

# Bradfordville Public School Annual Report



2018



4406

## Introduction

The Annual Report for **2018** 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

### School contact details

Bradfordville Public School

10 Hampden Street

GOULBURN, 2580

[www.bradfordvi-p.schools.nsw.edu.au](http://www.bradfordvi-p.schools.nsw.edu.au)

[bradfordvi-p.school@det.nsw.edu.au](mailto:bradfordvi-p.school@det.nsw.edu.au)

4821 4936

## School background

### School vision statement

A highly educated, skilled and inclusive school where students achieve their learning potential, engage in activities which enhance their wellbeing and contribute positively to our school community and society as a whole.

### 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 are 12 classes and 287 students enrolled, with 8% of students identifying as Aboriginal or Torres Strait Islander. 5% of Bradfordville students have a language background other than English (LBOTE)

Students come from a variety of socio-economic backgrounds. In 2018, 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* and *Learning Culture*. 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. We must also look at our assessment practices and develop a consistent plan for assessment. This will support Bradfordville's 'Bump It Up' strategy.

In the domain of *Teaching* we assessed that we were *Delivering* in *Data Skills and Use* and *Professional Standards*, but there has been an improvement to *Sustaining and Growing* in effective *Classroom Practice* and *Learning and Development*. As our professional learning is aligned with the school plan, we now need to ensure that the impact of the quality of teaching on student learning outcomes is evaluated more consistently.

In the domain of *Leading* we achieved most growth, with *School Resources* assessed as *Excelling* and all other areas *Sustaining and Growing*. 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 continue to ensure there are leadership opportunities for all and the skills of all staff are valued and utilised.

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

### Connect through Learning

#### Purpose

To build the capacity of students to actively connect to their learning through purposeful, engaging personalised learning and strengthening their capacity to make informed choices to enhance wellbeing.

#### Overall summary of progress

In process 1, Student Wellbeing, staff were able to successfully trial an identified strategy targeting resilience. We are now looking at trialling Bounce Back in 2019. We will then evaluate both of these programs and identify which best meets our needs. In process 2, Student learning, some staff touched on Visible Learning strategies. Due to the intensive nature of Quality Teaching Rounds, much of the training and implementation of Visible Learning will be carried over as a priority in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in the number of students with recorded behaviour incidents as evidenced by referrals from staff and suspension data.	\$8000 for resources and course costs, including relief teachers	This has remained stable although our school has grown considerably.
Increase in the number of students who achieve the top three levels of the school merit system, as evidenced through our awards presentations.	nil	There has been an increase in the top three levels from 11 in 2017 to 31 in 2018.
All students are able to self-reflect and set personal learning goals as evidenced by their engagement with learning intentions and success criteria.	nil	Although some work has been done with staff and students, the Visible Learning strategy which supports self-reflection, goal-setting and feedback will be a priority in 2019.

#### Next Steps

Develop self-assessment and reflective skills in students to use and give feedback to teachers. Establish and monitor systems which facilitate the provision of timely feedback for all students. This will be done through the implementation of Visible Learning strategy across the school.

## Strategic Direction 2

Succeed through Teaching

### Purpose

To create a stimulating and engaging professional environment for all staff, supported by a positive, collaborative culture that develops skilled and high performing teachers with high aspirations for students.

### Overall summary of progress

In process 1, Quality Teaching, all class teachers were able to access training in the Quality Teaching Rounds model (QTR). This was accomplished through groups of teachers regularly meeting, observing each other and providing feedback. This will continue in 2019 with all teachers, including those teachers who don't have their own class. In process 2, Data Informed Practice, all staff underwent training in the use of data, where it can be accessed and how to analyse it. K-2 staff also used PLAN2, a data storage and tracking tool, in preparation for use of the new Learning Progressions in 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
8% increase in the number of students in the top two bands for reading and numeracy in NAPLAN (Bump it Up) as evidenced in NAPLAN.	Resources as per Bump It Up strategy	In numeracy, 25% (2017 29%) in the top two bands in year 3. Although lower, there was an increase of %5 in the top band whilst in reading, there was an overall increase of 6%, from 37% to 43%. In year 5, there were no students in the top two bands whilst in reading there was a reduction from 25% to 14 %.
Increase the proportion of Aboriginal students in the top two bands by 30% in numeracy and reading as evidenced in NAPLAN	\$17783	50% of our Aboriginal students in both years 3 and 5 achieved in the top two bands in reading, although no students did so in numeracy.
All staff effectively using student assessment data, both external and internal, to inform practice, evidenced through engagement in training and implementation of school processes and referenced in teaching programs..	\$11500	All staff trained in effectively using data to inform their practice.

