

Bradbury Public School Annual Report



2017



4403

Introduction

The Annual Report for 2017 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.

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Message from the Principal

At Bradbury Public School, we view education as a shared responsibility between parents, the community and the school. Relationships embodied by the contribution of these groups are fundamental to our success, so we continue to welcome and strengthen their involvement in our school.

2017 has been a year where we strengthened our commitment to the Positive Behaviour for Learning (PBL) framework, which clearly articulates the school and community's expectations for behaviour within the school.

We have been committed to developing the students to their fullest potential in all areas. Our focus is on developing well-rounded, compassionate young people; resilient learners and problem solvers; creative and critical thinkers; effective communicators and collaborators; and students who have a passion for 'learning for life'.

The teachers are caring, motivated, professional, hardworking, and committed to their own professional learning and consolidating their teaching skills. As a team, they provide a range of additional learning experiences and opportunities outside of regular classroom teaching responsibilities.

Our quality educational programs have assisted children with learning difficulties, addressed the needs of talented students and challenged students to achieve their best.

Our support and administration staff are committed to their work and strive to ensure that all students are well supported at school.

Our dedicated and professional staff is well supported by an active, committed community and Parents and Citizens Association (P&C), who have worked closely with the school to further enrich school programs.

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 in South Western Sydney with an enrolment of 622 students. Nine percent of students are Aboriginal and thirty-three percent of students are from non-English speaking backgrounds.

All staff work as collaborative teams focusing on catering for difference through explicit teaching, creative grouping and targeted support. The school has a large Learning and Support Team which works to ensure that each student's individual needs and talents are catered for.

The 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 which supports our school through a range of initiatives.

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 has an outstanding reputation for catering to gifted and talented students including Creative and Practical Arts with experienced and talented staff leading a wide range of opportunities.

Bradbury Public School is committed to promoting a healthy life style and actively participates in a number of sporting events.

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.

This year, our school undertook 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.

As a staff we continue to reflect on the progress being made across the school compared to the expectations identified in the School Excellence Framework. This ensures that our continued improvement efforts align with these high levels of expectations. In the domain of Learning, our efforts have primarily focused on wellbeing and curriculum and learning. The weekly Positive Behaviour for Learning (PBL) lessons, have placed a strong emphasis on treating each other with respect and strongly encourages students to behave appropriately in all learning environments.

The refinement of transition programs within the school has enabled Bradbury Public School to smoothly transition students into Kindergarten and on to 17 different high schools. This year the Links to Learning Program has provided identified Year 6 students with additional support to ensure that they are equipped with the skills needed to successfully transition into High School.

The School Extravaganza provided a performance platform that displayed the wealth of talent within our school. The children demonstrated their skills in many areas of the performing arts and the extra curricula programs available within the school. The Choir and Band have demonstrated skills learnt this year and displayed their many talents through performing for the broader community at a variety of events.

Our major focus in the domain of Teaching has been on effective classroom practice with a particular focus on comprehension. Teachers have been provided with the opportunity to learn about improving comprehension outcomes for students. The use of 'Bump it Up' strategies and continued tracking of student progress using the Planning Literacy and Numeracy (PLAN) data, 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 and within the local community of schools. Student leadership had 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 parent forums and feedback afternoon teas.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 their own ongoing learning and strive for innovation and improvement.

Overall summary of progress

Ensuring staff have an in depth understanding of how to implement the curriculum has continued to be a focus throughout the year to ensure positive outcomes for students. Throughout the year, utilising expert staff via the "Bump It Up" cross schools initiative we have focused on comprehension and improving writing outcomes for our students. By engaging in professional development and teacher mentoring the teachers have created effective lessons that promote student learning outcomes.

Teachers have continued to be up skilled on how to effectively track and differentiate students learning and progress using Planning Literacy and Numeracy (PLAN). 'Bump it up walls' and 'I can statements' are in all classrooms. These encourage students to take more control of their learning and enables them to have a clearer understanding of what they need to achieve in order to improve their learning outcomes. A whole school 'Bump it up wall' was created to track student progress in comprehension across all the grades.

