a positive way has led to the establishment of a Community Room where community members take part in workshops and perform tasks to assist in the smooth running of the school. Community members are feeling more at ease with entering the school and feel empowered to step forward and take an active role in the learning of the students within our school.

A focus on building connections with our parents by expanding our educational support networks to support parents has resulted in the establishment of an Adult Literacy and an Autism Awareness group. Parents have also been invited to take part in parent workshops to deepen their understanding of the curriculum and 21st century learners, resulting in an increased involvement in their children's education. The school playgroup has continued to be utilised more by the community enabling staff to identify specific needs of students and put action plans in place before the students start Kindergarten.

Embracing technology, the Skool Bag App has enabled the school to increase communication with parents and send out updates instantaneously. A new electronic school sign has helped keep the community more informed of school happenings and upcoming events.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parental involvement and leadership throughout the school. Increased promotion across the wider community, celebrating student achievements and acknowledging the many varied opportunities offered to our students. Improved satisfaction with communication between the school and the community through the effective use of technology. Expansion and sustainability of our parent support networks across the school.	More than Forty Parent and Community helpers attended the thank-you morning tea put on by the school staff. The community felt more welcomed about coming into the school to offer assistance. Community gave favourable feedback on improved communication during our Parent Forum. They stated, "there has been an improved increase in communications, keep trying". Attendance data shows a slight improvement from 2015. Parents felt supported and more confident with their language acquisition in a welcoming environment. Parents commented that they have an improved understanding of Autism and strategies to assist them in supporting their child.	Community Funding \$5000.00

### Next Steps

- The community hub will continue with a view to grow the participation levels.
- The parent forum will be an important focus to gain feedback from our school community to create our next three year plan.
- A focus on increasing the usage of the school website to distribute information.
- Skoolbag or Class Dojo to be used in classrooms K-6 to improve communication between school and home.
- A focus on increasing signage throughout the school.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal students with specific needs have shown increased engagement within the classroom due to the Student Learning Support Officer (SLSO) targeting their individual needs. Both Jnr AECG representatives attended a workshop based on Public Speaking, leadership and successfully networked with other Jnr AECG representatives from our local Community of Schools. The teacher who attended the Connection to Country Immersion returned and shared her experiences with the staff at a staff meeting provoking professional discussion about how we can better meet the needs of our Aboriginal students. The whole school was involved in the smoking ceremony to fly all three flags for the first time. The Aboriginal community members thanked Mrs Lester for seeing this as a priority and actioning the plan.	School Learning Support Officer 2 days  \$25 132.00 Aboriginal Background
<b>English language proficiency</b>	Parents involved in Adults Learning English feel more comfortable when attending parent teacher interviews and other school events. They have a new confidence and have developed positive friendships. 2016 has had highest number of attendance thus far. Parents reported their children were better prepared for starting school. The Parent Hub has become more autonomous with many staff members accessing their services.	English Additional Language Dialect teacher (EAL/D) 4 days  School Learning Support Officer 1 day  \$107 284.00 English language Proficiency
<b>Support for beginning teachers</b>	Beginning teachers reported personal growth in their depth of knowledge in programming, report writing, curriculum differentiation and classroom management. A deeper connection with our Aboriginal students resulted from the attendance at the STEM camp.	\$8161.00 Beginning teacher funds for two second year teachers.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	280	294	304	298
Girls	332	307	294	294

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	95.1	94.5	93.5
1	93.7	92.7	92.4	94.2
2	94.9	94.8	93.2	93.5
3	93.7	94.8	93.3	93.1
4	94	93.2	93	94.1
5	93.9	93.5	91.8	93.7
6	94.2	91.3	93.2	92.6
All Years	94.1	93.6	93	93.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Bradbury staff proactively monitors attendance and contacts parents, by phone, after two days of absence. The rolls are marked electronically and generate standard letters when explanations are not forwarded promptly. Students with excellent attendance are recognised at the end of each term with an attendance award. 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.34
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	7.06
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Bradbury Public School currently has two Aboriginal staff.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	28
Postgraduate degree	72

### Professional learning and teacher accreditation

In 2016 Bradbury Public School utilised \$29 876.00 of Professional Learning Funds to deepen teacher's understanding across the curriculum. Staff were up skilled in the use of technology with a focus on Google classrooms to enable all staff to meet their professional development goals.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>201 501.91</b>
Global funds	453 479.23
Tied funds	396 712.53
School & community sources	153 657.98
Interest	4 927.52
Trust receipts	12 734.20
Canteen	0.00
Total income	1 223 013.37
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	0.00
Excursions	57 337.57
Extracurricular dissections	47 635.85
Library	2 988.90
Training & development	0.00
Tied funds	328 942.17
Short term relief	104 320.99
Administration & office	55 916.65
School-operated canteen	0.00
Utilities	63 341.35
Maintenance	25 544.99
Trust accounts	15 803.11
Capital programs	0.00
Total expenditure	701 831.58
<b>Balance carried forward</b>	<b>521 181.79</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 31st December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	555 087.32
(2a) Appropriation	514 875.79
(2b) Sale of Goods and Services	20.00
(2c) Grants and Contributions	39 826.57
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	364.96
<b>Expenses</b>	-162 809.49
Recurrent Expenses	-162 809.49
(3a) Employee Related	-92 482.67
(3b) Operating Expenses	-70 326.82
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	392 277.83
<b>Balance Carried Forward</b>	392 277.83