### Next Steps

In 2019, all teachers will continue with QTR. Further training will also be provided in the effective use of data.

## Strategic Direction 3

Thrive through Leading

### Purpose

To establish a professional learning community which is focused on continuous improvement of teaching and learning

### Overall summary of progress

In process 1, Resources, a stocktake identifying areas needed funds spent was successfully carried out. This informed the purchase of new technology and other resources. A major purchase was the interactive panels in all learning spaces across the school, including the hall. In process 2, Leadership, professional discussion was evident through the provision and stimulus of various related research papers. This supported the implementation of the QTR model.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff comply with DoE policy in all areas of fiscal management as evidenced by successful audit.	nil	SEF for 2018 shows school excelling in resource management.
Increased engagement and satisfaction of students and staff, identified through surveys and school assessment tools, regarding future-focused pedagogy.	\$25000	Strategies identified in other areas of the school planning having a positive impact. Funds spent on resources and furniture to support future-focused learning including classroom and outdoor learning spaces.
Improved results in literacy and numeracy K-6, using both external and internal data and achievement of the Premier's priorities of an increase of 30% of Aboriginal students and 8% of all students at proficient level (NAPLAND top two bands).	See Bump It Up strategy	Internal data showing high growth in students K-2 in both reading and numeracy.
All staff engaged in utilising current research to inform and improve practice.	\$1500	Regular discussions around research articles. All staff identifying appropriate research to support our strategies.

### Next Steps

QTR continuing in 2019 for all teaching staff. All staff will be given the opportunity to identify and lead discussion around chosen research papers and any implementation of strategies.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$17783	SLSO and teacher time used to support the learning of aboriginal students. This has shown an increase in reading, which was targeted in 2018.
<b>Bump it Up – 8% increase in the number of students in the top two bands for reading and numeracy in NAPLAN and 30% of Aboriginal students.</b>	\$30 000 (2 days per week)	Impact reduced due to staffing issues. Some impact made in reading, particularly in year 3.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	130	140	137	147
Girls	133	124	119	141

The school grew significantly in 2018 due to local residential land releases and new housing being built. The school rose from 10 classes to 12 classes. Further substantial land releases in 2019 may lead to further growth.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	93.6	92.8	94
1	95.9	94.8	91.2	93.6
2	96.5	95.4	94.3	92.4
3	95	95.2	95	94.6
4	94.9	93.9	94.6	94.1
5	95.9	94	93.6	94
6	94.7	95.1	92.7	92.2
All Years	95.5	94.6	93.6	93.6
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

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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.43
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.54

\*Full Time Equivalent

An Aboriginal SLSO is employed to support student learning.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

### 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

### Financial summary

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



	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	202,900
<b>Revenue</b>	2,810,617
Appropriation	2,630,859
Sale of Goods and Services	3,594
Grants and Contributions	172,837
Gain and Loss	0
Other Revenue	375
Investment Income	2,952
<b>Expenses</b>	-2,732,985
Recurrent Expenses	-2,743,673
Employee Related	-2,396,923
Operating Expenses	-346,750
Capital Expenses	10,688
Employee Related	0
Operating Expenses	10,688
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	77,632
<b>Balance Carried Forward</b>	280,532

All staff demonstrate fiscal responsibility through their adherence to the processes in place for use of funds. Those staff with Purchasing cards provide appropriate documentation and acquit their spending as per the department guidelines.

Funds have been carried over to 2019 to support our strategic directions. This includes the purchase of furniture for classrooms and establishment of an Assistant Principal position – Learning.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,094,663
Base Per Capita	49,503
Base Location	2,317
Other Base	2,042,843
<b>Equity Total</b>	335,539
Equity Aboriginal	17,783
Equity Socio economic	164,730
Equity Language	8,722
Equity Disability	144,304
<b>Targeted Total</b>	61,180
<b>Other Total</b>	89,484
<b>Grand Total</b>	2,580,865

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.

