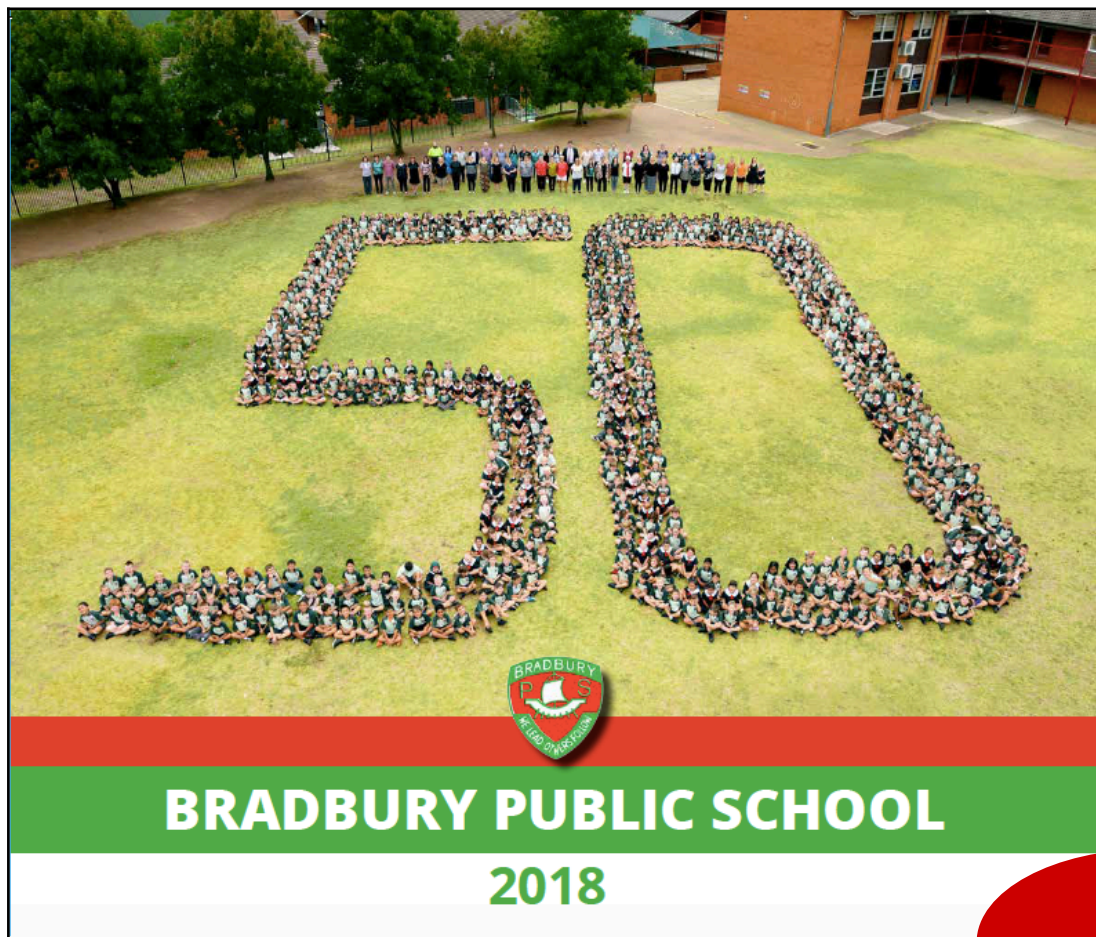


Bradbury Public School Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of Bradbury Public School as an account of the school's operations and achievements throughout the year. To reflect on the achievements of the school is an important process and has highlighted the strong collaborative efforts and professional commitment of our teachers and staff. This has enabled our students to experience wonderful success in their learning and considerable enjoyment in their school lives.

Our partnerships with parents and the community have been built on positive and caring relationships to support the needs of every child. In particular, our P&C have supported the school through various events, merit selection, community grants and policy development.

This Annual report 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.

Mrs Michelle Lester

Principal

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School background

School vision statement

Bradbury Public School is committed to providing **opportunities** for students to develop the knowledge and skills to become resilient, life-long learners and active citizens.

We are committed to fostering collaborative **partnerships** between students, staff and community to motivate and ensure student empowerment to achieve personal goals. Through inclusive quality learning opportunities students strive for **excellence**.

School context

Bradbury Public School is situated in South Western Sydney with an enrolment of 650 students. The school has twenty-four mainstream classes, an Opportunity class and three Autism classes. Nine percent of our students are Aboriginal and thirty-three percent are from non-English speaking backgrounds.

