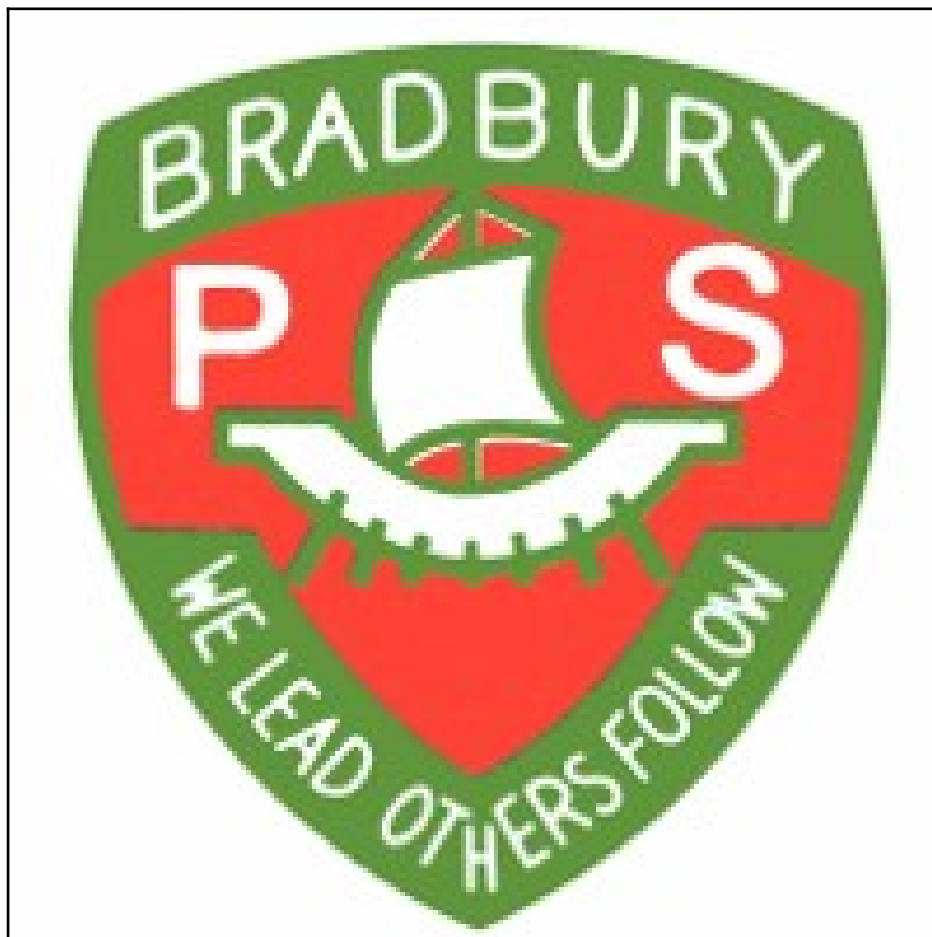# Bradbury Public School

2019 Annual Report

4403

Introduction

The Annual Report for 2019 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

As the Principal 2019 certainly was a year to be proud of. I am exceptionally proud of our student's academic achievements. Many of our year 6 students achieved offers of placement into Selective High Schools with six students being offered a placement at Hurlstone. Our NAPLAN results were the strongest we have ever received. Many students excelled in university and other academic challenges. Aboriginal students showed the most academic growth across schools within the district. Students who face academic challenges worked tirelessly and made impressive improvements in their learning.

Bradbury shone in the sporting arena in a number of sports up to the highest level. 576 students provided us with an outstanding Extravaganza performance at Events cinema.

The involvement and support of our parents and the community continued to grow and we saw an increase in parents/carers being involved in school initiatives to support the students educational journey.

I am again grateful for the continuous support we receive from the with P&C and for their time, energy and willingness to support our school. In 2019 the P&C provided additional funding for the upgrading of sporting uniforms and additional technology resources.

Michelle Lester

Principal

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 700 students. The school has 26 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Staff development is supported through targeted and differentiated professional learning.

Staff actively engaged in Professional development to achieve their targeted learning goals.

Establish a consistent school wide system for differentiation of student learning.