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	3 782 434.36
Base Per Capita	32 646.16
Base Location	0.00
Other Base	3 749 788.20
<b>Equity Total</b>	425 164.67
Equity Aboriginal	29 131.69
Equity Socio economic	65 989.99
Equity Language	107 283.58
Equity Disability	222 759.41
<b>Targeted Total</b>	559 216.75
<b>Other Total</b>	80 628.35
<b>Grand Total</b>	4 847 444.13

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

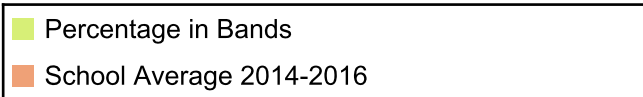
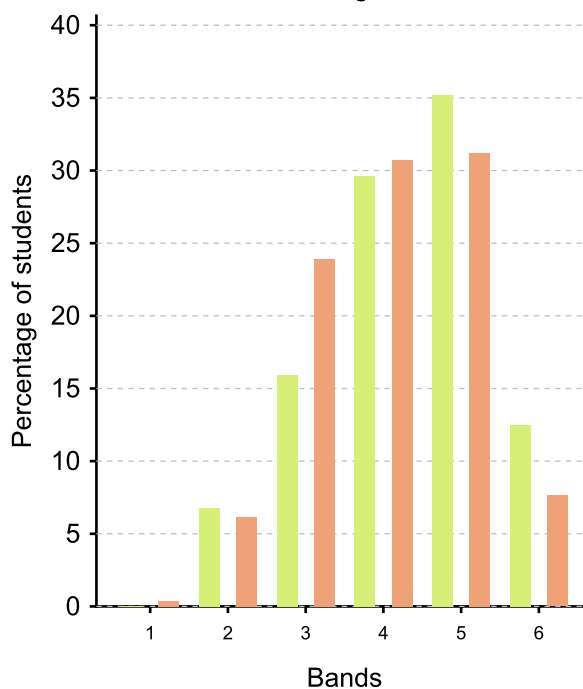
## School performance

### NAPLAN

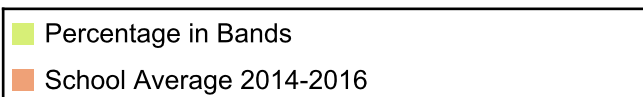
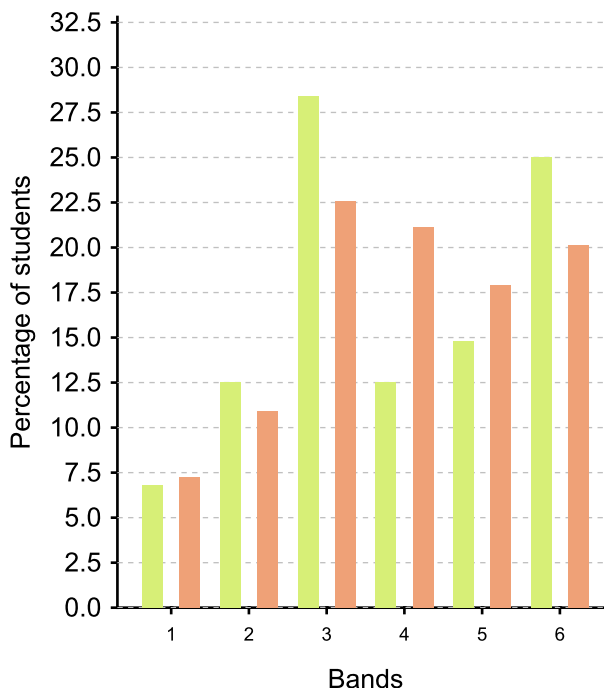
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In trending data the school has seen increased results in years 5 and 3 Spelling. In Year 3 writing, there are no students in Band 1. When compared to similar schools our school had more students in the top three bands in Reading. In year 3 we had more students in Band 6 in Writing, Grammar and Punctuation.