Explicit and systematic teaching in Literacy and Numeracy, underpinned by strong implementation of the teaching and learning cycle are focus areas in the school. Our enthusiastic and dedicated staff hold high expectations for teaching and learning and demonstrate this through their ongoing commitment to professional learning.

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

Our school practises a firm belief of valuing wellbeing within a school culture devised around the Positive Behaviour for Learning (PBL) values Safe, Respectful, Learner.

Bradbury parents have high expectations and aspirations for their children and community and parental support for the school is strong. The Parent and Citizens Association (P&C) support the school's educational learning and extra curricular programs through fundraising, volunteering and community 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, curriculum, and learning. The Positive Behaviour for Learning (PBL), Rule of the Week lessons, strongly encourages students to behave appropriately in all learning environments and this was evident in the new award system implemented.

The transformation of our school playgroup to the new 'Bee Hive' saw an increase in the number of students attending each fortnight and transitioning into Kindergarten. Year 6 students transitioned across 14 different high schools. This year the Links to Learning Program 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 celebrated its 50th Anniversary with past Principals, staff and students who shared their memories at the opening of the back to Bradbury school fete. The Choir and Band 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 Writing. Teachers have developed their knowledge and understanding about the Seven Steps to Writing program and successfully implementing it into the classrooms. The 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. Instructional Leaders demonstrating lessons to ensure high quality practices are evident across the school and increasing student engagement. 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

Active, high quality teaching and leadership

Purpose

To establish a supportive and productive school culture where staff members develop an active, responsive pedagogy and take responsibility for their ongoing learning to ensure educational excellence.

Overall summary of progress

All staff have implemented the Seven Steps of Writing into their teaching and learning programs and are trialling Learning Sprints. This was facilitated by the employment of a Deputy Principal Instructional Leader.

Staff continued to familiarise themselves with using their PLAN data to target students' learning by implementing Learning Sprints. Mathematics short, sharp focused number activities were introduced by the Instructional Leader. TEN (Targeting Early Numeracy) was supported by an off class Assistant Principal. Mathematics support for Number 2.0 and TEN will be relaunched and a focus area for next year.

Due to the instability of Learning Progressions, at the present time the decision was made for one Assistant Principal to trial this in the classroom. This will be followed up in 2019 with a whole school focus on the Learning Progressions in the areas of Additive strategies (Numeracy) and Comprehension (Literacy).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff development is supported through targeted and differentiated professional learning.	\$116,815.00 employment of Deputy Principal Instructional Leader.	<p>Instructional Leader employed to support Kindergarten staff with L3 training (Language, Learning, Literacy). The Support Unit AP mentored staff in how to support students with identified behaviour/ learning needs.</p> <p>All staff have implemented the Seven Steps of Writing into their teaching and learning programs.</p> <p>Mathematics support for Number 2.0 will be continued in 2019.</p>
Staff actively engaged in Professional development to achieve their targeted learning goals.	Professional Development \$36,387.00	<p>All staff participated in the Aboriginal 8 Ways of Learning Professional Development Course.</p> <p>All staff attended a staff development conference in Wollongong where management committees determined their budget and resources for the following year.</p> <p>Two teachers attended the Beginner Teachers Conference.</p> <p>Instructional Leader in L3 worked with 5 Kindergarten teachers.</p> <p>All staff completed their CPR & Anaphylaxis training.</p> <p>Six staff attended a MAPA (Managing Actual & Potential Aggression) Training.</p> <p>Instructional Leaders conducted Numeracy training for teachers in Years 1–6 and whole school training in Seven Steps to Writing.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establish a consistent school wide system for differentiation of student learning.		Staff have continued to familiarise themselves with using the PLAN data to target students learning. Due to the up grading of Learning Progressions staff have received training in the new software. This will continue to be a focus for 2019.

Next Steps

The School Plan for 2018–2020 with future directions will ensure the next two years remains focused and on track to provide high quality educational outcomes:

- *Progressive Achievement Test (PAT) testing to be implemented across the school and the data used for future direction of student learning
- *Implement the Seven Steps to Writing across other text types
- *Mathematics support for Number 2.0 to be relaunched and a target for next year.
- *Introduction of Learning Progressions in Literacy – Comprehension & Numeracy – Additive strategies.
- *The continuation of Learning Sprints.

