

Bradfordville Public School

Annual Report



2017



4406

Introduction

The Annual Report for **2017** is provided to the community of **Bradfordville 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.

Eric Patatoukos

Principal

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Message from the Principal

Bradfordville Public School prides itself on being the focus of the Bradfordville community. The school strives to:

- provide students with quality educational programs;
- emphasise the importance of learning, particularly in literacy and numeracy;
- maintain high expectations of student learning and behaviour;
- celebrate success with students, staff and the community; and
- create a happy, positive and safe school environment.

The school is supported by an active and enthusiastic Parents and Citizens Association whose dedication to meeting our students' needs is outstanding.

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.

School background

School vision statement

Bradfordville Public School is committed to continually enhancing the educational outcomes of all students, while providing opportunities for success in a happy, supportive, positive and harmonious learning environment.

School context

Bradfordville Public School is located in an outer suburb of Goulburn. The school is a proud and active member of the Goulburn Community of Public Schools (GCOPS) which works collaboratively and productively to provide opportunities for students and training and development for staff.

At Bradfordville Public School there were 10 classes and 253 students enrolled, with 8% of students identifying as Aboriginal or Torres Strait Islander. 3% of Bradfordville students have a language background other than English (LBOTE)

Students come from a variety of socio-economic backgrounds. In 2017, the school had a Family Occupation and Education (FOE) index of 121 which reflects the diverse makeup of the community but also indicates that a large percentage of families meet criteria for disadvantage. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in the provision of a holistic curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

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.

We assessed our achievements as delivering in all elements of the Learning domain except for wellbeing. Here we believe we are sustaining and growing. To improve in this domain we believe we must explore further our data regarding student performance measures as a method to drive student progress in the middle bands of achievement. This will support Bradfordville's 'Bump It Up' priority.

In the domain of Teaching we assessed that we were delivering in all areas. As our professional learning is aligned with the school plan, we now need to ensure that the impact on the quality of teaching and student learning outcomes is evaluated more consistently.

In the domain of Leading we achieved a mix of delivering and sustaining and growing, with an overall performance of delivering. Our staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. With a number of new staff, we need to ensure there are leadership opportunities for all.

Our self-assessment process will 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:

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

Strategic Direction 1

Innovative teaching and learning

Purpose

To develop and implement, high quality learning programs that reflect 21st Century learning and current pedagogical best practices based on the needs of learners as identified through effective data analysis.

Overall summary of progress

Collaborative practices were initiated across the school and were successful in supporting the beginning and inexperienced teachers on staff. The planned implementation of an instructional leader was successful during term 1 but due to staff changes, did not continue. This impacted on staff building their capacity to implement new strategies. All staff were able to access professional learning relevant to their experience and requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School-based assessment data indicates that students are achieving at or beyond expected stage standards. This is to be measured against Literacy and Numeracy continuum, with all students experiencing growth.	\$20 000	Through analysis of both PAT tests and L3 data, most students across the school are achieving at stage level in reading and maths. The aim is to move the large group of students up to the higher levels. This is reflected in NAPLAN testing.

Next Steps

Develop self-assessment and reflective skills in students to use and give feedback to teachers. Establish and monitor systems which facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback for all staff.

Strategic Direction 2

Inclusive, engaging and holistic school environment

Purpose

To actively encourage student engagement in all aspects of schooling through provision of opportunities for students that reflects the diverse nature of individual learners and their needs.

Overall summary of progress

Aboriginal students worked regularly with a teacher mentor in small groups to develop their literacy and numeracy skills. Staff were unable to access cultural awareness training, although this is planned as a community of schools activity in 2018. A number of cultural activities were made available to all students throughout the year. Staff expectations framework developed but will be looked at again in 2018, in tandem with the strategies of the 2018–2020 plan. The new Wellbeing Framework was implemented by all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance at or above the state average. Increased or continued high level of student engagement, as indicated through surveys and focus group discussions.	\$7000	Student engagement was a focus throughout the year. A variety of activities around wellbeing supported this.

Next Steps

Students show an understanding of the whole school wellbeing, merit and behaviour strategies and expectations. Focus on improving achievements of Aboriginal students through the Bump It Up strategy.

Strategic Direction 3

Dynamic educational community culture

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership.