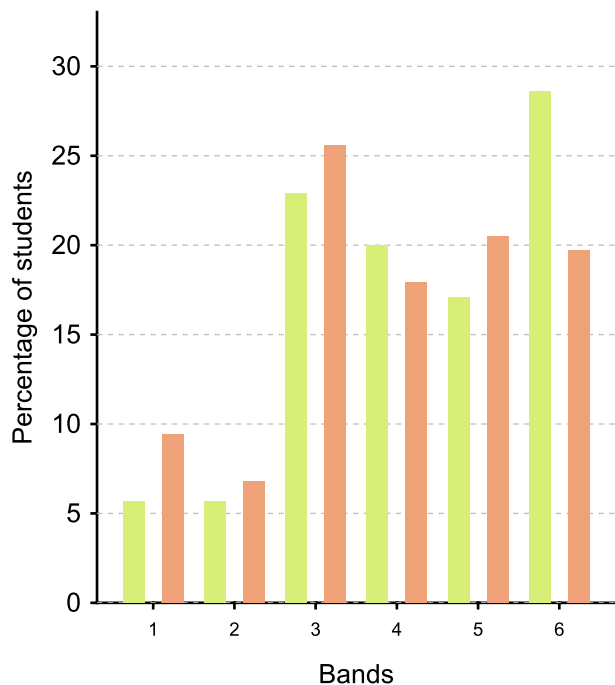
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

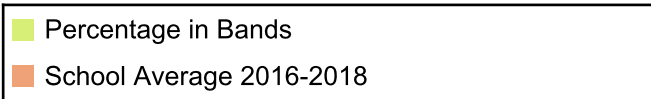
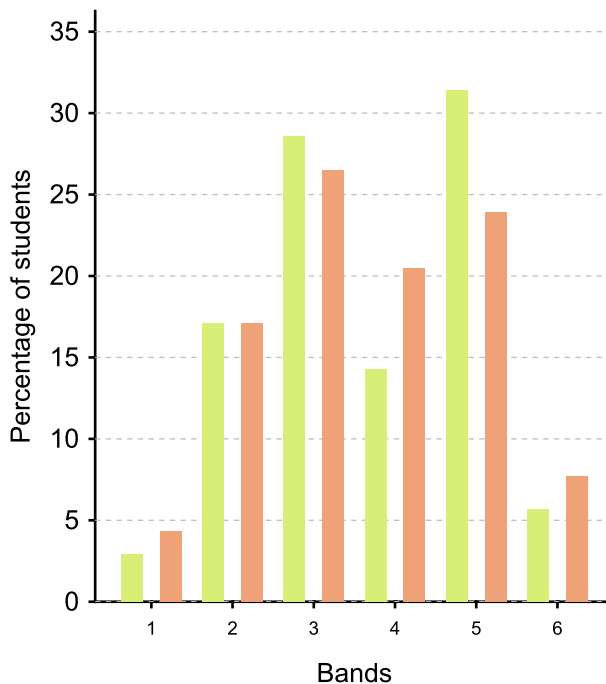
Compared to State growth, our students demonstrated the following: Reading: 74.9% compared to State 82.7% Spelling: 89.5% compared to State 79.7% . Grammar and Punctuation: 57.4% compared to State 68.3% and Writing: 47.8% compared to State 47.6%. In accordance with the Premier's Priorities: Improving 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 42.8%, Writing 36.1%, Spelling 37.1%, Grammar and Punctuation 45.7%. In Year 5, the percentage of students performing in the top two bands were as follows: Reading 12.3%, Writing 9.5%, Spelling 11.9%, Grammar and Punctuation 16.7%.

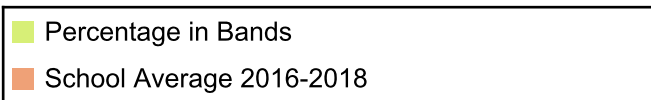
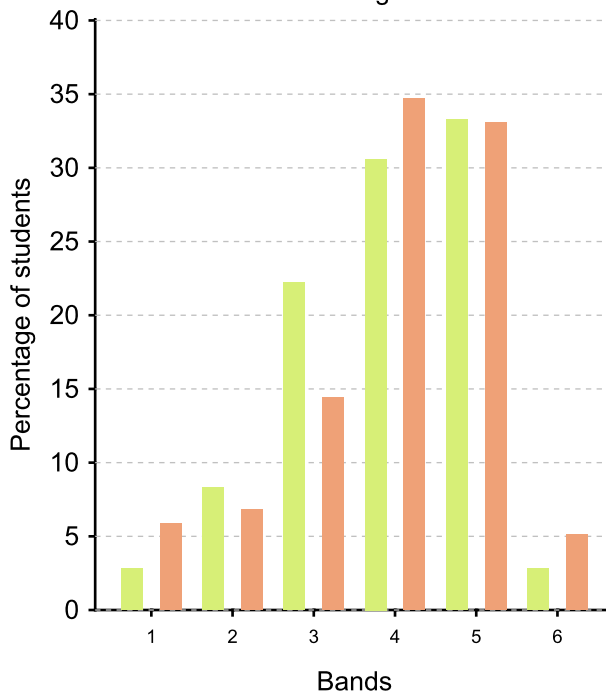
**Percentage in bands:**  
Year 3 Grammar & Punctuation