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 Public 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)	Funds Expended (Resources)	Progress achieved this year
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.	\$34, 906 Professional Development	The PDP progress is highly valued by teachers, all teaching staff took ownership of their PDP's as means for driving their own professional growth. As teachers reviewed and reflected on their goals throughout the year new goals were set. For some teachers, the goals are continuing and will be part of their 2018 PDP. Throughout the year 100% of all teaching staff have increased their understanding of student tracking and all classes track students through the use of Bump it up walls. Through tracking of whole school comprehension, teachers have developed differentiated programs that promote students growth. By engaging in professional development all teachers have developed individual programs that meet the specific needs of children.

Next Steps

- 2018 the school aims to foster the programing and delivery of high quality Literacy and Numeracy lessons through ongoing development of 'Bump it up' data walls.
- Mathematics will also be a focus with Targeted Early Numeracy (TEN) and Taking off with Numeracy (TOWN) Mathematics initiative being integrated across the school.
- Science, Technology, Engineering, Mathematics (STEM) programs will be further developed across the whole school.

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 enquiry based learning and engaging learning spaces, a significant improvement in student engagement has been noticed. Students are using the 'Bump it up Walls' and 'I can statements' to develop individual learning goals across a variety of learning areas. An improvement in student engagement during student centred learning when compared to teacher directed learning has been observed across classroom settings.

Student well-being provides a foundation upon which all learning takes place. The Positive Behaviour program (PBL) continues to be a focal point for student wellbeing. This year weekly PBL lessons have been revitalised and new lessons introduced. These lessons are aimed at developing resilient students and improving social skills across the school. The PBL team has streamlined the awards system to recognise student achievement within each class and new signage has been put up around the school reminding students of behaviour expectations within the school environment.

The use of iPads, XO's and computer technology to promote the skills of a 21st Century Learner has been a major focus. All teachers have been mentored in using simple coding and robots. Coding has been introduced across all grades. The use of programs such as Literacy Planet and Skoolbo has increased with all classes interacting regularly with technology.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	STEM resources \$3200 Laptops \$2050 Language, Learning and Literacy (L3) furniture \$2400	New furniture in the Kindergarten classes has supported the L3 Literacy lessons and made these spaces more engaging and inviting for student learning. New furniture within the Library has made the space brighter and more inviting. All staff from Kindergarten to Year 6 have participated in staff development to support the use of technology in the classroom. A STEM club has been developed and students can attend after school one afternoon a week. The school has purchased new iPads and they are regularly being used across the school, with students finding these highly motivating and engaging.

Next Steps

- Increased implementation of STEM K-6
- Tracking of PBL data to improve student wellbeing outcomes.
- Increasing the use of SOLE project based learning

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 with the broader community has provided opportunities for Bradbury Public School to work with Macarthur Diversity Services and Bradbury Preschool in providing a community playgroup. The playgroup transition to school program has enabled future students the opportunity to become more familiar with the school environment.

Our Community Hub room has continued to provide a place for parents to meet and become involved within the school. This year our Community Hub volunteers made resources for class teachers to support student learning. The Community Hub room was also used to run an Adults Learning English group.

Communication with parents has continued to be a priority this year. Sending out alerts and messages through the SkoolBag app has enabled us to quickly pass on information to parents in an efficient way. The development of a face book page has enabled parents to access information and photographs about current and upcoming events. New school packages that provide information to new families have been developed and distributed to new students enrolling in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Communication and Advertising \$15,028	Parent forums were held to provide parents with a voice within the school and to provide feedback to staff on ways to improve across all areas. Over 40 parents attended across both sessions, providing insightful comments on ways to improve school outcomes. Our Community Hub numbers increased during Extravaganza with many parents joining to help create costumes. Playgroup occurs weekly and parents have provided feedback on how important this transition program has been in preparing their children for school.

