

2021 Annual Report

Bradfordville Public School



4406

Introduction

The Annual Report for 2021 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 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.

School contact details

Bradfordville Public School

10 Hampden Street

GOULBURN, 2580

www.bradfordvi-p.schools.nsw.edu.au

bradfordvi-p.school@det.nsw.edu.au

4821 4936

School vision

The 'Braddy' vision is embedded within the schools motto, *'In Pursuit of Excellence'*. This shared vision between staff, students and the community ensures Bradfordville Public School empowers every student to be the best version of themselves, every day, through the focus on high expectations, celebrating individuality and providing equitable opportunities for all. The school is a positive, nurturing and safe environment for the whole school community. The values of *Respect, Responsibility and Excellence* are core to school life.

School context

Bradfordville Public School is a medium sized school located in an outer suburb of Goulburn. The school enrolment area has an increasing population with a number of housing developments established in 2019/20 which will impact on the school's enrolment into future years. At present, the school has 13 classes with 4% of students coming from a Language Background Other than English and 12% identifying as Aboriginal or Torres Strait Islander. Students come from a variety of socio-economic backgrounds. The schools Family Occupation and Education (FOE) index of 124 which reflects the diverse makeup of the community but also indicates that a 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 its holistic focus to ensure that all students have every opportunity to succeed.

Through a thorough Situational Analysis, the school has identified three areas of focus that form the Strategic Directions for the school;

The first area is **Student Attainment & Growth** with an unrelenting focus on literacy and numeracy. The school aims to develop the capacity of all teachers to ensure they understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data.

The second area is **Staff Learning & Development** with the focus being on developing the capacity of teachers to understand, develop and apply a full range of assessment strategies (assessment for learning, assessment as learning and assessment of learning), in determining directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. This will be done through a model of Co-Plan, Co-Teach and Co-Evaluate.

The third area is **Connect, Succeed & Thrive** with the focus on the development of a planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn in a positive, happy and safe environment.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and build strong foundations for academic success, the school will further develop and refine evidence-based teaching practices that are responsive to the learning needs of all students. A commitment to a school-wide culture of high expectations and a shared sense of responsibility for student learning and success in literacy and numeracy will ensure every student and every teacher improves every year.

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.

- Best Practice Literacy Teaching & Learning
- Improving Numeracy through data informed teaching

Resources allocated to this strategic direction

Socio-economic background: \$99,999.90

English language proficiency: \$3,602.51

Literacy and numeracy: \$12,122.74

Summary of progress

Initiative 1: Best Practice Literacy Teaching and Learning

Evidence of Activity

At the beginning of 2021 all K-2 classes moved to implementing the Initialit framework for literacy teaching. We had previously used the L3 model combined with Soundwaves and moved to the model of Initialit to provide consistency of literacy teaching and learning across K-2. All K-2 teachers were trained in the Initialit program and all appropriate resources were purchased. The K-2 classes have also moved towards using decodable readers. The Minilit and Maclit intervention programs that are already in place complement the Initialit framework, by providing consistent and specific intervention to targetted students.

Evidence of Process Quality

Using the Initialit framework provided teachers with a consistent, sequential and evidence based approach to literacy teaching, particularly phonics.

As it is a newly implemented way of teaching, teachers needed time to collect data. Teachers collected data through using the set Initialit screeners, progress monitoring and cumulative reviews combined with work samples, Best Start and the DoE phonological awareness assessments . This provided baseline data and throughout the year data was collected. The data collection was partly disrupted due to home learning and some leadership changes. This process of streamlined data collection is being reviewed as we move into 2022. Anecdotally it has been noted that the early acquisition of beginning sound/letter name and hearing and recording sounds has particularly improved with the lower achieving students (in comparison to Hearing and Recording Sounds in Words testing at the same time the previous year).

Evidence of Impact

We were expecting to see positive change in the area of phonic knowledge development and this was evident through the Initialit progress monitoring (hearing and recording sounds, tricky words, reading and writing regular words) that took place throughout the year. An increase in the average from 69.7% to 83.5% in Kindergarten was noted from the first progress monitoring in Term 1 through to the fourth progress monitoring at the end of Term 3. The stage one data is inconsistent and has been reviewed to provide a more comprehensive picture moving into 2022.

