

# 2020 Annual Report

## Bradfordville Public School



4406

# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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### ***Celebrating Excellence Speech presented by Mr Bede Darcey, Relieving Principal***

Good morning everyone and welcome to our 2020 Celebrating Excellence Assembly.

I would like to start this morning by thanking everyone for their resilience and cooperation this year. 2020 has been unlike any other and I sincerely appreciate the support that has been shown for our school from our entire community. Thank you all so very much!

I would like to thank the entire staff at 'Braddy' for their outstanding efforts in 2020. When I was talking with Mr Patatoukos (Principal on Leave) about the school and about the staff in preparation for starting here in Term 3, he told me that they are a great team, loyal and dedicated. Wow! He was not wrong! I thank our staff, teaching and non-teaching, for their professionalism and efforts throughout this complex, strange and sometimes difficult year. With Learning from Home and the demands that created and then a new relieving Principal starting in Term 3, I am certain this has been a difficult year for you all but I thank you all for your support, your resilience and for striving for excellence each day for the kids in our school.

Well done to the wonderful students of Braddy. You guys make me so proud. Thank you for all your hard work throughout the school year and thank you all for making me laugh so much. I would like to particularly acknowledge our Year 6 students. What a year guys! I am sorry that Covid has made your final year of school that little bit more difficult but I hope you will look back on your time here at Braddy with happy memories. I have really enjoyed getting to know you guys and I congratulate each and everyone of you and wish you all the very, very best as you move into high school.

The world is an ever changing place and our workload and stresses in education are only increasing as the years pass; meeting targets, collating and analysing student data, embedding professional learning, the list goes on and on in schools. Its all too easy to lose sight of the most important element of all in any organisation, any school and that is the person, the people. Us, you and me, individuals with hearts, minds and feelings. We must value and appreciate one another. I dedicate to you all, in my role as Principal of our great school (for how ever long I am here) to ensure that our students and staff are known for the person they truly are, valued for their contributions and their efforts and that they bring and cared for deeply. The culture we have at Braddy reflects this and I look forward to working with you again as we kick of 2021.

## School vision

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 2019, the school had a Family Occupation and Education (FOE) index of 124 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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

Reduction in the number of students with recorded behaviour incidents as evidenced by referrals from staff and suspension data.

Increase in the number of students who achieve the top three levels of the school merit system, as evidenced through our awards presentations.

All students are able to self-reflect and set personal learning goals as evidenced by their engagement with learning intentions and success criteria.

#### Progress towards achieving improvement measures

##### Process 1: Student Wellbeing

Implement whole school wellbeing practices to support the emotional and social development of students to enhance learning.

Evaluation	Funds Expended (Resources)
<p><b>What we did-</b> This year our school began tracking student behaviour on the EBS NSW Department of Education student system. An Assistant Principal (Learning &amp; Wellbeing) position was created to carefully monitor (and lead) the Bradfordville PS Learning &amp; Support Team.</p> <p>An Aboriginal Yarning circle was created in 2021, in collaboration with students, staff and our Aboriginal community. The opening of our Yarning Circle was a wonderful celebration, showcasing all of our Aboriginal students.</p> <p><b>Where to Next?</b> As per our 2021-2024 Strategic Direction 3, Connect, Succeed &amp; Thrive, our school aims to embed a consistent whole-school approach to the management of all behaviours (positive &amp; negative), creating a preventative, positive learning environment for all students to succeed. We aim to do this through the introduction of our initiative titled, 'Braddy Promoting Success'.</p>	<p><b>Staffing;</b></p> <p>\$33,937 (AP Learning &amp; Wellbeing)</p> <p>\$291,281 (School Learning Support Officers)</p> <p><b>Resources;</b></p> <p>\$2,500</p>

##### Process 2: Student Learning

Developing the students' ability to reflect on their learning and use feedback to make informed decisions about their learning progress and assist them in achieving at a proficient level (Bump it Up).

Evaluation	Funds Expended (Resources)
<p><b>What we did-</b> Staff have engaged in Professional Learning around the embedding of Formative Assessment techniques, K-6. Students have begun setting goals and reflecting on learning but this remains somewhat inconsistent across the school as a result of the COVID-19 lockdown. Some class teachers are utilising strategies such as WALT and WILF to support students understanding of what is required in a lesson/activity.</p> <p><b>Where to Next?</b> In 2021, teachers will begin to embed consistent school-wide practices for assessment that monitor, plan and report on student learning across the curriculum. Teachers will use evidence of learning to inform their teaching, adapt their practice and meet the learning needs of</p>	<p><b>Staffing;</b></p> <p>\$101,803 (K-6 Instructional Leader)</p>

## Progress towards achieving improvement measures

students. As per our our new Strategic Direction 2, Staff Learning & Development teachers will be provided with opportunities throughout each term to come together to consider/analyse/interrogate student assessment data and develop programs/learning sequences at 'point of need'.

