

2021 Annual Report

Bradbury Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

Bradbury Public School is committed to providing diverse **opportunities** for students to develop their knowledge and skills to become resilient, life-long learners and engaged citizens. Together we strive to foster authentic **partnerships** between students, staff, local and global communities to inspire student **excellence** and **integrity** through inclusive quality teaching and learning.

School context

Bradbury Public School is situated in South Western Sydney in the Campbelltown Network and has a Family Occupation Education and Index of 108. Bradbury currently has 710 students enrolled from K-6. The school hosts twenty-seven mainstream classes, an Opportunity class, three Autism classes and a newly appointed IO/IS class starting 2021. Eight percent of our students identify as Aboriginal or Torres Strait Islander and thirty-nine percent are from English Additional Language/Dialect (EAL/D) backgrounds.

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 (Every Child is Known, Valued and Cared for) with a school culture devised around the Positive Behaviour for Learning (PBL) values Safe, Respectful, Learner.

Findings from the situational analysis highlighted the need for instructional leaders to work more closely with teachers to ensure that they confidently use a variety of **assessment tools**, analyse **data**, provide **explicit feedback** and **differentiated** quality literacy and numeracy programs that are responsive to students needs. It also indicated that **technology** needs to be more accessible to all staff and students and that teachers require additional professional learning so they can expertly integrate technology into their teaching and learning programs. This initiative will be facilitated by a technology instructional leader.

Bradbury PS has a strong partnership with the local Aboriginal Education Consultative Group (AECG).

The Bradbury community have high expectations and aspirations for their children and parent's support for the school is strong. The Parent and Citizens Association (P&C) support the school's educational learning and extra-curricular programs through providing feedback, fundraising, volunteering and organising or assisting with 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Improve student outcomes in reading and numeracy through systematic and reliable use of assessment data to inform differentiated teaching and learning underpinned by evidence-based practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading and Numeracy
- Aboriginal Education

Resources allocated to this strategic direction

Beginning teacher support: \$4,485.00

Professional learning: \$24,614.00

QTSS release: \$145,866.00

Literacy and numeracy: \$8,010.00

Refugee Student Support: \$763.00

COVID ILSP: \$320,566.00

English language proficiency: \$190,107.00

Low level adjustment for disability: \$260,152.00

Socio-economic background: \$341,246.00

Literacy and numeracy intervention: \$82,407.00

Aboriginal background: \$41,971.00

Summary of progress

Our focus for 2021 was on consistent school-wide practices for assessment used to monitor, plan and report on student learning across the curriculum. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Student assessment data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness as evidence in school wide assessment practices including Best Start, Phonics Screener, Progressive Achievement test PAT(2-6), NAPLAN, Check-In (2-6). Instructional leaders support classroom teachers on the collection, tracking and analyse of data to ensure students are achieving or excelling in reading and numeracy outcomes. All staff are data literate and use evidence to drive teaching and learning.

Focusing on professional learning to refine our Quality Text Programs, teachers collaborated with instructional Leaders to design and implement programs embedding English Textual Concepts and the explicit teaching of Vocabulary. An English Scope and Sequence was developed to streamline explicit teaching of English across K-6. Vocabulary focus groups were created in PLAN 2 K-6 where student growth is tracked and analysed. All Quality Text Programs are now aligned to the English Scope and Sequence.

Decodable texts were introduced across K-2 Literacy sessions. Staff were provided with professional learning on the implementation of Decodable texts to support explicit teaching of phonics and phonological awareness. The Phonic Scope and Sequence was adjusted to align with the sequence of phonemes, introduced in the Decodable texts. All K-2 classrooms embed the use of Decodable texts within their reading programs.

The development of K-6 Mathematics Learning Communities allowed for the collaboration and design of rich tasks in Measurement and Geometry across K-6. Teachers found the professional learning and the opportunities for cross stage conversation and collaboration extremely valuable in strengthening their understanding of the interconnectedness of mathematics concepts. As a result this structure will continue as we move forward into 2022.