Next Steps

- To continue to develop community partnerships with the AECG.
- To continue to work with Rosemeadow, Campbelltown East and Thomas Acres on the 'Bump it up' strategy
- To foster interagency relationships to support all students effectively.
- To streamline Transition programs with Bradbury Preschool, local High Schools and the University of Western Sydney.
- To promote the school within the broader community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$47,857	Through the joint schools "Bump It Up" initiative, student progress was closely monitored via PAT testing, NAPLAN and varied classroom assessments and observations. Positive growth in achievement was evident as a result of staff professional development on delivering high quality, engaging classroom programs. Students demonstrated improved engagement within the classroom and across the school setting when working with an Aboriginal mentor. Jnr AECG representatives attended a workshop based on public speaking and leadership. They successfully networked with other Jnr AECG representatives from our local Community of Schools. The mentorship program Sister Speak and Bro Speak was held with senior students. An identified Aboriginal teacher worked with the learning and support team to assist students in improving their learning outcomes.
English language proficiency	\$6,444 Refugee funding \$88, 865 English Language proficiency	The Adults Learning English class continued to provide parents with the opportunity to improve their English and to meet and engage with other parents. The program has allowed parents to feel more connected and more confident within the school setting. A teacher (3 days) and an SLSO (1 day) were employed as part of the LaST team to support children in the classroom who are not yet proficient in English. Our partnership with Macarthur Diversity services continues to support the transition to school program for both students and parents.
Support for beginning teachers	\$34,906	In 2017 we had four beginning teachers at Bradbury who worked with mentors. The teachers reported personal growth in their knowledge of programming, report writing, curriculum differentiation and classroom management. Teachers also received additional support in STEM and technology.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	294	304	298	322
Girls	307	294	294	300

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	94.5	93.5	94.7
1	92.7	92.4	94.2	93.2
2	94.8	93.2	93.5	93.2
3	94.8	93.3	93.1	91.4
4	93.2	93	94.1	93.5
5	93.5	91.8	93.7	93.6
6	91.3	93.2	92.6	92.4
All Years	93.6	93	93.5	93.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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
Head Teacher(s)	0
Classroom Teacher(s)	23.83
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher of ESL	0.6
School Counsellor	1
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 three 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	72
Postgraduate degree	28

Professional learning and teacher accreditation

In 2017 Bradbury Public School utilised \$29 876.00 of Professional Learning Funds to deepen teacher's understanding across the curriculum.

Our Deputy Principal and Assistant Principal Mentors Mrs Rodwell and Mrs Milne in conjunction with Stuart Keast from Rosemeadow Public School supported teachers across the school by engaging, them in developing programs that promote and facilitate students deep understanding and comprehension of a range of quality texts.. Teachers have been actively supported to embed quality literacy programs into their

teaching.

All staff jointly constructed a **Professional Learning Plan**, with their direct supervisor, in which they identified areas of need and interest in which they would like to access professional development. Learning goals were regularly reviewed and updated.

Teachers are working towards and meet the Standard Descriptors across a range of levels from proficient through to highly accomplished. Teachers maintain their accreditation through ongoing professional learning and regularly reflect on professional standards.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	392,278
Revenue	5,739,989
Appropriation	5,509,060
Sale of Goods and Services	27,009
Grants and Contributions	198,069
Gain and Loss	0
Other Revenue	0
Investment Income	5,850
Expenses	-5,398,564
Recurrent Expenses	-5,398,564
Employee Related	-4,900,863
Operating Expenses	-497,702
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	341,425
Balance Carried Forward	733,702

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,877,454
Base Per Capita	93,233
Base Location	0
Other Base	3,784,221
Equity Total	597,339
Equity Aboriginal	47,857
Equity Socio economic	219,122
Equity Language	88,865
Equity Disability	241,494
Targeted Total	635,326
Other Total	268,525
Grand Total	5,378,644