## 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.

### Improvement Measures

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.

Increase the proportion of Aboriginal students in the top two bands by 30% in numeracy and reading as evidenced in NAPLAN

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..

### Progress towards achieving improvement measures

#### Process 1: Quality Teaching

Implement whole school quality teaching practices driven by collaboration and professional development of staff.

Evaluation	Funds Expended (Resources)
<p><b>What we did?</b> This year our school attempted to engage with Quality Teaching Rounds (QTR) in collegial groups. Due to COVID-19 lockdown and subsequent restrictions, we were unable to completely engage in this process. At Bradfordville PS, we pride ourselves on the nurturing, accepting and supportive culture that is established between all staff.</p> <p><b>Where to Next?</b> In 2021 the school intends to run an initiative as part of our 2021-2024 Strategic Direction 2, Staff Learning &amp; Development titled 'Collaborative Practice &amp; Feedback'. This initiative will involve targeted support for all staff that will drive improved teacher efficiency. Staff will be provided with explicit systems for collaboration and feedback to sustain quality, professional practice; this will be created through Week 5 &amp; Week 9 (every term) 'Corporate Programming'.</p>	<p><b>Professional Learning;</b> \$22,250 (Professional Learning [led through off class Assistant Principal])</p>

#### Process 2: Data Informed Practice

Develop and implement school wide assessment and data processes to inform teaching practice.

Evaluation	Funds Expended (Resources)
See Strategic Direction 1, Process 2.	

### Strategic Direction 3

Thrive through Leading

#### Purpose

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

#### Improvement Measures

All staff comply with DoE policy in all areas of fiscal management as evidenced by successful audit.

Increased engagement and satisfaction of students and staff, identified through surveys and school assessment tools, regarding future-focused pedagogy.

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 (NAPLAN top two bands).

All staff engaged in utilising current research to inform and improve practice.

#### Progress towards achieving improvement measures

##### Process 1: Resources

Implementing a whole school approach/strategy to develop and utilise the skills, knowledge and leadership capacity of all staff and the effective use of resources.

Evaluation	Funds Expended (Resources)
<p><b>What we did?</b> In 2020, our school employed the services of a 0.6FTE Business Manager. This professional worked alongside the Principal and the Executive team in undertaking the management of the school's business functions including administration, asset management, procurement, finance and work health and safety.</p> <p><b>Where to Next?</b> In 2021, our school intends to create Key Learning Area committees; the role of the committees will be to complete a thorough resource audit (Literacy team, Numeracy team &amp; Other KLA team), organise classroom requirements (for every class) and be responsible for the ordering of new resources in the assigned committee.</p> <p>The school intends to continue to employ the services of a Business Manager to work alongside the Principal in the business administration of the school. Additionally, it will be important in 2021 to form Executive Roles &amp; Responsibilities to ensure a consistent, transparent approach at our school moving forward.</p>	<p><b>Staffing;</b></p> <p>\$91,297 (Business Manger and fulltime relieving School Administrative Manager)</p>

##### Process 2: Leadership

Create a culture of high expectations for staff through collaborative practice and quality teaching that is supported by evidence-based research

Evaluation	Funds Expended (Resources)
<p><b>What we did?</b> In 2020, all staff authentically engaged with the Centre for Statics and Evaluation 'What Works Best' 2020 update. All staff collaborated on the creation of a thorough Situational Analysis which analysed school current practices, internal and external student assessment data, whole-school wellbeing approaches, human resource/s usage, Financial expenditure and literature/research to draft our 2021-2024 Strategic Improvement Plan.</p>	<p>See Strategic Direction #1, Process 2</p>