An Aboriginal Education Officer was employed for 3 days per week to strengthen community relationships and timetabled to support student learning across K-6 through individualised and small group support. Aboriginal student needs were identified and tracked in literacy and numeracy using PAT and Check-In assessments to support and extend student growth. Personalised Learning Plans were developed and reviewed in consultation with parents and carers to support the learning and wellbeing outcomes for our Aboriginal students. In 2022 the focus will be on strengthening the process to increase parent consultation and authentically align student learning goals to maximise student outcomes. We intend to include an Attendance Action Plan in all PLPs K-6. Additionally several students were successful recipients of the Aboriginal Achievement Awards 2021 for Literacy, Attendance, Art and Sport.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading - Progressive Achievement Tests (PAT) <ul style="list-style-type: none">• Increase the number of students 2-6 in the 'Working At' Band.• Increase the number of students 2-6 in the 'Working Beyond' Band.	<p>Progressive Achievement Data (PAT) indicates that an average of 25% of Year 2-6 students are in the ' Working At' band for Reading which is an increase against baseline data.</p> <p>Progressive Achievement Data (PAT) indicates that an average of 35% of Year 2-6 students are in the ' Working Beyond' band for Reading which is an increase against baseline data.</p>
Numeracy - Progressive Achievement Tests (PAT) <ul style="list-style-type: none">• Increase the number of students 2-6 in the 'Working At' Band.• Increase the number of students 2-6 in the 'Working Beyond' Band.	<p>Progressive Achievement Data (PAT) indicates that an average of 31% of Year 2-6 students are in the ' Working At' band for Numeracy which is an increase against baseline data (Term 1, 2021).</p> <p>Progressive Achievement Data (PAT) indicates that an average of 32% of Year 2-6 students are in the ' Working Beyond' band for Numeracy which is an increase against baseline data.</p>



Strategic Direction 2: School Excellence Through Continuous Improvement

Purpose

Embed targeted professional learning to build teacher's knowledge and understanding of best practice. Establish a culture of continuous improvement through authentic consultation resulting in school excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuous improvement of teaching and learning through best practice
- Technology
- Community Partnerships

Resources allocated to this strategic direction

Refugee Student Support: \$4,485.00

Integration funding support: \$342,426.00

New Arrivals Program: \$763.00

Socio-economic background: \$187,125.58

Professional learning: \$5,000.00

School support allocation (principal support): \$36,850.00

Summary of progress

Improving teaching and learning practice through targeted professional learning aligned to our school initiatives in literacy and numeracy has been a strong focus for our Instructional leaders. We have embedded explicit systems to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback between teachers to drive ongoing schoolwide improvement in teaching practice and student results. In 2022 our school will have 1.6 allocation of Assistant Principal, Curriculum Instruction to support continuous improvement of school excellence.

Our focus for 2021 in relation to technology was to increase the amount of devices and improve access to technology within the classroom. In addition to a new mobile lab becoming available for use, team teaching of computer skills was implemented with some classes across the school to support staff at their point of need. As a result, Stage Three and identified Support Unit classes used Microsoft Teams independently in the classroom. Year Two students are now logging on independently and are more confident in using the devices for learning. Continued lesson development and a school wide scope and sequence of technology skill development will be established and implemented in 2022.

Community engagement initiatives continued as planned throughout Semester One including, Meet the Teacher, Parent Interviews, Personalised Learning Plans and Pathway meetings and an Aboriginal community afternoon tea. Community engagement in Semester Two allowed for Parent Tell Them From Me Survey and continued in the form of an innovative Kindergarten Parent Information session off site for 2022 enrolment. This event was held at the Campbelltown Catholic Club and was well received. Moving forward this will be embedded into our Kindergarten Orientation Program into the future. During Semester Two's remote learning saw the targeted introduction of various online platforms to facilitate and strengthen community partnerships to ensure a shared vision of continuous improvement of student learning online.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework Teaching: Learning and Development Collaborative Practices and Feedback (S&G)	Collaborative Practices and Feedback Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Learning and Development for Collaborative Practice and Feedback, meeting our target.