Future Directions

Next year in this Strategic Direction we will work with staff to continue to implement the Initialit framework because it provides a clear and consistent evidence based literacy framework. We will work on a consistent approach to the collection of data for each stage to carefully track the students level of understanding and those who need further intervention to achieve the outcomes. We expect to see an improvement in NAPLAN data as the students who have

been taught using the Initialit framework.

Initiative 2: Improving Numeracy through data informed teaching

Evidence of Activity

At the start of the school year the Leadership Team identified numeracy as a focus point. As a result, the executive team looked into and purchased the Essential Assessment Program. This program was intended to provide standardised assessments across classes and stages. The data provided from this program was then revised during whole stage planning days during Terms 1 and 2. From these days teaching and learning sequences were planned as well as looking into areas of concern/focus. During data days stage teachers engaged in vigorous conversation around teaching and learning strategies used in the classroom.

Implementation of TEN and TOWN across the school to improve 'Whole Number' outcomes. TEN and TOWN is an intervention program designed to improve students understanding of numbers and place value. The benefit of students moving across from TEN to TOWN has created a smooth transition from stage 1 into stage 2.

Evidence of Process Quality

The use of whole days off class planning and reviewing data as stage teams was highly beneficial. This allowed for vigorous discussions and planning of future directions. However, due to staffing issues this became very difficult to maintain over the whole school year. Not having an Instructional Leader for stage 2 & 3 resulted in missed team teaching opportunity to work on effective teaching strategies.

Having a staff member training teachers in TEN has provided consistent teaching and learning across infants classrooms and help to transition primary teachers into using the program for students who do not yet understand place value.

Evidence of Impact

The implementation of Essential Assessment was a way to have regular consistent assessment to monitor student results and progress.

Limited staff and the loss of the Instructional Leader across Primary made data and planning days difficult to organise.

Future Directions

Next year in this Strategic Direction we will work with staff to improve their understanding of the My Numeracy feature of Essential Assessment because this is the section of the program that is based around students working towards their learning goals and improving in their areas of weakness.

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
% of students achieving in the top two bands in reading meets the lower bound system negotiated target of 35.7%	In reading 12.5% of year 5 students were in the top 2 bands and 28% of year 3 students were in the top 2 bands for reading.
% of students achieving in the top two bands in numeracy meets the lower bound system negotiated target of 22.5%	In numeracy 17.24% of Year 5 students were in the top 2 bands and 19.23% of year 3 students were in the top 2 bands for numeracy.
% of students achieving expected growth in reading meets the lower bound system negotiated target of 59.7%	Percentage of students achieving expected growth in NAPLAN was 38%. This is below the target.
% of students achieving expected growth in numeracy meets the lower	36% of students achieved expected growth in numeracy.

bound system negotiated target of 53.8%	
School Self-Evaluation against the School Excellence Framework in the domain of Effective Classroom Practice identifies some indicators of assessment in the Sustaining & Growing phase	School Self-Evaluation against the School Excellence Framework in the domain of Effective Classroom Practice identifies majority of indicators of assessment in the Sustaining & Growing phase.
School Self-Evaluation against the School Excellence Framework in the domain of Curriculum identifies that all elements of the Sustaining & Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of Curriculum identifies we are still working towards achieving all elements within the Sustaining & Growing.
School Self-Evaluation against the School Excellence Framework in the domain of Student Performance Measures identifies some elements of the Sustaining & Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of Student Performance Measures identifies two elements of the Sustaining & Growing phase are met with 3 elements in Delivering Phase.
Aboriginal student data against Essential Assessment (literacy & numeracy) shows some students working at or above expected stage expectation	Aboriginal student data against Essential Assessment shows a higher percentage of students working at stage level for numeracy than literacy.

Strategic Direction 2: Staff learning and development

Purpose

Staff at Bradfordville Public School will have high expectations and continually seek to improve themselves and their professional practice. This will be achieved through embedding a collaborative and evaluative mindset where a community of practice will be established. Staff will analyse data to check and understand where their students are in their learning and to plan what to do next.

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.