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

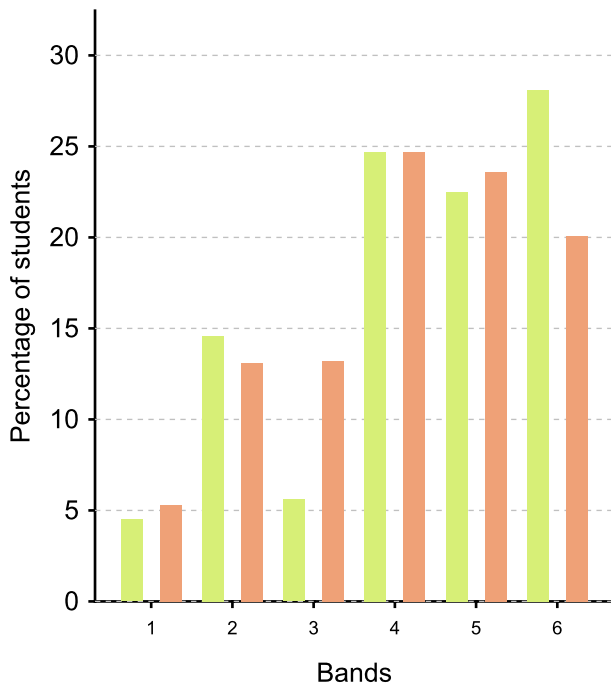
School performance

NAPLAN

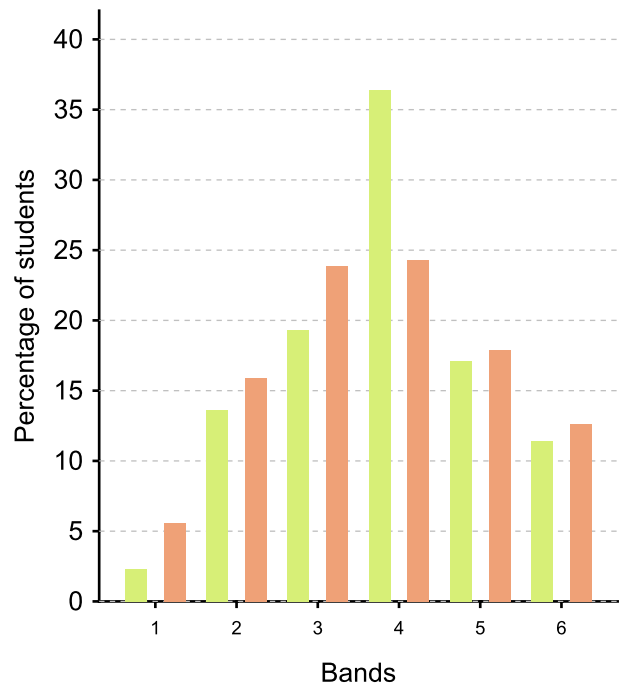
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In trending data the school has seen increased results in Years 3 and 5 for Reading. In Year 3 more than 50% of children were in the top two bands for Spelling and Grammar. In Year 5, 31% of students achieved in the top two bands for Spelling. Year 3 students in Reading, Spelling and Grammar performed above similar schools in the top two bands.

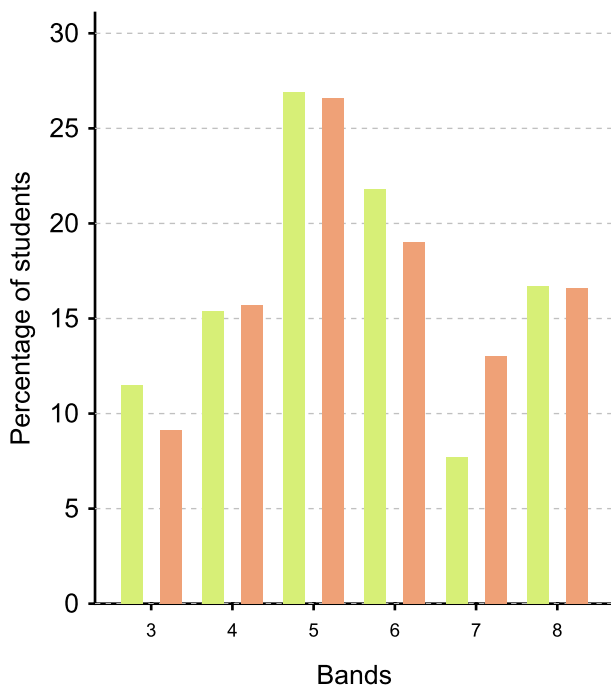
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Grammar & Punctuation