<p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and years groups through negotiated observations with feedback to improve professional knowledge and practice.</p> <p>Professional Learning (S&G)</p> <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.</p> <p>Improvement as measured by the School Excellence Framework</p> <p>Teaching: Professional Standards (S&G)</p> <p>Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.</p>	<p>Professional Learning</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning and Development for Professional learning, working towards our 2023 target.</p> <p>Teaching: Professional Standards</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Professional learning for Professional standards, working towards our 2023 target.</p>
<p>Technology is accessible to staff and students (Years 1-6)</p> <p>Teachers are beginning to use technology more effectively to enhance learning and service delivery.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the area of School Resources for Technology. More technology is now available to students and teachers are beginning to use the technology more in their classrooms, improving on the enhancement of learning through it's use, working towards our 2023 target.</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>Leading: Community Partnerships</p> <p>Community Engagement (S&G)</p> <p>The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.</p>	<p>The completion of the Tell Them From Me survey (TTFM) with students, staff and parents provided feedback on engagement.</p> <p>The TTFM survey results from parents indicated that the school is above government norm for parents feeling valued and that they are regularly informed on student academic and social and emotional development. The school regularly communicates with the Parents and Citizens association (P&C) for feedback and advice on student reporting, academic and wellbeing initiatives.</p> <p>The TTFM survey results from staff indicate that the school is above government norm for collaboration and leadership.</p> <p>Executive regularly meet with school staff to solicit feedback on school programs and initiatives. In 2021, a management conference was held in December where school staff had the opportunity to present programs and initiatives that they would like to see implemented in the school. The school has implemented a number of the initiatives that were presented.</p> <p>The school seeks regular feedback from the Student Representative Council body on a variety of issues. Due to Covid-19 in 2021 this was not as regular as previous years.</p> <p>Students from years 4-6 took part in the TTFM survey. The survey indicated that the school was above government norm for positive behaviour at school, explicit teaching and feedback practices, victims of bullying, advocacy at school, positive learning culture and expectations for success. The survey indicated an area of future development was to assist students</p>

Improvement as measured by the School Excellence Framework

Leading: Community Partnerships

Community Engagement (S&G)

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

in developing an improved sense of belonging.

Strategic Direction 3: Culture of High Expectations and Engagement

Purpose

Establish and maintain a culture of high expectations with a collective responsibility to ensure high levels of student engagement. This will be achieved through quality teaching and learning experiences in order to meet the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Student Engagement
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

Summary of progress

Our school Instructional Leaders provided professional learning to strengthen high expectations and engagement to improve student outcomes in literacy and numeracy. Teacher capacity and confidence was built through effective deep analysis of data to design differentiated teaching and learning responsive to student need. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs ensuring that all students are challenged and all adjustments lead to improved learning. In 2022 we will focus on supporting students to articulate their learning and understand what they need to learn next to enable continuous improvement.

Our school has provided the opportunity for feedback on school improvement through the Tell Them From Me survey and Student Representative Council. We have provided opportunities for school leadership and a range of extra curricular activities including debating, Sunshine club, Aboriginal cultural and dance groups, art and lego clubs which will be increased in 2022.

Supporting the wellbeing of all students through a school-wide initiative using proactive strategies inline with the Zones of Regulation. Professional learning and resources has provided a consistent understanding across K-6 and we will continue to prioritise the implementation in 2022.

Connection to Aboriginal culture was strengthen through the development of our Bradbury PS Acknowledgement to Country. This was developed in consultation with students, parents, elders and community members to reflect our school culture with an artwork designed to represent its meaning. Our Bradbury PS Acknowledgement is an important part of all community events. Students had the opportunity to participate in Cultural Groups, both online and face to face, Yarn Up, STEM AECG Camps, and a language and culture online camp. Significant celebrations such as NAIDOC provided opportunities for community members to visit the school and share their history and culture, an example of this was the Smoking and Water ceremonies which were held on school grounds.