Strategic Direction 2

Successful, resilient learners and citizens

Purpose

To ensure a student centred learning environment that nurtures, challenges and inspires all students to become skilled, confident, creative and self-motivated learners who are empowered to be successful citizens and contribute to a thriving community.

Overall summary of progress

In 2018 the school continued to support student wellbeing with the introduction of a new reward system to encourage and reward positive aspects of pupils' performance, application and behaviour. The tiered system spans the students' whole school career at Bradbury Public School and is an accumulative system whereby merit certificates are traded for the next level of award – ribbons, banners and medallions.

Our Positive Behaviour for Learning committee reviewed school expectations and relaunched our playground buzzies to support and encourage positive behaviours, leading to a consistent approach from all staff. We introduced the weekly raffle system where students who received a buzzie for positive playground behaviour would be placed in the weekly assembly draw. We continued to source new signage which was strategically positioned around the school to clearly define behavioural expectations in different settings. 'Rule of the Week' lessons were taught with a focused goal that all staff teach clear and consistent expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in students achieving and exceeding grade appropriate benchmarks in Literacy.	\$12,000 was spent on Literacy resources. \$76,523.00 paid for a Learning and Support Teacher (LaST) teacher to provide additional support to students.	As shown in the NAPLAN results our students are meeting or exceeding expected growth in Literacy at a higher level than is being achieved across the state. Results in Writing in Year 5 increased dramatically regarding student NAPLAN achievement which was opposite to results across the state where results declined.
An increase in students achieving and exceeding grade appropriate benchmarks in Numeracy.	\$13, 312 was spent on Numeracy resources for the classrooms.	As shown in the NAPLAN results our students are meeting or exceeding expected growth in Numeracy at a higher level than is being achieved across the state. Results in Year 5 NAPLAN Numeracy showed positive growth when compared to 2017 where results in similar school groups decline and results across the state remained static.
All students actively taking responsibility for their own learning through setting learning goals, reflecting, and reporting on their learning achievements using formative assessment strategies.		Staff introduced to Smart goal setting with a continued focus for 2019.
All staff, students and community having a consistent and clear understanding of the Positive Behaviour for Learning strategies and wellbeing procedures of the school.	\$10,000.00 Awards & Trophies \$22,000.00 New Signage around school.	Recognition of student achievements increased with the relaunch of the playground and classroom buzzie. 80% of students were able to correctly identify the school expectations and the reason why they received the buzzie. The new award system was implemented successfully with the tiered system being communicated to all families. School

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff, students and community having a consistent and clear understanding of the Positive Behaviour for Learning strategies and wellbeing procedures of the school.		wide data was used to determine the 'Rule of the week" which was taught explicitly to all students resulting in a consistent approach from all staff. Community members were notified of all PBL expectations and rules via the fortnightly newsletter. Staff attended a PBL reload presentation by our school PBL mentor/coach.

Next Steps

The School Plan for 2018–2020 with future directions will ensure the next two years remains focused and on track to provide high quality educational outcomes:

*Continue with students setting their smart goals.

*Positive Behaviour for Learning (PBL) develop and deliver lessons focusing on Bullying.

*Strengthen our PBL message by utilising facebook and fortnightly newsletters to inform parents and community members of our school 'Rule of the Week'.

*The 'Rule of the Week' presented at morning assemblies by the School Captains/Prefects.

*Continue the implementation of PBL for the students of Bradbury Public School. Train selected staff in the PBL Reload course.



Strategic Direction 3

Connected learning community

Purpose

To establish active and effective partnerships, working collaboratively with our community, celebrating and promoting school achievement to develop a strong sense of school identity.

Overall summary of progress

Facilitating open communication between parents/carers and the school through a range of channels was a continued focus in 2018. We saw an increase in parents engaging with the school through facebook and the school webpage. Teachers used Class Dojo and Seesaw to engage families in their student's learning by sharing student learning achievements via a digital portfolio.

Parents and community members have had the opportunity to provide feedback to the school about school processes, programs and initiatives through our parent forums. These forums are held during the morning and evening to ensure all parents have the opportunity to provide feedback. The Tell Them From Me survey was utilised to gauge the communities satisfaction with the schools communication, processes and programs.