Progress towards achieving improvement measures

Process 1: Instructual Leader and mentor build capacity of teachers in Literacy and Numeracy through targeted professional learning that supports high quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
Moving into 2020 our Literacy goals are to create a sequential Literacy learning progression from Kindergarten to Year 2 to support teacher instruction. Phonics Scope and Sequence programming to be reviewed. We are working towards creating quality phonics classroom resources for Stage 1 to support teacher's understanding. Literacy Committee is looking towards purchasing level 21–22 and 9–12 reading levels PM. For continuation of the Creative and Critical thinking program we aim to purchase more quality texts and resources for Loose Parts program.	Instructional Leaders **Funding Sources:** • Socio–economic background ($46858.00) • Literacy and Numeracy ($10000.00)

Process 2: Whole school professional learning on differentiation to support student learning.

Evaluation	Funds Expended (Resources)
As a result of whole school professional learning on differentiation using TEN and TOWN, professional dialogue has deepened in understanding. Classroom programs now show differentiation based on hard data from a variety of sources rather than teacher assumptions.	Instructional Leaders Release time from class Purchasing of mathematics resources PAT testing subscription **Funding Sources:** • Literacy and Numeracy ($8000.00) • Socio–economic background ($2400.00)

Process 3: Whole school analysing and tracking of student data to ensure that professional learning matches to teacher professional development

Evaluation	Funds Expended (Resources)
In response to NAPLAN data which indicated a need to improve student outcomes in Writing, teachers have now fully implemented the Seven Steps to Writing program, in which they have now been trained. Training has	Instructional Leaders Seven Steps to Writing program

Progress towards achieving improvement measures	
occurred via staff meetings, stage meetings, demonstration lessons by Instructional Leaders and team teaching with Instructional Leaders. Current NAPLAN results indicate a higher percentage of students achieving the top two bands for Writing. In response to NAPLAN data which indicated a need to improve student outcomes in Mathematics, teachers now fully implement differentiated TEN and TOWN activities into their mathematics program. Training occurred via staff meetings, stage meetings, demonstration lessons by Instructional Leaders and and team teaching with Instructional Leaders.	support materials NAPLAN and PAT data TEN and TOWN support material Literacy and Numeracy Progressions PLAN 2 **Funding Sources:** • Literacy and Numeracy ($8000.00)

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.

Improvement Measures

An increase in students achieving and exceeding grade appropriate benchmarks in Literacy.

An increase in students achieving and exceeding grade appropriate benchmarks in Numeracy.

All students actively taking responsibility for their own learning through setting learning goals, reflecting, and reporting on their learning achievements using formative assessment strategies.

All staff, students and community having a consistent and clear understanding of the Positive Behaviour for Learning strategies and wellbeing procedures of the school.

Progress towards achieving improvement measures

Process 1: Implement quality teaching through STEM, technology, project– based learning and open–ended experiences that are engaging K–6.

Evaluation	Funds Expended (Resources)
In response to student, staff and community consultation, the future goal for technology across the school is for the purchase of more devices. Up–skilling of staff in coding and robotics is a priority. Opportunities to team teach and up–skill will be made available to help build capacity in staff to implement the new Science Scope and Sequence.	Computer Coordinator TTFM survey results Community Forum **Funding Sources:** • Socio–economic background ($21343.00)

Process 2: Implement active scaffolding of learners to develop an understanding of their own thinking processes, goal setting and improvement measures.

Evaluation	Funds Expended (Resources)
As students experiences with Critical and Creative Thinking progressed, staff reported that the second unit of work yielded much improved results, over all. Students are becoming more confident using the new thinking routines, stretching their creative and critical thinking and applying these skills to complete a culminating task. Students are also reflecting on whether they meet their personal learning goals regarding the culminating task, reasoning why or why not.	Units of work 12 month plan to be assessed. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($139825.00)

Process 3: Systematic implementation of a whole school approach to student wellbeing in which students connect, succeed and thrive at each stage of their learning.

Evaluation	Funds Expended (Resources)
External evaluation for PBL results increased from 60% to 73%. 100% of staff teaching the rules of the week for consistency amongst the	PBL committee members Awards – banners/medallions

school and providing students with tangible rewards.

67% of students could state PBL expectations. Students were confused by the word expectations and stated rules of the week instead. Showed a need to ensure all teachers are using the correct terminology.

The results of our school's PBL action plan will be used for future planning and goal setting in 2020.

Assembly timetables need to be more flexible in response to unforeseen circumstances to ensure assembly presentations go ahead.

Feedback from the parent forum was that children were discussing the rules of the week at home and that they liked that the rules were communicated through social media.

end of year trophies/certificates/

books/medallions purchased

assembly invites designed and communicated to relevant parents

Funding Sources:
 • Socio–economic background ($10000.00)

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.