- Data Skills & Use
- Collaborative Practice & Feedback

Resources allocated to this strategic direction

QTSS release: \$54,265.11

Socio-economic background: \$100,000.00

Low level adjustment for disability: \$4,450.00

School support allocation (principal support): \$17,863.44

Summary of progress

Initiatives: Data Skills and Use and Collaborative Practice and Feedback

Evidence of Activity

During Term 1 2021 the school employed Instructional Leaders (K-2) and (3-6) to support teachers in the delivery of quality evidence based teaching practices. The model also reflected the Co-Plan, Co-Teach, Co-Evaluate Project where Instructional Leaders taught side by side, modelling best practice to build capacity of staff. Due to staff leave, and unfilled vacancies the Initiative was collapsed half way through Term 1 to fill classroom teaching positions and RFF allocations. The Co-Plan, Co-Teach, Co-Evaluate Project was redesigned with Assistant Principals leading this initiative during stage meetings. During Term 2 there continued to be changes in staffing with both Initiatives placed on hold. In Term 3 an Instructional Leader was appointed to K-2 with a targeted focus on numeracy development. Teachers received high impact professional learning in TEN/TOWN by the Instructional Leader. Data Discussions commenced in stage teams with a renewed focus on differentiated learning to increase student engagement. Assistant Principals in Stage 2 and Stage 3 lead the implementation of Essential Assessment across classes to target and track student growth in literacy and numeracy. During Collaborative Planning afternoons Assistant Principals led data analysis discussions to identify students who required targeted support through a differentiated curriculum.

Evidence of Process Quality

Due to the significant impact of staffing vacancies alongside the impact of Remote Learning it has been difficult to find supporting evidence in the process of quality implementation. While the K-2 Instructional model began to have impact on teaching and learning programs to support the needs of students in Term 3 this was hindered by students learning from home. During Strategic Team Meetings staff reported that they felt supported by the Instructional Leader and felt the experience was valuable in up skilling their capacity to implement quality teaching experiences based on analysis of student data. Feedback provided by staff also indicated the model would have been valuable had the impact of staffing leave and remote learning not effected the validity of the program.

Evidence of Impact

To support improvement within this strategic direction the school was expecting to see all staff engaging with Essential Assessment to drive teaching directions, monitor student progress and achievement and reflect upon teaching effectiveness. To achieve this whole school approach it was essential for teachers to participate within the Co- Plan, Co-Teach and Co-Evaluate Project. The impact of staff leave and vacancies prevented this from happening and teachers were independently navigating their way through a new assessment tool and data analysis. This in turn had little impact on teaching modifications for student achievement. Teachers reported that while they had analysed student data their seemed to be no purpose to the outcome.

Future Directions

Next year in this Strategic Direction we will work with staff to embed consistent school-wide practices for assessment that monitor, plan and report on student learning across the curriculum so that teachers use evidence of learning to inform their teaching, adapt their practice and meet the needs of students. This will ensure that learning goals for students are informed by analysis of internal and external student progress and achievement data.

Next year in this Strategic Direction we will also work with staff to embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the opportunity for productive feedback between teachers. This will ensure that effective teaching methods are identified, promoted and modelled to optimise student learning and growth.

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
All teaching staff have engaged purposefully with the Essential Assessment suite and have begun using this platform to determine targeted, individualised teaching sprints in stage teams	All teachers in Yr 3-6 have engaged with Essential Assessment to plot, track and monitor student progress. K-2 teachers have begun to look at Essential Assessment however have not directly used the platform to plot, track and monitor student progress.
Teacher reflection on the What Works Best Toolkit in the focus area of 'Collaboration' indicate a greater variety of collaborative opportunities for staff to share knowledge and problem solve	Teacher reflection on the What Works Best Toolkit in the focus area of 'Collaboration' indicates that teachers feel they have not had the collaborative opportunities to share knowledge and problem solve this year due to lack of staffing and remote learning.
School Self-Evaluation against the School Excellence Framework in the domain of Data Skills & Use identifies some elements of Sustaining & Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of Data Skills & Use identifies the theme of Data use in Teaching is Sustaining & Growing. Data literacy and Data Analysis are beginning to shift from Delivering to Sustaining and Growing.
School Self-Evaluation against the School Excellence Framework in the domain of Professional Standards identifies some elements of the Sustaining & Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of Professional Standards identifies the theme Literacy and Numeracy Focus to have the greatest shift towards Sustaining and Growing.
School Self-Evaluation against the School Excellence Framework in the domain of Learning & Development identifies that some element of the Sustaining and Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of Learning & Development identifies that the theme Collaborative Practice and Feedback is in the Sustaining and Growing phase.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

The school will continue to foster a healthy, happy, positive and productive environment where every student is known, valued and cared for. The school will create a collective approach that encourages our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school. Through embedded practices, there will be a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.