## Progress towards achieving improvement measures

**Where to Next-** In 2021, as per our 2021-2024 Strategic Direction 2 'Staff learning & development', the school will be implementing our Collaborative Practice & Feedback initiative with the focus on improving teacher efficiency through explicit systems for collaboration and feedback that will sustain quality, professional practice. Our project will involve teachers, in network teams, co-planning, co-teaching and co-evaluating.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>English language proficiency</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$7 164.00)</li> </ul>	<p><b>Question-</b> Were all EAL/D students enrolled at BPS supported to achieve their personal learning goals and key targets?</p> <p><b>Data-</b> Our school received \$7,164 in English Language Proficiency equality loading. In 2020, we had 13 students whom are classified as EAL/D. This allocation of funding was grouped with our other Equity loadings to employ additional School Learning Support Officers. These professionals worked with specific groups around basic Literacy acquisition.</p> <p><b>Where to Next?</b> In 2021 our school aims to ensure that all of our EAL/D students have an Individual Accommodation Plan, no matter their level of English; this will ensure every student (and their family) is known, valued and cared for.</p>
<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$154 895.00)</li> </ul>	<p><b>Question-</b> Were all students identified as requiring learning adjustments catered for to achieve their personal learning goals and key targets?</p> <p><b>Data-</b> Our school received \$154,895 in Low Level Adjustment for Disability equality funding. This funding allocation is comprised of \$109,384 for staffing (full-time Learning &amp; Support Teacher) and \$45,511 flexible funding allocation.</p> <p>In 2020, 27% (77/289) of our student population were identified as having a disability (either supplementary, substantial or extensive). All students identified as requiring learning, behavioural or emotional adjustments had a Individual Learning Plan. These plans were created in consultation with parents, the student and the class teacher. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. School Learning Support Officers administered numerous learning intervention programs such as MiniLit &amp; MacqLit throughout the year. The school used some of the LLAD funds to create an Assistant Principal (Learning &amp; Wellbeing) position; this Exec member led all student wellbeing programs, coached and mentored staff and led the schools extensive Learning &amp; Support Team.</p> <p><b>Where to Next?</b> The school intends to continue to use LLAD funds to ensure we have an Assistant Principal (Learning &amp; Wellbeing) in 2021. The school intends to create a master Learning &amp; Support</p>

<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$154 895.00)</li> </ul>	<p>document for Bradfordville PS that will be kept up to date (via the AP Learning / Wellbeing) ensuring all staff members have accurate and reliable information on our students. This document will identify our students with a Disability Confirmation, Out of Home Care, Personalised Learning Pathway (Aboriginal), EAL/D and those referred through to the L&amp;S team and/or have information pertinent to their learning / social wellbeing (i.e anxiety, attendance difficulties etc).</p> <p>Additionally, the school intends to create a shared document for staff that will include all L&amp;S documentation for teachers and support staff to ensure a consistent approach, K-6. This document (titled: BPS Wellbeing) will contain school agreed Behavioural Management template, Individual Accommodation Plan template, Learning &amp; Support Procedures (and referral process template), Personalised Learning Pathway template, School Counselor Referral template, Student profiling template and Student Risk Management template.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$51 957.00)</li> </ul>	<p><b>Question-</b> Was the use of Quality Teaching, Successful Student allocation best used to support teacher and student improvement?</p> <p><b>Data-</b> Our school received 0.475FTE in QTSS allocation in 2020 (this equates to \$51,957). The school supplemented this allocation with flexible funding to employ an Instructional Leader (1.0FTE). This Exec member of staff led the Professional Learning areas of Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) and developed Key Learning Area Scope &amp; Sequences to create a consistent approach across stages groups.</p> <p><b>Where to Next?</b> In 2021 Bradfordville PS will continue with the Instructional Leader model but this will be split across K-2 and 3-6. The Instructional Leaders will be tasked with the implementation of the 'Essential Assessment' suite as our schools Assessment For, Assessment Of and Assessment As Learning platform. This will be rolled out through Strategic Direction 2 (Staff Learning &amp; Development) through our model of 'Co-Plan, Co-Teach, Co-Evaluate'.</p> <p>In 2021, our QTSS allocation will be used to ensure all Assistant Principals have the opportunity to lead and support their respective networks (K-2, 3-4 and 5-6). The Assistant Principals' work will be in the areas of leading collaborative planning, data analysis and Performance Development Planning (creation, implementation, lesson observations and review of all PDPs).</p> <p>Our school aims to develop a shared drive (titled: BPS Curriculum) which will contain all document/s teachers will be required to use to</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$51 957.00)</li> </ul>	<p>develop Teaching &amp; Learning programs and a consistent approach. Items will include BPS agreed class timetable (aligned with NESAs obligations) template, BPS agreed planning proformas (for literacy &amp; numeracy lessons/sequences), BPS agreed programming checklist and all BPS Scope &amp; Sequences (for every Key Learning Area).</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$237 613.00)</li> </ul>	<p><b>Question-</b> Were the students from a low socio-economic background enrolled at BPS supported to achieve their personal learning goals and key targets?</p> <p><b>Data-</b> Our school received \$237,613 in Socio-Economic equity funding. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Through this funding, our school assisted many families with the ongoing costs of schooling; we supported families with the purchasing of school uniforms and extra curricular opportunities.</p> <p><b>Where to Next?</b> In 2021 our schools will continue to employ School Learning Support Officers (SLSOs) but these roles will be split (Learning Support and Wellbeing Support). Some SLSOs (those trained) will continue with the roll out of Multilit and Mini Lit and will begin small group Numeracy interventions. Other SLSOs will be employed to support the social and emotional growth of our students, particularly at peak transition times throughout the school day.</p> <p>With a growing student population, the school intends to combine funds from its equity loadings, including our Socio-economic background, to employ an additional Classroom Teacher. The employment of an additional teacher will mean our classes in the Primary area (3-6) will dramatically decrease in size; this will allow class teachers to work on a more individualised basis with the students' in their class/es.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>	<p><b>Question-</b> Were Beginning Teachers at BPS supported in their pursuit of teaching excellence and ongoing professional growth throughout 2020?</p> <p><b>Data-</b> Our school had two teachers who received Beginning Teacher funding. These teachers were provided with numerous opportunities to attend Professional Learning (linked to PDPs) and were provided with time 'off-class' to complete their NESAs Accreditation. They were allocated a teacher mentor (the Instructional Leader) whom the teachers worked closely with through the accreditation process.</p>