Overall summary of progress

Communication across the school community was enhanced by the implementation of social media such as SKOOLBAG, SEESAW and Facebook. Although this is in the early stages, there has been an earlier response to requests by the school to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All school members, including parents, students and staff communicate in an effective, genuine and respectful manner. This will be evident through constructive survey responses and focus group discussions.	\$6000	School promotions responsibility as an Assistant Principal role ensured events and information were communicated to the school community. Guidelines for communication procedures developed but need further modification in line with DoE policy.

Next Steps

Complete Communication procedures and distribute for consultation. Fund the Promotions Officer position to continue the good work already done.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18309	Students working with teacher/mentor to improve their reading and numeracy skills. This included the employment of an Aboriginal School Learning Support Officer.
English language proficiency	\$2466 and one day per week EAL/D teacher to work with new arrivals	Teacher worked intensively daily with new arrivals students, improving their language skills.
Low level adjustment for disability	\$116701	This figure included a Teacher, Learning Support for 9 days per fortnight. The remainder of the funding was used for a School Learning Support Officer.
Socio-economic background	\$151809	The funding was used to support literacy and numeracy programs in the school and support the employment of two School Learning Support Officers and Business Manager.
Support for beginning teachers	\$20974	Beginning teachers supported with extra RFF, mentor time and access to Professional learning such as Beginning Teacher conference.
School Planning for Strategic Plan 2018 – 2020	\$2000 to support analysis of surveys, focus groups and release for teachers to begin plan.	Strategic directions identified for 2018 plan.
Bump It Up	\$20 000 (Instructional Leader)	In year 3, there was an increase in students in both literacy and numeracy in Band 6. In year 5 numeracy, there was an increase in students in Bands 6 and 7 and a slight decrease in Band 8. In reading, there was an increase in students in Bands 7 and 8.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	113	130	140	137
Girls	121	133	124	119

School numbers dropped slightly in 2017, resulting in a loss of a teaching position. 2018 Kindergarten enrolments and a small year 6 going to high school in 2018, will mean an increase of at least one classroom teacher position.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	95.1	93.6	92.8
1	96.5	95.9	94.8	91.2
2	95.6	96.5	95.4	94.3
3	96.4	95	95.2	95
4	95.6	94.9	93.9	94.6
5	96.7	95.9	94	93.6
6	95.5	94.7	95.1	92.7
All Years	96.2	95.5	94.6	93.6
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

The school notifies all parents of their responsibilities under the NSW Education Act to ensure their children attend school regularly. Parents are contacted within two days of their child being absent if there is no reason provided.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.02
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.54
Other Positions	0

*Full Time Equivalent

An Aboriginal SLSO is employed to support students.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93
Postgraduate degree	7

Professional learning and teacher accreditation

All staff have participated in the mandatory training requirements that target student/staff health and wellbeing. These include CPR, Emergency Care, Anaphylaxis, Asthma and Keep Them Safe training. Significant amounts of professional learning were undertaken by staff. This learning was related to the school plan.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	245,970
Global funds	107,026
Tied funds	145,913
School & community sources	110,282
Interest	4,668
Trust receipts	4,960
Canteen	0
Total Receipts	372,848
Payments	
Teaching & learning	
Key Learning Areas	6,851
Excursions	5,960
Extracurricular dissections	5,732
Library	3,214
Training & Development	0
Tied Funds Payments	93,999
Short Term Relief	11,532
Administration & Office	20,462
Canteen Payments	0
Utilities	18,003
Maintenance	26,849
Trust Payments	25,868
Capital Programs	10,598
Total Payments	229,068
Balance carried forward	389,750

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	685,792
Appropriation	637,852
Sale of Goods and Services	830
Grants and Contributions	46,281
Gain and Loss	0
Other Revenue	0
Investment Income	829
Expenses	-482,892
Recurrent Expenses	-472,204
Employee Related	-217,414
Operating Expenses	-254,790
Capital Expenses	-10,688
Employee Related	0
Operating Expenses	-10,688
SURPLUS / DEFICIT FOR THE YEAR	202,900
Balance Carried Forward	202,900

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	1,781,212
Base Per Capita	40,346
Base Location	2,575
Other Base	1,738,291
Equity Total	289,284
Equity Aboriginal	18,309
Equity Socio economic	151,809
Equity Language	2,466
Equity Disability	116,701
Targeted Total	52,450
Other Total	53,754
Grand Total	2,176,700

In Year 5, the percentage of students performing in the top two bands were as follows:

Reading 25.6%, Writing 4.6%, Spelling 9.3%, Grammar and

Punctuation 23.2% .