Improvement Measures

Increase the number of parents actively involved in school decision making.

Strengthened partnerships are established and sustained (Community of Schools & Professional Learning schools) to connect student learning and teacher professional development.

Deepen connections with our Aboriginal community.

Progress towards achieving improvement measures

Process 1: Engage with colleagues across the Community of Schools in professional learning, dialogue and sharing of resources to meet both school and professional development needs.

Evaluation	Funds Expended (Resources)
An impact on pedagogical practice was evident across all schools that took part in Joining the Dots. In particular, the Transitions group responded to Community of Schools feedback, refining the Transition to High School program as a result. Leadership skills of aspiring leaders developed further.	Teams of teachers across Community of Schools network Funding to purchase resources for research, presentations and venue hire **Funding Sources:** • Professional learning ($5000.00)

Process 2: Implement student transitions that are collaboratively planned ensuring they are personalised and effective.

Evaluation	Funds Expended (Resources)
Year 6 transitioned over the following high schools in 2020– approx. 22% of the cohort to the local high school Airds HS, approx. 23% to the Private system, approx. 20% to Selective High Schools around the Campbelltown area, and the remaining 35% attending other high schools within the immediate local area around Bradbury Public School. The Buzzy Bees transition from pre–school to Kindergarten program was fully operational in 2019. This program provided the platform for targeted transition needs on an individual basis. Kindergarten information packs have been organised and sent home.	Local and Private High Schools within the Campbelltown area. Kindergarten information packs Kindergarten and Year 6 coordinators and Teachers Bradbury PS staff – Year 2 & primary teachers **Funding Sources:** • Socio–economic background ($24000.00)

Process 3: Parental feedback, information sessions and interview opportunities are facilitated by school staff.

Evaluation	Funds Expended (Resources)
There were a few suggestions for change such as the following: • Parent workshops outlining Aboriginal history and culture (Parent Forum) • Display the story of the Aboriginal Culture shirt design, link with a QR code	Morning Tea Stationery

Progress towards achieving improvement measures	
which could also include activities. • Bush Tucker Garden could have cards outlining the functions of the plant in the garden. • Potential trial for Year 6 BYOD (bring your own device) to improve students' access to technology activities such as coding, robotics and/or 3D printing. • Improve communication via Facebook page and school website. • Increase the number of awards given to students such as green buzzies. • Life at Bradbury workshop to include overview of the use of the PBL system at the school. • Canteen needs to be more proactive in building stronger community links.	Postit Notes (exit slips) **Funding Sources:** • Socio–economic background ($2000.00)

Process 4: Implement procedures to strengthen consultation with our Aboriginal community developing authentic links.

Evaluation	Funds Expended (Resources)
In 2019, our focus for Aboriginal Education has predominantly been supporting Aboriginal students and the larger school community through Aboriginal perspectives and programs being incorporated in whole school teaching and learning. Partnerships and collaboration with parents and families were highly important so we have had parent BBQs once a semester to encourage and foster this. We have used this time to gain feedback and ideas from our Aboriginal Community. We feel that Aboriginal perspectives is becoming more embedded into daily programs and school routines/ expectations. In 2020 we will continue working with community and parents. We would like to give non Aboriginal students more opportunities to develop a deeper understanding of the history and culture. We will be employing an AEO to work alongside teachers and executive in the classroom. We will continue and build on previous initiatives such as NAIDOC Week events, cultural programs K–6, Sista speak, Bro Speak, Heartbeat and working with the Western Sydney University. Employment of 3 Aboriginal staff members to assist the school in supporting students around academic and a cultural role.	Purchasing food/ drink and additional trophies. **Funding Sources:** • Socio–economic background ($1500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Learning Support Officer worked along side teachers in the classroom teaching Aboriginal perspectives and facilitated our 3–6 Boys dance group and K–6 cultural groups. **Funding Sources:** • Aboriginal background loading ($45 219.00)	Aboriginal students increased pride in their culture and teachers in the classroom felt more confident in embedding Aboriginal perspectives into their teaching and learning programs. Students across the school developed a deeper understanding of Aboriginal/ Australian history and culture. Promotion of Aboriginal dance throughout the school community.
English language proficiency	English Additional Language /Dialect teacher Learning support teacher Parent Conference **Funding Sources:** • English language proficiency ($112 541.00) • English language proficiency ($45 236.00)	Parents felt more confident in their English skills. This was through sharing conversation, life experiences and explicit teaching of language skills. The relaxed setting with a volunteer tutor and child carer built confidence, friendships and school connections. Ten parents and staff were sponsored to attend the inspiring annual Parent Leadership Conference this year. Stronger relationships between home and school were developed.
Quality Teaching, Successful Students (QTSS)	Purchasing of quality texts and additional numeracy resources to ensure equal access for all classes.. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($121 443.00) • Support for beginning teachers ($23 429.00)	Improved results with both internal and external data in Reading and Writing. Teachers feeling increased confidence in teaching identified subject areas. Teachers feeling more supported within the classroom and school setting.
Support for beginning teachers	Professional teaching resources **Funding Sources:** • Support for beginning teachers ($93 318.00)	Bradbury had four first year beginning teachers and two second year beginning teachers. With the additional release time, opportunities to attend conferences, visiting other schools and working with mentor teachers, they reported feeling more confident in their curriculum delivery, programming, behaviour management, understanding of Aboriginal perspectives and assessment and reporting. In 2019, five beginning teachers submitted and achieved their accreditation from NESA at proficient level.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	298	322	341	379
Girls	294	300	317	327