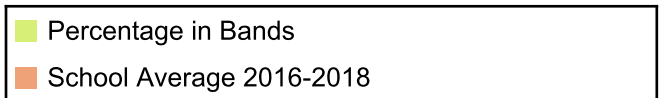
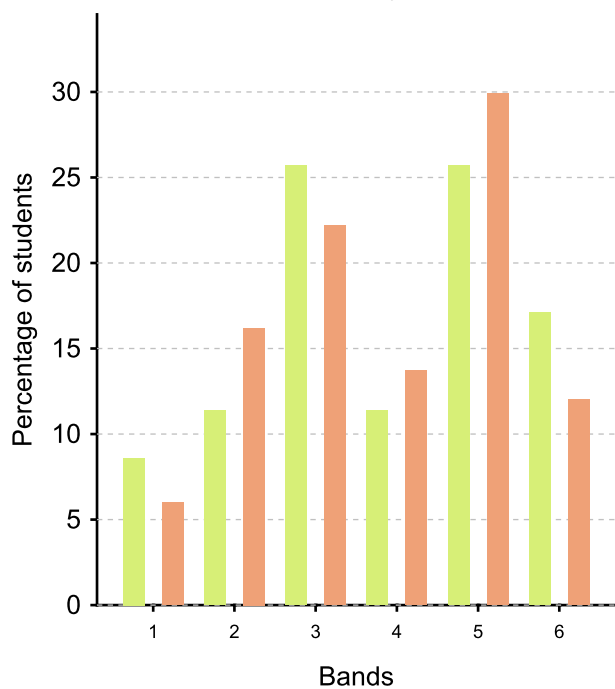
**Percentage in bands:**  
Year 3 Spelling



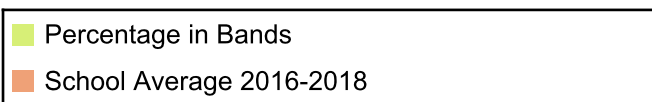
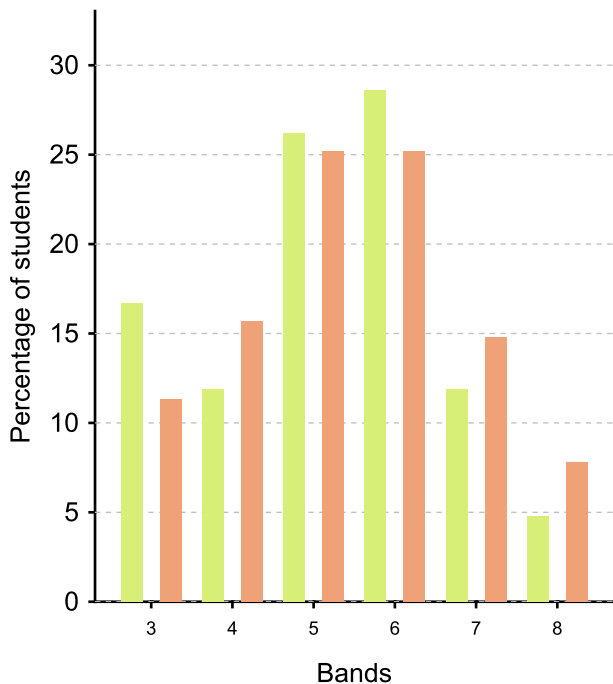
**Percentage in bands:**  
Year 3 Writing