Another reporting requirement from the State priorities is Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands

No Aboriginal students in Year 3 were in the top bands in reading, writing and spelling whilst 50 % were in the top two bands for grammar and punctuation.

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.

Compared to State growth, our students demonstrated the following:

Reading: 99.8% compared to State 78.2%

Spelling: 89.9% compared to State 89.6%

Grammar and Punctuation: 107% compared to State 66.6%

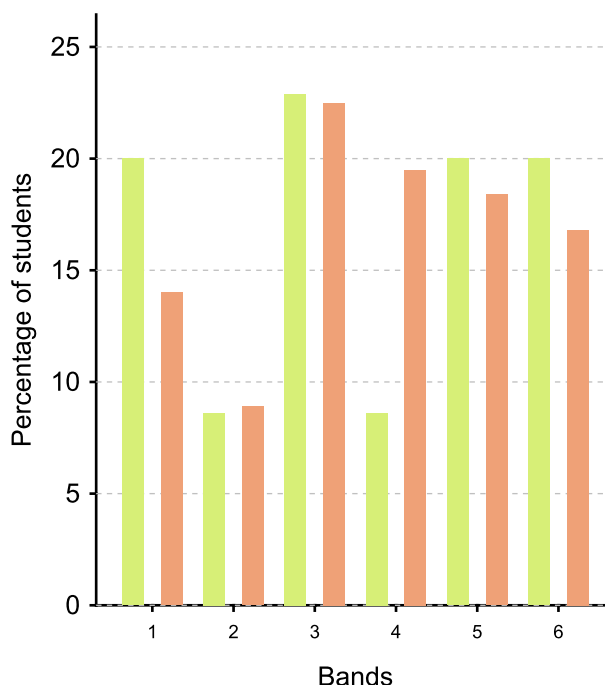
In accordance with the premier's priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands.

In Year 3, the percentage of students performing in the top two bands were as follows:

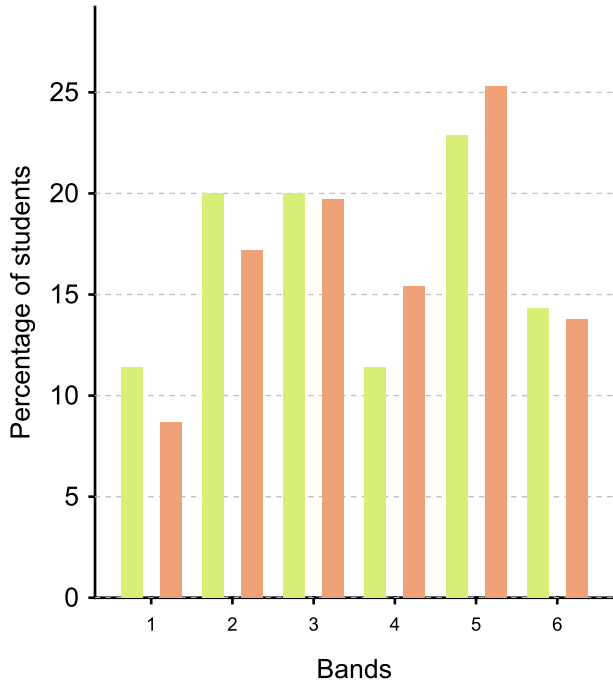
Reading 36.9%, Writing 48.6%, Spelling 28.6%, Grammar

and Punctuation 40%.

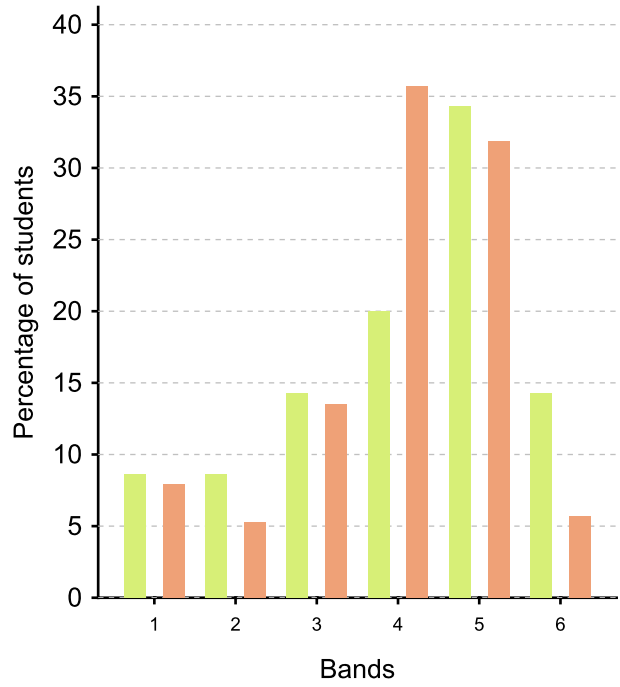
Percentage in bands:
Year 3 Grammar & Punctuation