<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>	<p><b>Where to Next?</b> In 2021, BPS will have a number of Beginning Teachers working at the school, along with the two teachers supported in 2020. Bradfordville PS aims to streamline the Beginning Teacher support program at the school, having set timetables/structures for when the Beginning Teachers are 'off-class' working with their assigned Mentor.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	137	147	151	146
Girls	119	141	140	143

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.8	94	91	94.2
1	91.2	93.6	93	94.5
2	94.3	92.4	92.6	95.1
3	95	94.6	89.6	93.1
4	94.6	94.1	91.8	92.6
5	93.6	94	92.7	94.5
6	92.7	92.2	89.9	95
All Years	93.6	93.6	91.6	94.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.54

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	332,695
<b>Revenue</b>	3,081,059
Appropriation	3,034,119
Sale of Goods and Services	2,166
Grants and contributions	44,072
Investment income	603
Other revenue	100
<b>Expenses</b>	-3,104,517
Employee related	-2,773,078
Operating expenses	-331,439
<b>Surplus / deficit for the year</b>	-23,457
<b>Closing Balance</b>	309,237

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	81,566
<b>Equity Total</b>	422,442
Equity - Aboriginal	22,771
Equity - Socio-economic	237,613
Equity - Language	7,164
Equity - Disability	154,895
<b>Base Total</b>	2,215,893
Base - Per Capita	69,987
Base - Location	2,140
Base - Other	2,143,766
<b>Other Total</b>	152,387
<b>Grand Total</b>	2,872,288

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through the NSWDoE Tell Them from Me initiative along with a Community Consultation survey toward the end of the school year.

An analysis of the findings from the *Partners in Learning: Parent Survey* include;

- Parents Feel Welcome- BPS 8.2 / NSWDoE 7.4
- Parents are Informed- BPS 7.4 / NSWDoE 6.6
- School Supports Learning- BPS 7.3 / NSWDoE 7.3
- School Supports Positive Behaviour- BPS 8.0 / NSWDoE 7.7
- Safety at School- BPS 7.9 / NSWDoE 7.4
- Inclusive School- BPS 7.4 / NSWDoE 6.7

It is pleasing to report that when asked to reflect on 'school facilities', 97% of parents reported that the physical environment is welcoming and the same percentage reported that the school is well maintained.

Information from the *Community Consultation @ BPS* survey include;

- 'Braddy has a sense of belonging in their own little community'
- 'It [the school] has become a place of belonging for my son'
- 'The atmosphere around the school is the best and always has a welcoming attitude'
- 'Braddy is a nurturing, supportive environment for all learners'
- 'I love the sense of community at Braddy which has even continued during the COVID restrictions and the amount of effort that goes in to each and every child at the school is amazing'

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.