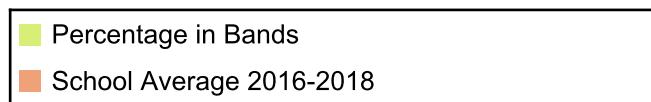
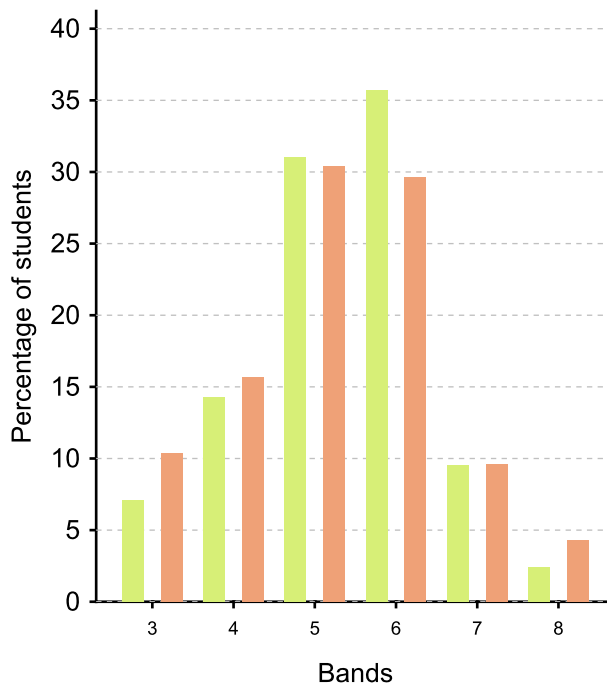
**Percentage in bands:**  
Year 3 Reading



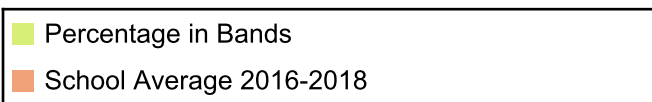
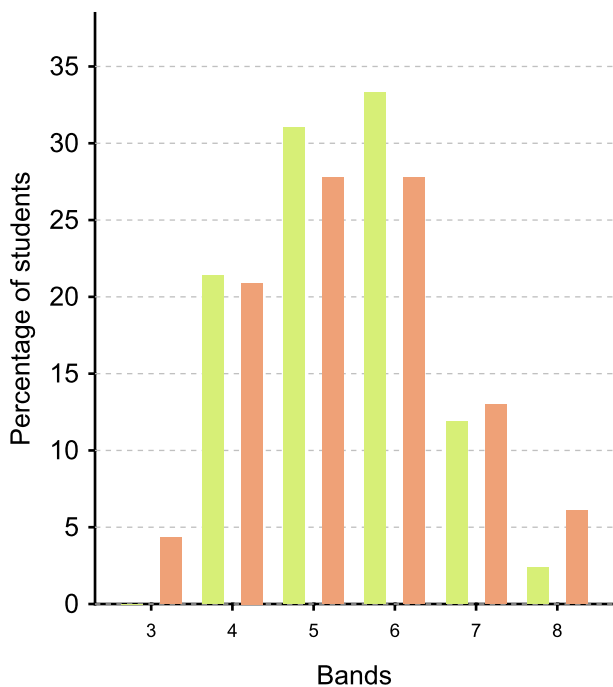
**Percentage in bands:**  
Year 5 Grammar & Punctuation



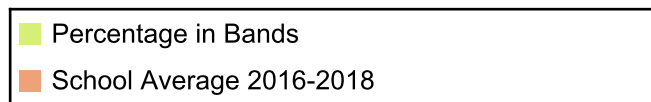
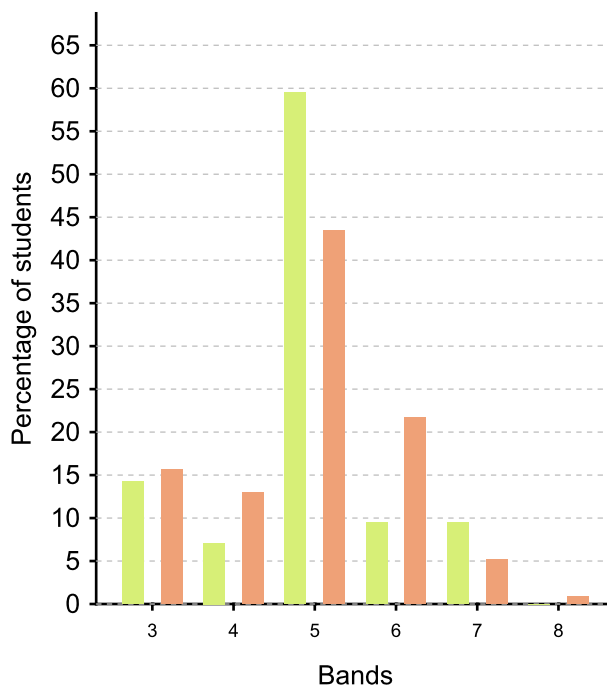
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