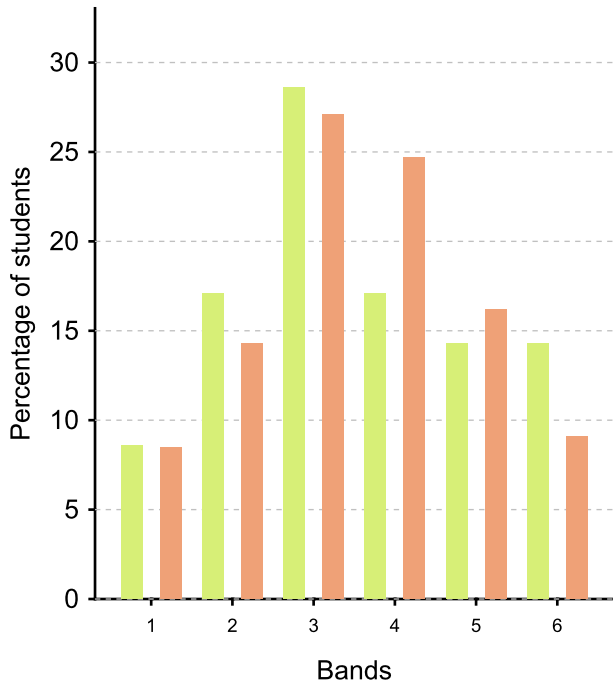
Percentage in bands:
Year 3 Reading



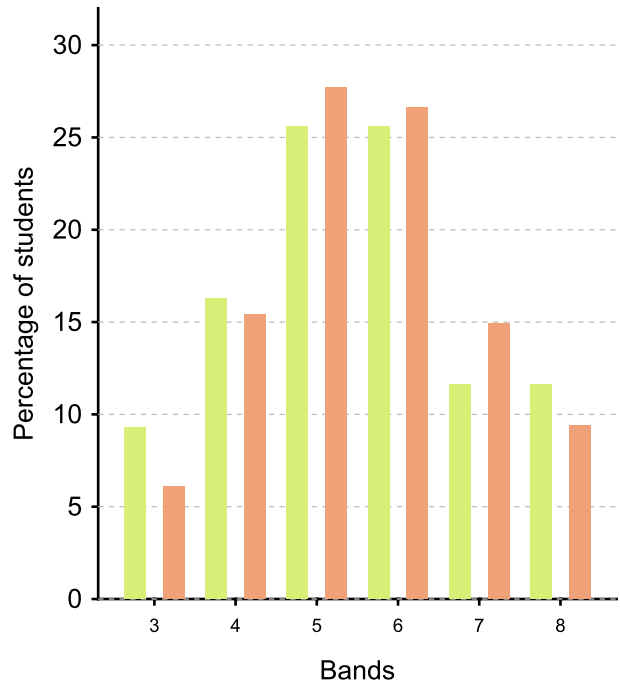
Percentage in bands:
Year 3 Writing



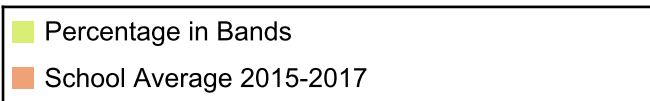
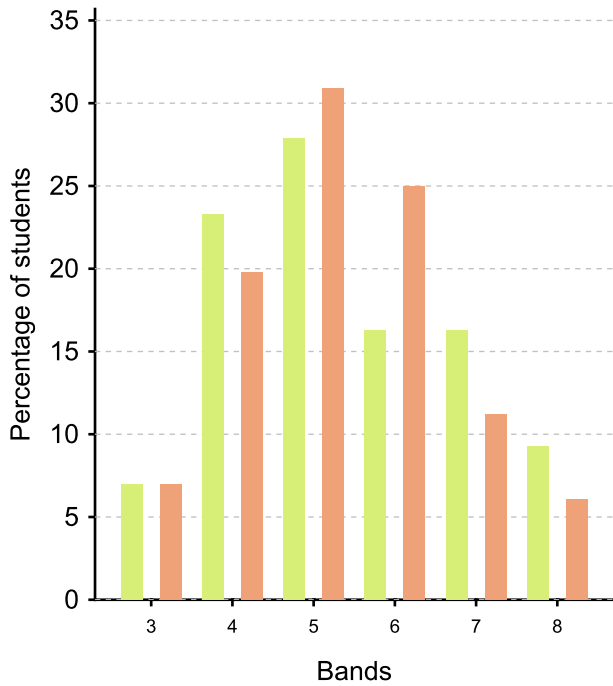
Percentage in bands:
Year 3 Spelling