We have continued to focus on building connections with our parents by expanding our educational support networks to help parents better understanding their child's education. Parents have been invited to take part in parent workshops to deepen their understanding of the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of parents actively involved in school decision making.	\$500.00	<p>Throughout the year there were four parent workshops held including technology, TEN, homework and cyberbullying. In some workshops we saw an increase in parent attendance. The parent feedback session was attended by 22 parents providing valuable information to support our ongoing planning.</p> <p>Tell them from me survey was completed by staff, students in Years 4–6 and parents.</p> <p>P&C is held monthly, alternating between night and day meetings.. With the introduction of the day meetings we saw an increase in parent and community attendance.</p>
Strengthened partnerships are established and sustained (Community of Schools & Professional Learning schools) to connect student learning and teacher professional development.	<p>\$2,000.00 Professional Development Well Being presenters at CoS SDD.</p> <p>\$350.00 South West Sydney Executive Leadership Links (SWELL).</p>	<p>Number 2.0 was implemented across Years 3–6 with support from Instructional Leaders. This increased teacher awareness and provided them with explicit teaching ideas. The success of this program was evident from the data collected. Six BPS staff attended the Community of Schools TEN network meetings on a termly basis and shared ideas through the modelling of TEN in the classrooms. SWELL was regularly attended by our executive and aspiring leaders each term. Our Instructional Leader assisted Rosemeadow PS and Briar Road PS in a variety of areas including, Seven Steps to Writing, Spelling, Quality Literature and differentiation to support their school planning and focus areas.</p> <p>CoS SDD held at the beginning of Term 3 with guest speakers, Mr Carl Warren & Damien</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strengthened partnerships are established and sustained (Community of Schools & Professional Learning schools) to connect student learning and teacher professional development.		Thomlinson presenting on the importance of Wellbeing.
Deepen connections with our Aboriginal community.	<p>\$11,000.00 Great Sydney Local Land services Community Grant.</p> <p>\$1,400.00 Koori Dance Instructors.</p> <p>\$200.00 CoS Art Day resources.</p>	<p>Our Aboriginal community assisted Bradbury PS in the establishment of a Bush Tucker garden, which includes a healing space and yarning circle for all students, staff and the wider community. A smoking ceremony was held to officially open the garden during NAIDOC week, which has strengthened community connections and built networks.</p> <p>A K–6 Aboriginal boys and girls dance group, was formed which was led by two local Aboriginal community members. Students demonstrated improved engagement within the classroom and across a whole school setting.</p> <p>Our school was successful in hosting a Stage 2 Art Day for our Community of Schools (CoS). Community members assisted in leading this program and we liaised with local schools.</p> <p>Jnr AECG representatives attended a workshop based on public speaking. They successfully networked with other Jnr AECG representatives from our local (CoS). 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.</p>

Next Steps

The School Plan for 2018–2020 with future directions will ensure the next two years remains focused and on track to provide high quality educational outcomes:

- * Continuing with the Tell Them From Me survey for staff, parents and students.
- * Increase parent workshops/forums on areas identified by parents and the school community.
- * Jnr AECG representatives attending workshops and networking with our CoS and attending Yarn up.
- * Continue to strengthen student involvement in Aboriginal culture and dance.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$50,000.00 Aboriginal initiative (Yalagani) Instructional Leader and teacher release	<p>Four Aboriginal students were selected to take part in a project with Microsoft and local Aboriginal Elders to create a piece of culture to pass on to future generations. Students had two tasks to complete involving Augmented Reality technology. First was to design and paint an image that, when viewed using a specific app on a smart phone, would come to life and say the English word and then the Dharawal. The second task was to design a storyboard, characters and setting for part of a dreamtime story to be joined with other schools in the area. Again using an app on a smart phone, anyone could access the story by viewing the card and watching/listening to the recording. The students had a great time and used a variety of different technology to create these projects.</p> <p>A 3 day STEM camp at Port Hacking was attended by 10 Aboriginal students and a teacher .</p> <p>Instructional Leader supported the CoS GaT challenge days.</p>
English language proficiency	\$ 62,000 (English Language proficiency) \$47,564 (Flexible Funding)	<p>Students and their families who are learning English as an additional language or dialect are supported by the EAL/D teacher (3 days), an additional teacher (2 days) and a bilingual SLSO (needs based). Each term the Adults Learning English group met for 2 hours per week for 6 weeks, where parents developed their English skills by sharing conversation and life experiences. The relaxed setting with a volunteer tutor and child carer built confidence, friendships and school connections. Eight parents were sponsored to attend the inspiring annual Parent Leadership Conference this year. Our partnership with Macarthur Diversity services and Bradbury Pre-school continued to support the transition to school program for students and parents.</p>
Quality Teaching, Successful Students (QTSS)	\$116,815.00	<p>Deputy Principal Instruction Leader employed to deliver whole school professional development focusing on Seven Steps to Writing program.</p>
Support for beginning teachers	\$104,276.00	<p>Bradbury PS had 4 beginning teachers access funding to support their teaching and professional learning goals. The first year staff worked with a mentor teacher each week on areas they had identified in their PDP's. Support and mentoring was utilised for curriculum delivery and programming, assessment and reporting, L3 training and accreditation aligned to national teaching standards. The second year staff member used 8 days of release to work towards their professional learning goals. One teacher attended the Beginning Teacher's conference.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	304	298	322	341
Girls	294	294	300	317