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.

- Braddy Promoting Success (BPS)
- Wellbeing Processes

Resources allocated to this strategic direction

Socio-economic background: \$59,930.05

Integration funding support: \$151,593.00

Literacy and numeracy intervention: \$47,089.56

Aboriginal background: \$34,232.56

Low level adjustment for disability: \$153,178.83

Professional learning: \$22,817.37

Summary of progress

Initiative 1: Braddy Promoting Success

Evidence of Activity

At the end of 2020, staff were chosen to undergo universals Positive Behaviour for Learning (PBL) and work alongside an internal coach commencing 2021. Since the beginning of 2021, we have introduced 'Braddy Promoting Success' or BPS which is a whole school approach to the management of all behaviours (positive and negative) with an aim of creating a positive learning environment and school culture. Throughout the year, the school community has been surveyed to identify areas for improvement in our approach to behaviour management and they have identified the values of Respect, Responsibility and Excellence as the most prominent values at Bradfordville. The BPS team has worked alongside staff to design a BPS logo, introduce a free and frequent ticket system, a scope and sequence for teaching the expected behaviours alongside the Bounce Back program and an expectation matrix for areas across the school. Staff have participated in professional learning around consistent implementation of the BPS language and the importance of positive reinforcement and acknowledgement.

Evidence of Process Quality

Staff collaboration and buy-in to the BPS framework was essential in ensuring it was implemented with consistency across K-6. The BPS team was representational of staff across the school stage groups and the SLSO staff. The principal has been an active participant in this process. Staff have had multiple opportunities to discuss things that work well at Bradfordville, things they want to see improved and have had input into making decisions about the timeline of priorities throughout the year. Staff have collaborated and brainstormed ideas around the language and behaviour expectations for the school. With COVID heavily impacting on the second semester, momentum was lost with the implementation of the "target" behaviours each week and the "Braddy Booster" tickets as the school was unable to come together and the executive were no longer leading from the front with our whole school assemblies. This has led to a decrease in the effectiveness of the tickets and a less consistent approach to focusing on the target behaviours and associated language each week. A staff survey showed that staff were having trouble "fitting in" the teaching of the BPS target behaviour.

Evidence of Impact

The underpinning ideals behind BPS is to foster positive relationships between all members of the school community which ultimately leads to a positive school teaching and learning environment and school culture. Professional learning around positive reinforcement when using the Braddy Boosters has increased staff awareness around looking to acknowledge students when doing the expected behaviour. This professional learning also looked at stating behaviours in observable, measurable, understandable, always applicable and positively stated terms which has impacted on staff communicating their expectations in ways that children are more likely to respond to. It helps all staff in the school consistently deliver messages around behaviour in a more positive, calm, less emotive and measured way which contributes to a positive learning environment. The TTFM survey results indicate positive teacher-student relationships trending upwards and currently sitting at 8.3, just below the state average at 8.4.

Future Directions

Next year in this Strategic Direction we will work with staff to explicitly teach the expected behaviours using the Bounce Back program and Clickview because. If we are not teaching children how to behaviour, we cannot expect them to always be successful at school.

Next year in this Strategic Direction we will work with staff to help make the language of BPS and the teaching of expected behaviours part of their everyday teaching practice because we want to ensure we are turning as many opportunities as possible into teachable moments so that a positive and preventative approach to behaviour management is viewed as part of everyday practice at Bradfordville rather than an additional "thing" that needs to be taught.

Next year in this Strategic Direction we won't continue to run BPS meetings with selected staff because to ensure a consistent approach K-6 we need to build the capacity of all staff and ensure all staff have their say in the implementation of the BPS framework.

Initiative 2: Wellbeing Processes

Evidence of Activity

Since the beginning of 2021, we have run professional learning for staff around the 3C program (Creating Change through Choice) to give staff and students a better understanding of trauma informed practice.

Evidence of Process Quality

All staff, from teaching to non-teaching were engaged in the initial professional learning, which provided common understanding for every member of staff interacting with students. Common understanding and strategies were learnt while staff attended whole staff learning sessions, then the opportunity to work in teams to create further learning opportunities for students.