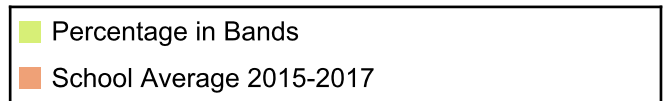
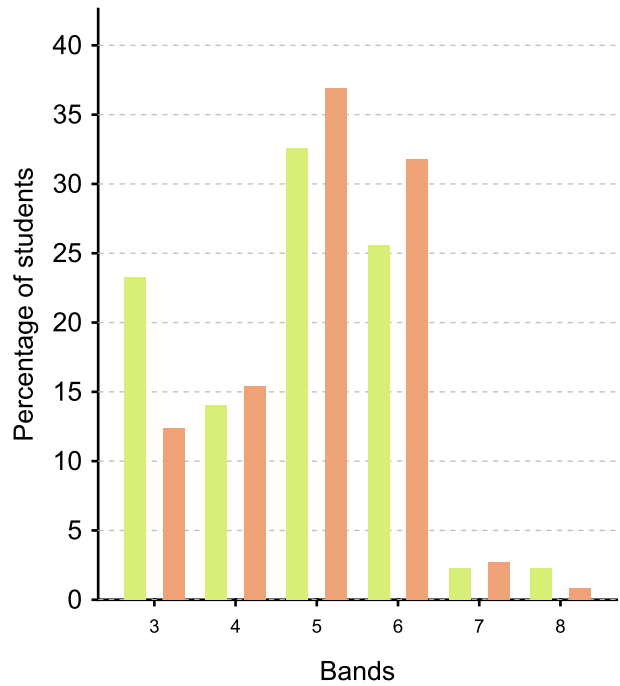
Percentage in bands:
Year 5 Grammar & Punctuation



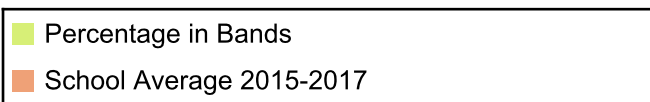
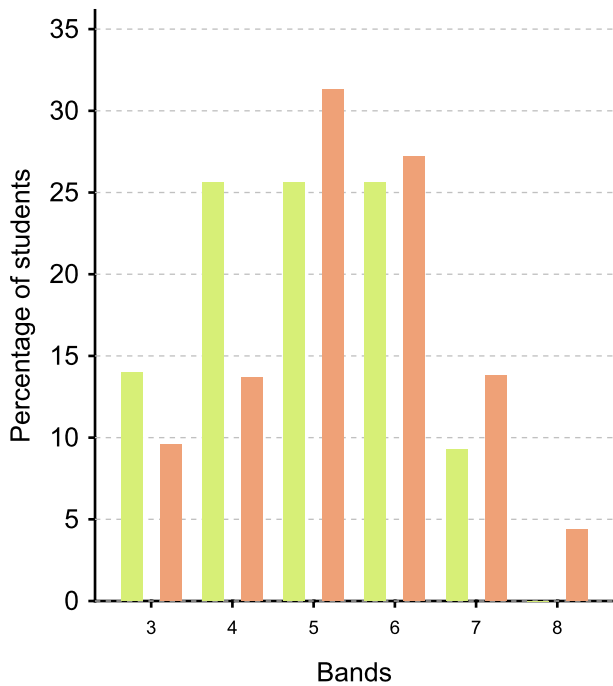
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Compared to State growth, our students demonstrated the following:

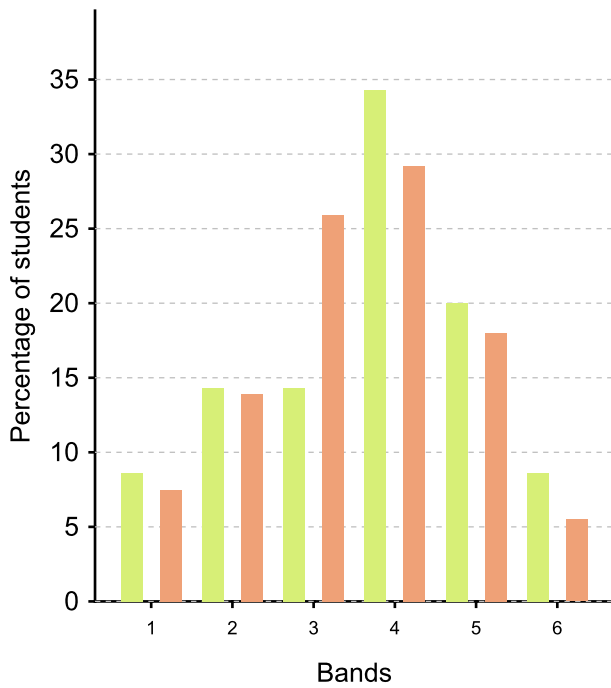
Numeracy: 102.6% compared to state 96.8%.

In Year 5, the percentage of students performing in the top two bands in numeracy was 9.3%

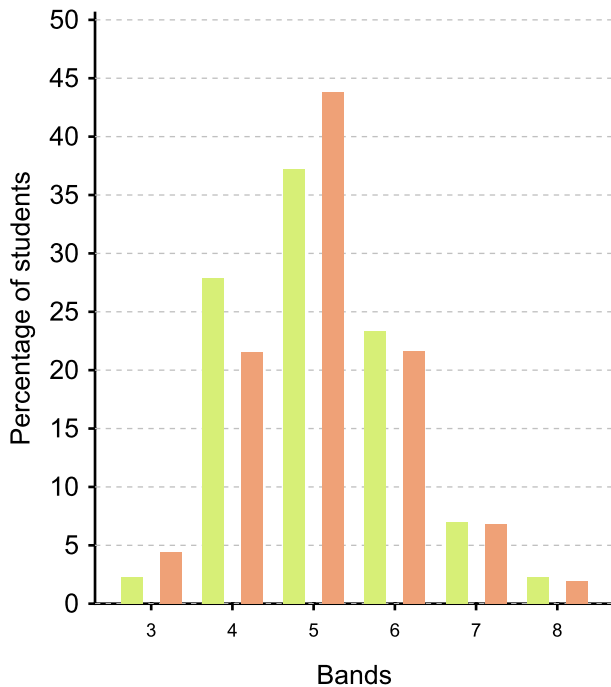
Another reporting requirement from the State priorities is Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

In both years 3 and 5, there were no Aboriginal students in the top two bands.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



school life to inform the new school plan. The *Tell Them From Me* survey measures student, teacher and parent satisfaction and supports schools to evaluate specific aspects of the school and learning culture. In 2017, Bradfordville students from year 4, 5 and 6 participated in the survey, as did parents and staff. Consultation was also sought at P&C meetings and specific planning meetings. Although the vast majority of parents, students and staff were satisfied with what the school offered, areas for improvement were identified to be addressed in the new school plan.

Policy requirements

Aboriginal education

During 2016, funding from Norta Norta and Aboriginal background equity funding was combined to enable a significant initiative for Aboriginal students around Literacy and Numeracy programs focusing on Aboriginal culture. Personalised Learning Plans (PLP) were implemented for all Aboriginal students K–6. PLP's have been another way for teachers to engage with parents and students in setting personal learning and behaviour goals. PLP's are a fluid document, which grows and changes as the students change. They are regularly revised and updated. It is through the PLP process that staff and families have seen significant achievement both academically and through welfare measures. Staff were provided with Professional Learning in Aboriginal Leadership improving cultural understanding of how to best engage the local Aboriginal community in honest, transparent and meaningful ways.

Multicultural and anti-racism education

Bradfordville Public School has a full-time trained ARCO (Anti-Racism Contact Officer). All reported incidents of racism are formally recorded by the ARCO. The ARCO assists parents, staff and students to facilitate the complaints handling process. Anti-racism education and strategies such as Harmony Day, increase our student awareness and promote multicultural perspectives across the curriculum. The Bradfordville School community practices and expectations ensure our students value the cultural diversity within the school.

Parent/caregiver, student, teacher satisfaction

Bradfordville Public School sought the opinions of parents, staff and students regarding various aspects of