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	93.5	94.7	92.5
1	92.4	94.2	93.2	92.4
2	93.2	93.5	93.2	93.4
3	93.3	93.1	91.4	90.8
4	93	94.1	93.5	91.8
5	91.8	93.7	93.6	93.4
6	93.2	92.6	92.4	91.6
All Years	93	93.5	93.1	92.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Bradbury staff proactively monitors attendance and contacts parents, by phone, after two days of absence. The class rolls are marked electronically and letters requesting an explanation are forwarded promptly to families. 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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.65
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	7.06

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Bradbury Public School currently employs four 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	100
Postgraduate degree	50

Professional learning and teacher accreditation

In 2018, Bradbury Public School utilised \$36,387.00 of Professional Learning Funds to deepen teacher's understanding across the curriculum.

Our Deputy Principal and Assistant Principal Mentors in conjunction with the CoS Instructional Leader 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 meeting 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	733,702
Revenue	6,422,532
Appropriation	6,163,643
Sale of Goods and Services	20,983
Grants and Contributions	230,562
Gain and Loss	0
Other Revenue	1,300
Investment Income	6,044
Expenses	-6,191,616
Recurrent Expenses	-6,191,616
Employee Related	-5,511,849
Operating Expenses	-679,767
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	230,916
Balance Carried Forward	964,619

The school's finances are monitored regularly by the Principal, School Administration Manager (SAM) and executive. All staff have input into the school's management plan. Committees monitor expenditure in line with the School and Management Plan. The school continues to invest in capital works, technology and Instructional Leaders to address Literacy and Numeracy.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,276,013
Base Per Capita	123,768
Base Location	0
Other Base	4,152,245
Equity Total	583,886
Equity Aboriginal	42,533
Equity Socio economic	194,214
Equity Language	109,564
Equity Disability	237,575
Targeted Total	661,333
Other Total	340,001
Grand Total	5,861,233

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

When examining the percentage of students in the top two bands in Reading in accordance to the Premier's priorities of increasing the number of students in these bands by 8% by 2020 the following results are noted:

In Year 5, the percentage of students in the top 2 bands in Reading shows an increase of 2.8% from 32.5% in 2017 to 35.3% in 2018.

In Year 3, the percentage of students in the top 2 bands in Reading shows a decrease of 3.1% from 40.1% in 2017 to 37.0% in 2018.

The Spelling results across both Years 3 and 5 showed positive growth achieving above state average.

In Year 3, 75% of students placed in the top 2 bands and no students placed in the bottom 2 bands .

In Year 5, 83% of students placed in the middle band and 17% of students placed in the top bands. No students placed in the bottom 2 bands.

When examining the percentage of students in the top two bands in Numeracy in accordance to the Premier's priorities of increasing the number of students in these bands by 8% by 2020 the following results are noted:

In Year 5, the percentage of students in the top 2 bands in Numeracy show an increase of 0.8% from 29.1% in 2017 to 29.9% in 2018.

In Year 3, the percentage of students in the top 2 bands in Numeracy show an increase of 4% from 28.4% in 2017 to 32.4% in 2018.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

At Bradbury Public School we value parents and welcome their feedback. We have an active Parents & Citizens Association who regularly contribute to the school. The Parents and Citizens Association successfully applied for a NSW Government Community Building Partnership grant to create an all weather playing field which was completed in October 2018. We held 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 student's demonstrating positive behaviour at school.



Policy requirements

Aboriginal education

In 2018, our focus for Aboriginal Education has been to foster and increase students understanding of Aboriginal and Torres Strait Islander cultures and heritage, by creating authentic learning experience for all Aboriginal and Non-Aboriginal students.