Our school has been involved in the Campbelltown Attendance Strategy throughout 2021. Attendance data was captured every 5 weeks to monitor the percentage of students attending school 90% or more of the time. Additionally, attendance data is regularly analysed and is used to inform planning and school-wide systems and processes to monitor attendance were refined. This included the weekly tracking and analysis of attendance bands and unjustified absences, monitoring of students whose attendance rates fell below 90% and the inclusion of attendance related matters in our fortnightly newsletters, increasing community awareness of the importance of establishing and maintaining high attendance rates. Embedding these school-wide processes and systems will remain a focus in 2022. Personalised approaches to increasing Aboriginal and Torres Strait Islander attendance rates were refined. This included cohort tracking, data analysis and weekly check-ins with students and their families facilitated by our Aboriginal Education Officer. In 2022 we will focus on supporting the increase in attendance rates of this cohort of students K-6 by incorporating an Attendance Success Plan into Aboriginal student PLP's.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Student Wellbeing</p> <p><i>Increase the percentage of students feeling a positive sense of wellbeing by at least 3% to work towards meeting the school's 2022 lower bound target. (TTFM)</i></p> <p>Learning: Attendance</p> <ul style="list-style-type: none"> <i>Increase the percentage of students attending school more than 90% by at least 6.2% to meet or exceed the school's 2022 lower-bound target.</i> <i>Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.</i> 	<p>Wellbeing</p> <p>2021 Wellbeing data indicates that we are currently at 88.45% compared to 87.08% in 2020. This is an increase of 1.37 % towards meeting our lower band 2022 target.</p> <p>2021 Tell Them From Me data indicates that 73% of students stated that they have a positive sense of belonging at school compared to 70% in the 2020 Tell Them From Me data. this is a 3% increase from 2020.</p> <p>Attendance</p> <p>The number of students attending greater than 90% of the time or more has increased by 8%. This figure is on track to meet the school's 2022 lower bound target.</p> <p>The number of Aboriginal and Torres Strait Islander students attending greater than 90% of the time or more has increased by 7.5%. This figure is on track to meet the school's 2022 lower bound target.</p>
<p><i>Professional development for all teachers on formative assessment. Teachers beginning to implement formative assessment strategies in at least one KLA.</i></p>	<p>Professional Development</p> <p>Teachers engaged in Professional Learning on Formative Assessment in Term 1. Ideas on strategies for Formative assessment were shared between colleagues and implemented in the classroom. Learning communities in Geometry and Measurement were established across K-6 with a focus on developing Rich Tasks as a form of Formative assessment. The tasks were delivered to the students, data was analysed at Stage Meetings and future learning was discussed and planned.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,248.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Continuous improvement of teaching and learning through best practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Improved individual outcomes for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The students will continue to be supported by EAL/D teachers and targeted funding.</p>
<p>New Arrivals Program</p> <p>\$763.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bradbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous improvement of teaching and learning through best practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: The students were supported by an EAL/D teacher through individual tuition or small groups. Students successfully integrated into the school learning environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students will continued to be monitored and supported through teacher differentiation and the school's learning and support programs to ensure continued success.</p>
<p>Integration funding support</p> <p>\$342,426.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bradbury Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous improvement of teaching and learning through best practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • consultation with external providers for the implementation of speech and