Time and staffing availability impacted the success and implementation of the roll out of the continued professional learning beyond Term 2. Factors that impacted the successful continued engagement in professional learning: changes in leadership, COVID 19 restrictions, and lack of available casual staffing to provide release for class teachers.

Results of a staff survey on the 3C professional learning: Most staff agree that the 3C PL has helped them understand more about the brain and behaviour, however, the sessions were a little disjointed and further training in 2022 would help in consolidating and being able to implement better in the classroom. Most staff feel they do not use the strategies from the program training weekly, nor have they accessed the resources on the shared drive. Some staff believe BPS is trauma informed, the majority were unsure and responded neutrally. Some staff know the links between the PL and the PDH curriculum, where as the majority would like further PL in this area.

Evidence of Impact

Staff are more confident in dealing with students who display complex behaviour and have improved their understanding of trauma and the brain.

Future Directions

Next year in this Strategic Direction we will work with staff to complete further training over a four day period so that staff will be better able to plan and support student wellbeing and behaviour. This will include supporting stage teams to meet students five basic needs in the classroom and linking the learning to the curriculum.

Next year in this Strategic Direction we won't engage as a 'core school' because we don't have the staffing available and

want to be able to utilise and practice the strategies and resources to evaluate the efficacy of the program and it's continued implementation to improving and supporting student wellbeing.

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
% of students reporting positive wellbeing falls between the lower bound & upper bound target (with a minimum of 90%)	93% of students report positive wellbeing in 2021, increasing from 82.8% (baseline) to above the projected 92.3% (upper bound) by 2022. This is above the state norm.
87% of students identify that they have a positive <i>Sense of Belonging</i> (as identified through TTFM)	Students have been impacted by the prolonged learning from home period with a decline in their Sense of Belonging.
TTFM Student Trend report in the area of <i>Advocacy at School</i> continues an upward trend, increasing in 2021 to mean score of 8.0	Student advocacy at school has seen an upward trend in 2021, from 7.7 to 7.9, above the State norm of 7.7.
Students with <i>High Expectations for Success</i> mean score (as identified through TTFM) is at minimum 8.5	Students high expectations for success has increased throughout the year, although it has been impacted by the extensive learning from home period.
% of students attending school 90% of the time or more falls between the lower bound & upper bound target (with a minimum of 85%)	Student attendance continues to be a focus area at BPS as we return from extensive learning from home. Engagement in a network wide attendance improvement strategy has begun in Term 4 with school based improvement strategies being implemented for 2022.
School Self-Evaluation against the School Excellence Framework in the domain of Wellbeing identifies that all elements of the Sustaining & Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of Wellbeing identifies that 3 of the 4 elements of the Sustaining & Growing phase are met.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$151,593.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bradfordville 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"> • Wellbeing Processes <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • x2 fulltime Wellbeing Officers <p>x2 Part-Time Wellbeing Officers</p> <p>x1 Aboriginal SLSO</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • consultation with external providers for the implementation of targeted speech, OT and behaviour interventions to support individual students needs. • employment of staff to provide additional support for students who have high-level learning needs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in:</p> <p>Learning Educators supporting the learning of students at BPS and the ability for classroom teachers to differentiate the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue the employment of Wellbeing officers to support students academically, socially and physically at school. Target the employment of an Aboriginal Officer to further develop Aboriginal Perspectives across the school and build strong connections with our Aboriginal families. Target Early Intervention with Kindergarten classes by targeting funding to employ additional SLSO's .</p> <p>Support Intervention program by increasing staffing allocation for COVID ILSP .</p>
<p>Socio-economic background</p> <p>\$259,929.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bradfordville 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"> • Braddy Promoting Success (BPS) • Data Skills & Use • Collaborative Practice & Feedback • Wellbeing Processes • Best Practice Literacy Teaching & Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to create an above establishment class. • PBL professional development for staff to support student learning and behaviour. • employment of additional staff to support MacLit and MiniLit program implementation. • employment of Learning and Wellbeing Assistant Principal to support staff capacity to cater for individual student needs.