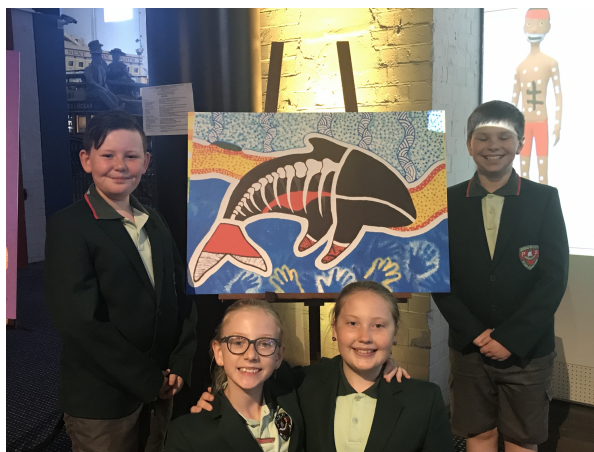
We were successful in establishing a Bush Tucker garden, which includes a healing space and yarning circle for students, staff and the wider community. This involved utilising community experts throughout the planning and establishment stages in order for our students to build strong relationships with various community members, peers, and staff. By being involved in all aspects of our garden, students have developed a collective sense of pride and ownership of this special area within our school.

We formed a K-6 Aboriginal boys and girls dance group, which was led by two local Aboriginal community members. The students performed during NAIDOC week at an assembly and before a smoking ceremony to officially open the school's Bush Tucker Garden.

Four students were given the opportunity to work with

Aboriginal elders and Microsoft to learn more about the Dharawal language and history. Over several visits students created 3-dimensional drawings and scripted a part of a Dreamtime story to share with all using augmented reality. Our school was successful in hosting a Stage 2 Art Day for our Community of Schools (CoS). We worked with some Aboriginal artists in our community, and the students participated in different workshops and learning experiences throughout the day. This program developed the students' cultural knowledge of art and storytelling.

A variety of experiences were also provided for our Aboriginal students, whole school and wider community include; AECG STEM Camp, Personalised Learning Pathways (PLP), Tharawal Hearing Clinic Visit, NAIDOC and Reconciliation activities, Junior AECG, Heartbeat, and other (CoS) cultural days.



Multicultural and anti-racism education

At Bradbury Public School, the staff, students and families work in partnership to ensure that our school is a positive and harmonious learning environment.

Our current English as an Additional Language or Dialect (EAL/D) student numbers are increasing and make up 36% of our total school population.

Support from the EAL/D teacher is provided on a needs basis to develop the students' abilities in their knowledge and use of English. Our goal is that each student is able to participate in grade appropriate activities and learning tasks, to achieve their academic and social potential.

Parents and community members were encouraged to participate in information workshops, meetings with teachers, our Adult English class and support sporting events.

Other school programs

Physical Development, Health and Physical Education

2018 has been another successful sporting year at Bradbury Public School. All students participated in the Premier's Sporting Challenge, which encourages

students to engage in physical activity both inside and outside of school.

32 junior and senior teams participated in 8 PSSA Gala Day sports.

20 students represented Bradbury Public School at the Campbelltown Zone Swimming Carnival with 16 students progressing to the Sydney South West Regional Carnival.

58 students represented Bradbury Public School at the Campbelltown Zone Cross Country Carnival.

46 students represented the school at the Campbelltown Zone Athletics Carnival with 6 students progressing to the Sydney South West Regional Carnival.

23 students represented Bradbury Public School in Campbelltown PSSA sporting teams. The teams included Basketball, Netball, Softball, Hockey, AFL, Soccer, Rugby League, Rugby Union, and Touch Football. One student represented in the Sydney South West Regional Team and continued to the NSW Team for Softball.

5 teams participated in the NSW PSSA Knockout Competition. Teams included Rugby League, Netball, Softball, Soccer and Touch Football.

Extra Curricular Activities

Students at Bradbury Public School were given the opportunity each year to participate in three NSW Premiers events. These being Debating, Public Speaking and Spelling Bee.

These events took place over the academic school year and were offered to students in grades 3–6. Debating is offered only to grades 5–6.

In 2018, Bradbury were successful in the Premiers Debating Challenge, winning 3 out of 4 debates and moving through to a tie-breaker against a local school. These students were also offered the opportunity to participate in a full day workshop run by experts in the NSW Arts Unit.

Each year, Bradbury Public School send two student representatives from Stage 2 and Stage 3 to compete in zone level Public Speaking and Spelling Bee competitions. These competitions are recognised across NSW and provide students with invaluable experiences.