<p>Integration funding support</p> <p>\$342,426.00</p>	<p>occupational therapy</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Individual students and staff being supported both in the classroom and playground to assist with additional learning and behavioural needs of students. Teachers supported in writing Access Requests. Speech and Occupational therapist upskilling teaching and non teaching staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide professional development for teaching and non teaching in behavioural support, speech and fine motor skills. Employ occupational and speech therapist 2022. Employ additional school learning support officers to continue to support student learning and behavioural needs.</p>
<p>Socio-economic background</p> <p>\$538,371.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bradbury Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Technology • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs • engage with external providers to support student engagement and retention • employment of a staff mentor to support technology through in class support and teacher mentoring. • providing support for targeted students within the classroom through the employment of two School Learning and Support Officers • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Teachers and students having a deeper understanding of how to use technology in the classroom. Students supported in the classroom to improve learning outcomes. Speech therapist supported student learning through small group intervention and teacher professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students and teaching staff felt supported by the instructional leader in developing a deeper understanding of technology and by the increased access to technology equipment. The initiative will be continued in 2022. The TTFM data supports an improvement in this area. Speech and Occupational therapists will continue to be funded in 2022, due to the increase in need from our students. The speech therapist will be expanded to 2 days a week. In 2022 the school will continue to fund LaST teachers supporting students both in the classroom and in withdrawal groups.</p>
<p>Aboriginal background</p> <p>\$41,971.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bradbury Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$41,971.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Learning and Support Teachers provided targeted support to achieve student growth in literacy and numeracy. AEO supported Aboriginal and Torres Strait Islander students with opportunities to celebrate, connect and share their culture with the school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the Aboriginal Education Officer to support cultural connections. Learning and Support Teachers will continue to track, analyse and support learning to maximise student growth in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$190,107.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bradbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • EAL/D students are receiving additional support from both EAL/D teacher and COVID ILSP teachers to improve their learning outcomes in Literacy and Numeracy. Students are identified from the EAL/D maintenance report and other data. <p>The allocation of this funding has resulted in: Students being provided with support in small groups and student results showing growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing with student support in areas of identified need.</p>
<p>Low level adjustment for disability</p> <p>\$260,152.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bradbury Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staff such as Learning and Support teachers, EALD teachers, speech and occupational therapists are employed to support these students in improving their learning outcomes in Reading and Numeracy. • Adjustments necessary for students to successfully access the curriculum

<p>Low level adjustment for disability</p> <p>\$260,152.00</p>	<p>are recorded in learning programs.</p> <ul style="list-style-type: none"> Data is regularly reviewed and analysed by Learning Support staff to plan for future intervention if required. <p>The allocation of this funding has resulted in: Identified students being provided with ongoing support and/or adjustments to enable them to succeed in Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to monitor student progress and review data collected to determine if further intervention is required.</p>
<p>Professional learning</p> <p>\$29,614.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bradbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Reading and Numeracy Community Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> K-6 Professional Learning on Assessment and the Literacy and Numeracy Learning Progressions, ensuring that the learning of all students is systematically monitored. Instructional Leaders will provide professional learning on a five week cycle to collect, track and analyse data to implement changes in teaching practices <p>The allocation of this funding has resulted in: Teachers are upskilled in effective use of Formative Assessment to differentiate learning for all students across K-6. Data talks are conducted on a 5 weekly cycle to analyse student data and plan future learning. English and Phonics Scope and Sequences were reviewed and updated K-6. Rich Measurement and Geometry tasks were developed across K-6. English Textual Concepts and Vocabulary are embedded into Quality Texts programs K-6. The use of decodable texts were implemented across K-2 classrooms as part of the Guided Reading Program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the ongoing process of Data Talks to support differentiated learning for all students. Strengthen the use of decodable texts across K-2 classrooms. Formative Assessment to be embedded into the teaching and learning cycle to support differentiated learning.</p>
<p>Beginning teacher support</p> <p>\$4,485.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Bradbury Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Release the beginner teacher and experienced teacher mentor to engage in weekly tailored professional learning. <p>The allocation of this funding has resulted in: Collaboration and implementation of quality school aligned priorities in Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Beginning teacher support</p> <p>\$4,485.00</p>	<p>funding will be: Beginning teachers will receive ongoing support and professional learning to strengthen their pedagogical practices in order to maximise student growth.</p>
<p>School support allocation (principal support)</p> <p>\$36,850.00</p>	<p>School support allocation funding is provided to support the principal at Bradbury Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an Office Manager two days a week to assist with administrative tasks. • Employment of a General assistant two days a week to assist with the maintenance of the school. <p>The allocation of this funding has resulted in: School principal supported in administrative tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional administrative staff in order for the principal to be able to focus on future school planning and educational leadership.</p>
<p>Literacy and numeracy</p> <p>\$8,010.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bradbury Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: The purchase of quality decodable texts and online program K-2, support the implementation of explicit and systematic phonic instruction. The purchase of Math resources to support mathematical programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To embed resources into ongoing quality literacy and numeracy instruction.</p>
<p>QTSS release</p> <p>\$145,866.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bradbury Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Instructional Leaders funded to support targeted professional learning. <p>The allocation of this funding has resulted in:</p>