<p>Socio-economic background</p> <p>\$259,929.95</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items. • staff release to participate in Corporate Planning Program and Co Plan, Co Teach and Co Evaluate Project. • employment of Business Manager and increase in SAO allocation to manage complex school financial needs and administrative processes. <p>The allocation of this funding has resulted in: Learning Educators supporting the learning of students at BPS and the ability for classroom teachers to differentiate the curriculum and target activities to support individual needs. The Assistant Principal for Learning and Wellbeing has further developed staff capacity to successfully cater for the learning needs of students in their class and to identify students who fall within the Disability Standards. There has also been a significant increase in staff understanding about trauma informed practices and the emotion regulation. The employment of an additional classroom teacher has reduced class sizes in primary and further supported the academic and social wellbeing of students. The Business Manager and SAO allocation has allowed the school to begin the the restructure of administrative systems, structures and processes to support ongoing school improvement. The Co-Plan, Co-Teach, Co-Evaluate Project and Corporate Planning Program have been redefined over the year to reflect impact of staff leave, unfilled vacancy and Remote Learning. Teachers were released from class to analyse class data independently rather than collaboratively. This has allowed teachers to target individual learning needs and develop quality differentiated teaching programs. The school has developed a universal management program to explicitly teach positive behaviours (PBL). This has allowed a consistent approach and common language to be used by all members of the school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to support these initiatives in 2022 to ensure the learning and wellbeing needs of our students continue to be met.</p>
<p>Aboriginal background</p> <p>\$34,232.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bradfordville 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>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"> • Wellbeing Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school resources embedding local language and cultural perspectives into teaching and learning programs. • employment of additional staff to deliver personalised support for Aboriginal students. • employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in: Aboriginal students developing and reflecting upon PLPs throughout the year. Increase in cultural awareness across the school through NAIDOC activities, professional learning, community links and Wingaru. Increase in student engagement and attendance with Aboriginal students at school. Students developing a greater sense of identity and self through participating with Literacy and Numeracy Language Camps.</p>

<p>Aboriginal background</p> <p>\$34,232.56</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to employ an Aboriginal Learning and Support Officer in 2022 to build strong school and home links with Aboriginal families with a focus on attendance, PLP's, cultural identity and student growth in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$3,602.51</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bradfordville 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"> • Best Practice Literacy Teaching & Learning <p>Overview of activities partially or fully funded with this equity loading 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:</p> <p>Increase in literacy and numeracy intervention to support the identified needs of EAL/D students and build staff capacity to effectively plot students along the EALD Progressions.</p> <p>This has also resulted in an increase in staff understanding of EALD Phases to ensure maximum funding and support is identified for our EALD students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This initiative will continue in 2022 to support students with this funding.</p>
<p>Low level adjustment for disability</p> <p>\$157,628.83</p>	<p>Low level adjustment for disability equity loading provides support for students at Bradfordville 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"> • Wellbeing Processes • Data Skills & Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher. • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. • trial of Essential Assessment to target assessment tasks suited to individual student needs. <p>The allocation of this funding has resulted in:</p> <p>Learning Educators supporting the learning of students at BPS and the ability for classroom teachers to differentiate the curriculum and target activities to support individual needs based on Essential Assessment data. The Assistant Principal for Learning and Wellbeing has further developed staff capacity to successfully cater for the learning needs of students in their class and to identify students who fall within the Disability Standards. There has also been a significant increase in staff understanding about trauma informed practices and the emotion regulation.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Essential Assessment will continue to be used as a data analysis platform to target literacy and numeracy intervention for students. This platform will be used across K-6 beginning 2022.</p> <p>Further Professional Learning for new staff will need to be incorporated into the Induction Process and linked to Performance and Development Plans.</p>

<p>Low level adjustment for disability</p> <p>\$157,628.83</p>	<p>Continuing the employment of a Learning and Wellbeing Assistant Principal to lead differentiated learning groups and build staff capacity to support individual student needs.</p>
<p>Location</p> <p>\$2,138.99</p>	<p>The location funding allocation is provided to Bradfordville Public School to address school needs associated with remoteness and/or isolation.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement. <p>The allocation of this funding has resulted in: All students in Year 3-6 accessing a pair of headphones to use for NAPLAN online, Check In and Essential Assessment tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Allocating funding to purchase headphones in K-2 classes.</p>
<p>Literacy and numeracy</p> <p>\$12,122.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bradfordville 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"> • Best Practice Literacy Teaching & Learning • Improving Numeracy through data informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy. • targeted professional learning to improve literacy and numeracy. • resources to support the quality teaching of literacy and numeracy. <p>The allocation of this funding has resulted in: Teachers differentiating curriculum delivery to meet the needs of students at different levels of achievement, including adjustment to support learning or increase challenge. Upskilling of staff to deliver high impact teaching programs to improve student outcomes. Purchase of equipment and resources to deliver quality programs within the classroom and support student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: There was a significant focus on literacy professional learning throughout the year to improve student outcomes. To continue to support our students we will focus on numeracy professional learning with staff in 2022.</p>
<p>QTSS release</p> <p>\$54,265.11</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bradfordville 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"> • Data Skills & Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs.