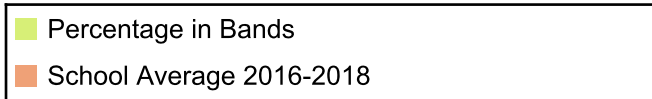
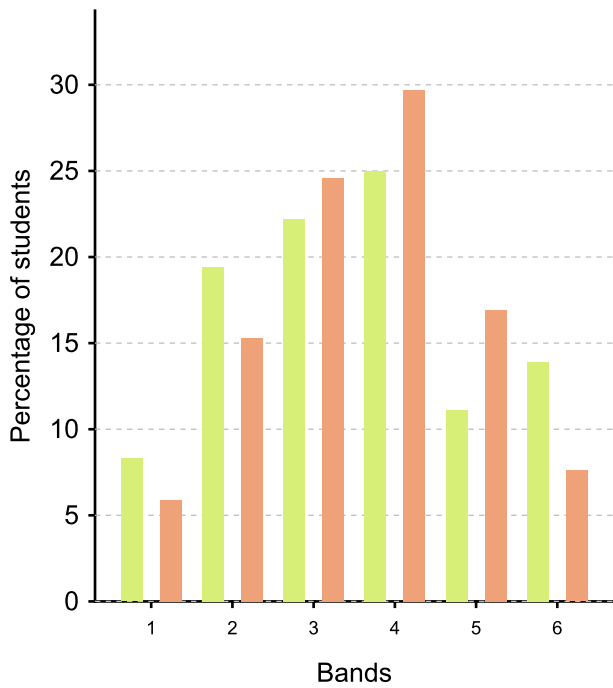


**Percentage in bands:**  
Year 5 Writing

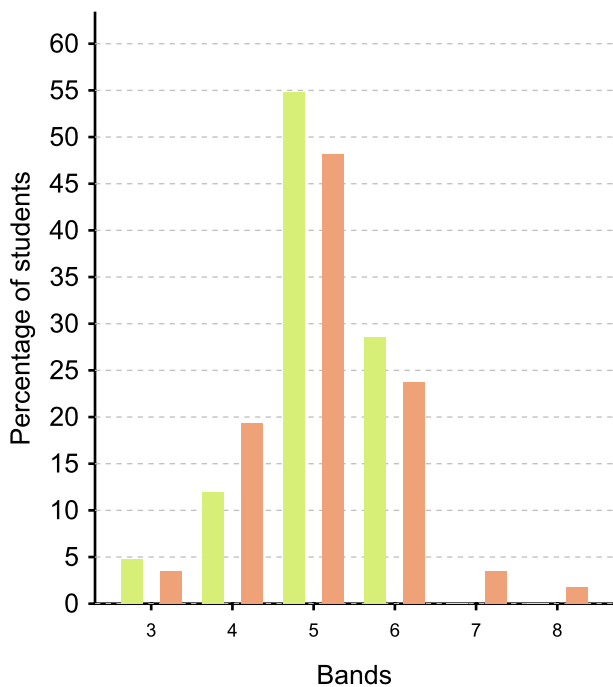


Compared to State growth, our students demonstrated the following: Numeracy: 76.9% compared to state 93.1%. In year 3, 25% of students were in the top two bands whilst in Year 5, no students were in the top two bands.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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.

Another reporting requirement from the Premier's 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, 50% of Aboriginal students were in the top two bands in reading. In numeracy, in both years 3 and 5, there were no Aboriginal students in the top two bands.

## Parent/caregiver, student, teacher satisfaction

Bradfordville Public School sought the opinions of parents, staff and students regarding various aspects of school life to inform the 2019 milestones of the school plan. Consultation was sought at P&C meetings and specific planning meetings, as well as school events. Staff were consulted through staff and network meetings, providing input on school plans, organisation and directions. Students opinions were sought through class discussions and then brought to Student Representative Council (SRC) 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 future.

## Policy requirements

### Aboriginal education

During 2018, Aboriginal background equity funding was used to enable Personalised Learning Plans (PLP) to be 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. An Aboriginal School Learning Support Officer (SLSO) was also employed to support our Aboriginal students in the classroom.. The priority was work in literacy and numeracy. This will continue in 2019. Some funds will also be used to implement cultural awareness activities during NAIDOC week.

### 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. This is especially so as we now have 53 students with a background other than English in our school.