<p>QTSS release</p> <p>\$145,866.00</p>	<p>All staff have received high impact whole school and targeted professional learning to support the implementation of the literacy and numeracy initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of Instructional Leaders and funding to support the release of staff to engage in professional learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,407.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bradbury Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Students receiving additional specialised teacher support either 1:1 or in small groups. This support has seen increased student achievement in both literacy and numeracy. A number of the students reached stage expectations in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students progress will be monitored through collection of data and if required student's work will be differentiated and the student will be referred to the learning support team for ongoing support.</p>
<p>COVID ILSP</p> <p>\$320,566.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: Targeted support for identified students whose learning has been impacted by Covid 19 restrictions, as identified from a range of data. Post support data collected, shows evidence of improved outcomes for students involved in small group tuition within mainstream classes, in both Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to monitor and collect data on these students to ensure ongoing</p>

COVID ILSP
\$320,566.00

success in Reading and Numeracy and intervene if student's are not progressing.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	341	379	384	362
Girls	317	327	354	356

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.5	92.8	92.8	91.8
1	92.4	92.2	90.2	92.8
2	93.4	92	94	93.7
3	90.8	92	89	92.2
4	91.8	91.8	89.9	91.2
5	93.4	92	91.8	92.2
6	91.6	90.8	92.1	91.5
All Years	92.3	92	91.5	92.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	2
Assistant Principal(s)	5
Classroom Teacher(s)	29.1
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	8.47

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	845,856
Revenue	8,161,573
Appropriation	7,994,570
Sale of Goods and Services	93,246
Grants and contributions	63,204
Investment income	453
Other revenue	10,100
Expenses	-7,950,207
Employee related	-7,237,861
Operating expenses	-712,346
Surplus / deficit for the year	211,366
Closing Balance	1,057,222

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.

	2021 SBAR Adjustments (\$)
Targeted Total	343,189
Equity Total	850,864
Equity - Aboriginal	59,361
Equity - Socio-economic	341,246
Equity - Language	190,107
Equity - Disability	260,152
Base Total	5,664,707
Base - Per Capita	186,381
Base - Location	0
Base - Other	5,478,326
Other Total	540,051
Grand Total	7,398,812

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/carer, student and teacher feedback was sort through the Tell Them From Me Survey and focus groups.

Parent/Caregiver

Parents/Caregivers indicated they feel welcome at school and are happy with the communication between school and home regarding their child's learning and progress.

Parents/Caregivers state they feel they can easily speak with their child's teacher and feel teachers are supportive and listen to their concerns.

Parents/Caregivers indicate they feel teachers have high expectations for their child to succeed and provide extra support for students who need it.

Parents/Caregivers state that their child feels safe at school and any behaviour issues are dealt with in a timely manner.

Student

Students indicate that school is a positive place and feel they have adults who consistently provide encouragement.

Students state that teachers set clear goals for learning, establish expectations and check for understanding and provide effective feedback on their learning.

Students indicate they are proud of their school and believe teachers hold high expectations for all students to succeed.

Teacher

Teachers stated they strive to create an inclusive environment, with high expectations, opportunities are provided to ensure successful learning experiences for all students.

Teachers indicated they have a strong focus on communicating regularly with parents and caregivers to ensure a shared understanding about class expectations and to regularly inform parents about their child's progress.

Teachers state the school leaders are supportive and provide opportunities to collaborate and develop quality programs which focus on using evidence-based strategies to increase student engagement.

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.

Aboriginal Education - School statement

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

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 are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

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.