<p>QTSS release</p> <p>\$54,265.11</p>	<ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in: Due to staff leave and vacancies the Instructional Leader Model was revised at the beginning of the year. The allocation of this funding was used to support collaborative planning across the school and to also release Assistant Principals from class to work with beginning teachers. During Term 3 the introduction of the Beginning Teacher Program used this allocated funding to support teachers with professional learning online and also to release them from class and observe quality teaching across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to redefine the Instructional Leader Model in 2022. Assistant Principals will become 'Instructional Leaders' of their stage - modelling best practice, upskilling staff and supporting curriculum implementation.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bradfordville 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"> • Wellbeing Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: The literacy and numeracy intervention staffing allocation has supported early literacy and numeracy intervention to students in Kindergarten to Year 2.</p> <p>After evaluation, the next steps to support our students with this funding will be: This allocation will continue to support intervention in K-2 and 3-6 using additional release time for Assistant Principals to team with colleagues and demonstrate best practices teaching and learning experiences. Furthermore it will be an additional allocation to support the COVID ISLP throughout 2022 to target a greater number of students.</p>
<p>COVID ILSP</p> <p>\$204,532.93</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSOs to deliver small group tuition. • releasing staff to analyse school and student data to identify students for small group intervention. • providing intensive small group tuition for identified students who were below stage outcomes. • employing Learning and Wellbeing AP to coordinate the program.

COVID ILSP

\$204,532.93

- releasing staff to participate in professional learning.

The allocation of this funding has resulted in:

Increasing the percentage of students who demonstrated growth within identified strands of literacy and numeracy.

Increase in student engagement and attendance at school for student who were targeted in the program.

Professional Learning for SLSOs to implement MacLit, Minilit and TEN/TOWN activities has built professional knowledge of staff across the school.

Whole school systems being developed to analyse summative assessment data, identify learning needs and track individual growth of students.

After evaluation, the next steps to support our students with this funding will be:

During the next phase of this initiative the school will employ teachers to deliver the COVID ILSP in 2022. This will ensure a direct correlation between the delivery of the program and the understanding behind data analysis and transference into PLAN 2.

The school will also form strategic student groups for intervention in 2022 with a focus on Yr 1,3 5 Semester 1 and Yr 2,4,6 Semester 2. To ensure maximum growth and effect of the program 'off the boil' students will be targeted as student groups.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	147	151	146	155
Girls	141	140	143	147

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	91	94.2	92.7
1	93.6	93	94.5	91.1
2	92.4	92.6	95.1	91.9
3	94.6	89.6	93.1	91.5
4	94.1	91.8	92.6	90.7
5	94	92.7	94.5	89.4
6	92.2	89.9	95	91.8
All Years	93.6	91.6	94.2	91.4
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
Assistant Principal(s)	3
Classroom Teacher(s)	10.49
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 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	309,237
Revenue	3,411,882
Appropriation	3,392,516
Sale of Goods and Services	3,115
Grants and contributions	16,074
Investment income	177
Expenses	-3,300,264
Employee related	-3,006,755
Operating expenses	-293,509
Surplus / deficit for the year	111,618
Closing Balance	420,855

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	151,593
Equity Total	455,394
Equity - Aboriginal	34,233
Equity - Socio-economic	259,930
Equity - Language	3,603
Equity - Disability	157,629
Base Total	2,241,713
Base - Per Capita	71,243
Base - Location	2,139
Base - Other	2,168,331
Other Total	174,126
Grand Total	3,022,826

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

Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The Tell Them From Me Survey is used with our school community to reflect upon the positive relations between the school and the community. Our aim at Bradfordville Public School is to create greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The Tell Them From me survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

At Bradfordville Public School parent survey data indicates that our community has a greater sense of satisfaction compared to that of NSW Government Norms.