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93.5	94.7	92.5	92.8
1	94.2	93.2	92.4	92.2
2	93.5	93.2	93.4	92
3	93.1	91.4	90.8	92
4	94.1	93.5	91.8	91.8
5	93.7	93.6	93.4	92
6	92.6	92.4	91.6	90.8
All Years	93.5	93.1	92.3	92
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	28.85
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	7.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	964,619
Revenue	6,912,113
Appropriation	6,604,014
Sale of Goods and Services	103,341
Grants and contributions	199,732
Investment income	4,926
Other revenue	100
Expenses	-6,899,490
Employee related	-6,021,464
Operating expenses	-878,026
Surplus / deficit for the year	12,623

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	685,066
Equity Total	616,840
Equity - Aboriginal	45,219
Equity - Socio-economic	208,743
Equity - Language	112,541
Equity - Disability	250,337
Base Total	4,591,915
Base - Per Capita	158,630
Base - Location	0
Base - Other	4,433,286
Other Total	522,806
Grand Total	6,416,626

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

In 2019 our Year Five results in Literacy all trended upwards, in several areas quite significantly. Our results in Year Five saw our students as achieving at above the State average in the areas of Reading, Writing, Spelling and Grammar and Punctuation.

In Year Three our results showed improvements across all areas of Literacy with students on average scoring above similar school group in the areas of Reading, Writing, Spelling and Grammar and Punctuation.

Numeracy

2019 saw our Year Five students make strong improvement in their Numeracy results. They achieved above State average results in Numeracy.

Year Three results saw a slight drop. To address this staff in 2020 will be working on strengthening the scope and sequence for Mathematics and ensuring lessons are well differentiated to meet individual needs.

Parent/caregiver, student, teacher satisfaction

At Bradbury Public School we value student, parent and teacher feedback. We have an active Parent and Citizen's Association which saw an increase in members in 2019. They assist with the organisation of charity days, fundraising and being involved in school feedback sessions.

Parents and caregivers are strongly encouraged to attend feedback sessions in November to assist with future planning.

Students, parents and teachers participated in the 2019 Tell them from me survey which provides valuable feedback to the school for future planning.

Parent/ caregiver feedback

The school received positive feedback and rated above the state norm in that the school is a welcoming place, parents felt informed around school activities, initiatives and the day to day organisation.

Parents/ carers felt the school was inclusive of all students and that safety was a priority within the school.

The school community felt that the school encouraged and rewarded positive behaviour at school and students learning is supported.

Student feedback

2019 saw a drop in students experiencing bullying within the school environment. The State norm stated that 36% of students experienced bullying compared to Bradbury's 19%.

Students were able to confidently state if they had a concern or issue that there was a trusted adult that could assist them within the school. Again this was above the state.

82% of students reported that they try hard to succeed with their learning at school. Data collected shows that effort does decline in the senior years (Years 5 & 6).

Students reported that they would like technology to be a focus for the school in the coming years.

Teacher feedback

Teachers stated that the school's leadership team were supportive, that the school used data to inform practice and that the parent community were supportive of the students and teachers at the school.

Teachers would like to see a focus on improved access to technology in future planning.

Bradbury Public School 4403 (2019)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.