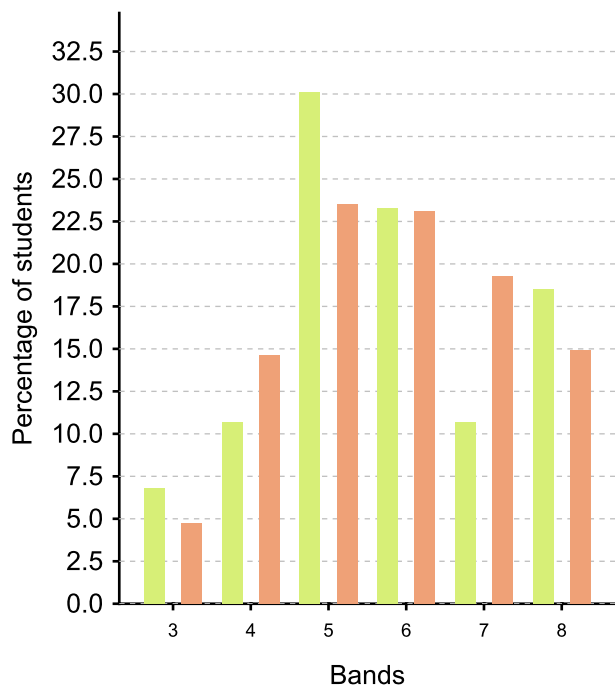
Percentage in bands:  
Year 3 Writing



Percentage in bands:  
Year 3 Grammar & Punctuation



### Percentage in bands: Year 5 Spelling



In trending data the school has seen increased results in Year 3 Number results. When compared to similar schools our school had more students in the top three bands in Numeracy. Year 3 had more students in Band 6 in Number and Patterns and Algebra.

In accordance with the Premier's Priorities: improving educational results, schools are required to report their student performance for the top two NAPLAN bands in Reading and Numeracy. The percentage of year 5 students in the top two bands in Numeracy and Reading has decreased slightly. The percentage of year 3 students in the top two bands in Reading has seen a slight decrease, however we have an increase in the number of students in the top 2 bands in Numeracy.

## Policy requirements

### Aboriginal education

#### Aboriginal Education 2016

In 2016, our focus for Aboriginal Education has predominantly been supporting Aboriginal students around cultural identity and a whole school approach to including authentic Aboriginal experiences for the all Aboriginal and Non-Aboriginal students. These programs have included for our Aboriginal students:

- SistaSpeak BroSpeak
- Rock and Water Program
- Jnr AECG
- K-2 Aboriginal Cultural group
- Stage 2 Art Project

- Camps and Excursions
- Personalised Learning Pathways
- Tharawal Dental Clinic

For the whole school:

- Reconciliation Week
- NAIDOC Week
- Sorry Day
- Traditional Smoking Ceremony for new Flag Poles

For Staff:

- Healthy Culture Healthy Country
- Gilgandra Cultural Immersion Trip

### Multicultural and anti-racism education

Our staff, students and families at Bradbury PS work together in our learning environment to promote community harmony and positive school relations.

- Percentage of Students from English as Additional language/dialect (EAL/D) has continued to steadily increase in recent years and is currently 28% of our total school population. Refugee and New Arrival students are given priority in the English as an Additional Language / Dialect program to *optimise* their educational and settlement development.
- Our Adults Learning English program, now in its second year, provides 12 hours of conversational English each term with our volunteer tutor, Ms Whitham. Average attendance of 6 ladies makes this group of diverse language backgrounds a welcome access point for parents of New Arrival and Refugee students. Feedback from the group listed a growth in personal confidence, increased communication skills and new friendships as positive benefits. These parents also felt a new readiness to attend and participate in school events, especially Parent Teacher interviews and Homework Help with Ms Nona, our bilingual SLSO.
- Inclusive community events such as Harmony Day, Grandparents Day, Information Workshops, Open Days, Performances, Easter Hat Parade and Partners in Print consolidate positive ongoing relationships.
- The development of the community HUB has encouraged many parents or carers to spend time at school, develop friendships and contribute to the student learning and teacher support through producing classroom resources.
- Our growing partnerships with Bradbury Pre-school and Macarthur Diversity Initiatives have enabled us to expand the Multicultural Playgroup to provide a weekly group that caters for 0 to 5 year olds. Attendance of parents has doubled since Playgroup became weekly. An average of 15 students from the pre-school attend fortnightly with their teachers. We are proud that attendance at Playgroup is becoming accepted in our diverse cultural community.
- Partnership in the Community of Schools is vital in the sharing of knowledge and resources and

teacher professional learning is developed through attending and leading the Campbelltown/Macarthur EALD Network, which has about 40 attendees to the meeting each term.

### Other school programs

With a high focus on Performing Arts the school presented a Performance Showcase which encapsulated all the students across the school performing two shows for a combined audience of over nine hundred parents. Each class presented an item and our specialty groups which included dance groups, choir and band had the opportunity to highlight their talents.

Our band program saw students receiving specialised tuition on a variety of instruments. Their performances included a Spring Concert, a visit to a local retirement village, busking during Education Week and individual performances at weekly school assemblies. They featured at the opening of the Christmas Giving Tree at Campbelltown Mall.

Dancers from our Senior Dance Group took part in the Southern Stars performance at the Wollongong Entertainment Centre.

Our choirs worked hard giving up their lunchtimes to pursue their passions for music. the result was a choir which successfully presented beautiful harmonies during their performances, including the local retirement village.

Bradbury's Opportunity Class showcased their academic talents during Night of the Notables which was well supported by parents and the community. The students became their selected eminent person for the night presenting bioriddles to a packed hall and delivering engaging learning centres in the library.