Parent/caregiver, student, teacher satisfaction

At Bradbury Public School we value parents and welcome their feedback. We have an active P & C who regularly contribute to the school. We hold parent forums to provide parents with the opportunity to give feedback on existing programs and future initiatives .

Many of our parents, students and teachers participated in the Tell Them From Me Survey. The results of this survey demonstrated that our school is consistent with the state average in most areas. We performed above state average for participation in sport and extra curricular activities.



Policy requirements

Aboriginal education

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 in year 3. In Year 5 we have seen a greater percentage of children in the top two bands .

In 2017, our focus for Aboriginal Education has been creating learning experiences and environments that foster authentic Aboriginal experiences for all Aboriginal and Non-Aboriginal students. Our students have been involved in programs such as the Junior Aboriginal Education Consultative Group (Jnr AECG). This involved Aboriginal student leaders participating in workshops and leadership days across our community of schools. These days fostered students' knowledge of culture and leadership skills.

All of our students have engaged in cultural groups this year at Bradbury Public School. These experiences developed students' cultural knowledge and identity. They have allowed students to create connections with other students and community members. Our Stage 2 and 3 students also participated in the Western Sydney program Heartbeat. This program aimed to raise students' awareness of health issues, inspire students to take up careers in health, medicine and related-sciences and present the university as a place for them.

During our NAIDOC Assembly we were very proud to have the Australian national anthem sung in the traditional Dharawal language. Our Aboriginal girls dance group were also able to perform during this assembly. Experiences also provided for our Aboriginal students, whole school and wider community include; AECG STEM camp, Personalised Learning Pathways (PLP), Tharawal Dental Clinic visit, NAIDOC activities,



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.

The number of students from English as Additional language/Dialect (EAL/D) has continued to steadily increase in recent years and is currently 33% 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.

An EAL/D teacher works closely with our EAL/D students to support them in the classroom.

Our growing partnerships with 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 increased to weekly sessions. An average of 15 students from the pre-school attend fortnightly with their teachers.

Our Bilingual SLSO provided ongoing support for students in the classroom and provided support for homework. They also assisted in translating school information for Arabic parents.

The Anti-Racism Contact Officer (ARCO) works with parents, carers, teachers and students to build understanding of cultural diversity and Anti-racism initiatives in the school community.

Other school programs

2017 saw our first ever whole school "Extravaganza". This provided an opportunity for our talented dance's to perform for over 800 parents at Events Cinemas. Each stage performed a series of dance routines to a variety of movie sound tracks. The highlight of the evening was the finale where all the students performed together.

At Bradbury Public School we have many talented performers. Our band program saw students receiving specialised tuition on a variety of instruments. The infants and senior choirs worked hard giving up their lunchtimes to pursue their passion for music. The result was a choir which successfully presented beautiful harmonies. The concert band and senior choir have performed at many different events. Both performed at two across networks concerts with Fairfield West Public School, this event was outstanding. Again they both performed at our annual Macarthur Gardens concert along with individual dancers and a father and son performance. The band had their annual Spring concert, showcasing the talent and achievements of both concert band and training band. The Choirs performed at assemblies, parent helper morning tea and Airds High School flag ceremony. This year, a new initiative was created with one of our talented teachers leading a Community of Schools choir. Ten students from Bradbury PS, Briar Road PS, John Warby PS and Airds High came together to perform at Airds HS during the community forum. This was a successful event, where students from all four schools sang two songs together.

Bradbury's students in 3/6R and 5/6S 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 bio riddles to a packed hall and delivering engaging learning centres in the library.