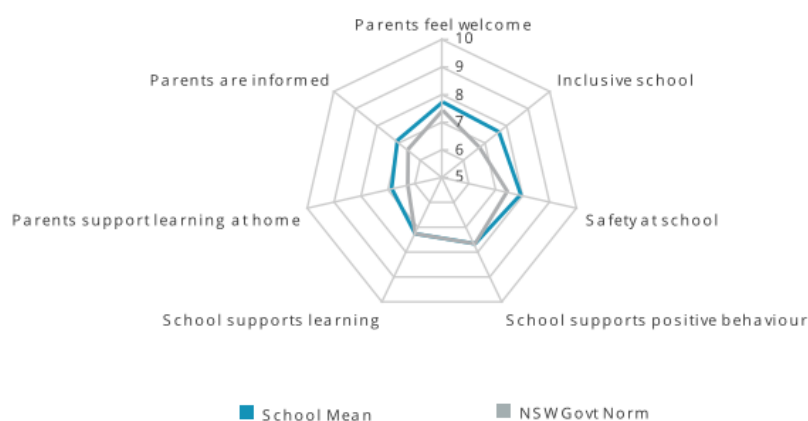
Perspectives of Students

At Bradfordville Public School, 100 students completed the Tell Them From Me Survey between 24 Mar 2021 and 23 Apr 2021, which included nine measures of student engagement alongside the five drivers of student outcomes. 83% of students at Bradfordville Public School feel socially engaged and connected with positive relationships with 84% of students feeling their teacher's approach to instruction and intellectual engagement is a motivation tool for investment in their learning.

Student Disengagement and signs of anxiety have increased during COVID. 39% of students feel they have distanced and disengaged with the school environment. Quality instructions, teacher-student relations, classroom learning and climate as well as teacher expectations for success will continue to drive improvement in this area at Bradfordville Public School.

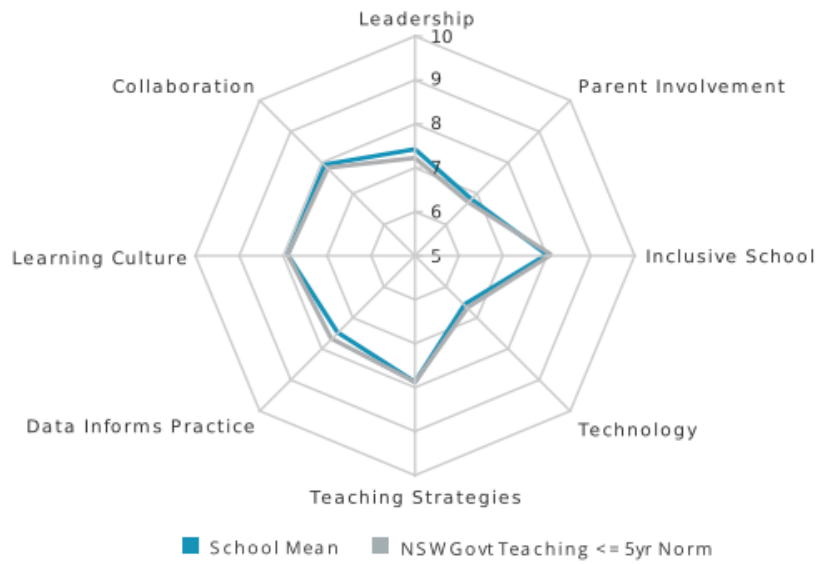
Perspectives of Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools to use when analysing areas for Strategic School Improvement. Throughout Term 4, 8 Drivers of Student Learning were used for teachers to reflect upon in their practice and working environment.. These domains included: Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Analysis, Learning Culture and Collaboration. At Bradfordville Public School the staff school mean sat with or above the NSW Teaching Norm. In particular the staff surveyed felt they were given the opportunity to work with school leaders to create a safe school environment as well as the opportunity to discuss individual student needs with other teachers. The survey also highlighted the need for staff professional learning opportunities in the use of technology and also the inclusion of teaching rounds.



At Bradfordville Public School we are exceeding the NSW Government Norms for parent perspectives of the school.

Teaching <= 5yr



'Focus on Learning' Teacher Survey Report Results - Term 4 2021

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

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.