

2022 Annual Report

Bradbury Public School



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Introduction

The Annual Report for 2022 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.

School contact details

Bradbury Public School

Jacaranda Ave

Bradbury, 2560

<https://bradbury-p.schools.nsw.gov.au>

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

4625 2271

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 102. Bradbury currently has 720 students enrolled from K-6. The school hosts twenty-seven mainstream classes, an Opportunity class, three Autism classes and a IO/IS class. Eight percent of our students identify as Aboriginal or Torres Strait Islander and fifty-nine percent are from an English as an Additional Language or Dialect (EAL/D) background.

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.

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	2022 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	Sustaining and Growing
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

AP Curriculum & Instruction: \$240,913.60
Integration funding support: \$350,692.00
Socio-economic background: \$305,596.06
Refugee Student Support: \$687.68
English language proficiency: \$178,759.52
Low level adjustment for disability: \$256,862.19
Professional learning: \$23,000.00
Per capita: \$13,500.00
Aboriginal background: \$60,039.81

Summary of progress

Our focus for 2022 was the implementation of evidence-based Spelling practices across K-6 aligned with the new English Syllabus. This included a strong focus on the Phonological, Orthographic and Morphological forms of spelling. This new learning was delivered through high impact professional learning where all teams were guided through structured word inquiry processes. Throughout the year, APC&I's supported class teachers through the modelling of programming, teaching and assessment practices. Grapheme-Phoneme Correspondences and Morphological Scope and Sequences were developed and implemented school-wide to support the explicit teaching of Spelling. Teachers have increased their knowledge, understanding and confidence in implementing the evidence-based spelling through explicit teaching practices. Interviews for student voice, preliminary data talks with class teachers and teacher surveys indicated great shifts in student engagement.

The implementation of Decodable Texts in Kindergarten and Year One was strengthened to support the explicit teaching of Phonics and Phonological Awareness in line with the K-2 syllabus. Professional Learning on the assessment of reading Decodable Texts was provided to all K-2 teachers. Decodable texts for Home Reading were purchased in 2022 to strengthen home reading. All K-1 classrooms and students requiring support in reading are accessing Decodable Texts for guided reading practices.

In 2022 we were chosen to be a Self-Select school to trial the implementation of the K-2 English and Mathematics Syllabuses. Year One were involved in trialing the resources developed by the Department of Education and providing feedback on the effectiveness of the programs implemented. Year One teachers adapted units of work in English and Mathematics to meet the needs of our school and students, strengthening their knowledge of the new curriculum. Being a Self-Select School has prepared staff to confidently implement the syllabus in 2023.

Throughout 2022 APC&I's delivered high-impact Professional Learning on the new English and Mathematics Curriculum. Staff were introduced to the organisational structure of the English and Mathematics Syllabuses. Staff reviewed the content and requirements needed to successfully implement the syllabuses. In 2023, the implementation of the new English and Mathematics syllabuses will be mandatory for K-2. Professional Learning to support the implementation of the new curriculum for K-6 will be ongoing.

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>Reading</p> <p>Achievement of 2022 system negotiated targets:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving top two bands in NAPLAN Reading by at least 4.0% to meet or exceed the school's 2022 lower-bound target. 	<p>In 2021 there were 44% of students in the top 2 bands for reading in NAPLAN. In 2022 there were 53% of students achieving the top 2 bands, showing an increase of 9% of achievement in the top 2 bands.</p> <p>The school exceeded the upper-bound target of 49.6% by 3.8%.</p>
<p>Achievement of 2022 system negotiated targets:</p> <p>Numeracy</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving top two bands in NAPLAN Numeracy by at least 3.7% to meet or exceed the school's 2022 lower-bound target. 	<p>In 2021 there were 29% of students in the top 2 bands in Numeracy in NAPLAN. In 2022 there were 33% of students achieving the top 2 bands, showing an increase of 4% in achievement.</p> <p>The school was below the lower bound target of 35.4% by 2.4%.</p> <p>Professional Learning in Numeracy will be a focus in 2023.</p>
<p>Reading</p> <p>Achievement of 2023 system negotiated targets:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Reading by at least 1.5% to meet or exceed the school's 2023 lower-bound target. 	<p>In NAPLAN, 2022, the lower bound target for the expected growth in reading was 44.6%, the school achieved 53% which exceeded the lower bound target by 8.4% and we exceeded the upper bound target by 3.8%.</p> <p>The school's lower bound target for reading in 2023 is 65.3%. To achieve the lower bound target the school will continue to work towards increasing student achievement in the top 2 bands.</p>
<p>Numeracy</p> <p>Achievement of 2023 system negotiated targets:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Numeracy by at least 2% exceed the school's 2023 lower-bound target. 	<p>In NAPLAN, 2022, the lower bound target for the expected growth in numeracy was 35.4%, the school achieved 33% which was below by 2.4%.</p> <p>The school's lower bound target for Numeracy in 2023 is 57.8%. To achieve the lower bound target the school will continue to work towards increasing student achievement in the top 2 bands.</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

Per capita: \$20,000.00

Summary of progress

In 2022 our school has a 1.6 allocation of Assistant Principal, Curriculum Instruction to support continuous improvement of school excellence. 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 Assistant Principals, Curriculum and Instruction. 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 school-wide improvement in teaching practice and student results.

Our focus for 2022 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 was established and implemented in 2022.

Community engagement initiatives continued as planned throughout Semester One including, Meet the Teacher, Parent Interviews, Personalised Learning Plan Pathway meetings. During Term 2 and 3 Parent workshops were held on Spelling (K-6), Phonemic Awareness (K-2) and Mathematics (K-6). Community engagement in Semester Two allowed for the Parent Tell Them From Me Survey and continued in the form of an innovative Kindergarten Parent Information session off site for 2023 enrolment. This event was held at the Campbelltown Catholic Club and was well-received.

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
<i>Collaborative Practices and Feedback (S&G)</i> Teachers engage in professional discussions and collaborate to improve teaching and learning in their classes and years groups through negotiated observations with feedback to improve professional knowledge and practice.	<i>Collaborative Practices and Feedback</i> 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.
<i>Professional Learning (S&G)</i> Teachers actively evaluate, share and discuss learning from targeted professional development with other	<i>Professional Learning</i> 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

<p>staff in the school and community of schools to improve whole school practice.</p>	<p>2023 target.</p> <p>APC&I's and school leaders lead high impact professional learning through whole school staff meetings, stage meetings, and individualised support to build teacher capacity in curriculum and inclusive practices. The TTFM survey indicated that 87% of teachers believed the school effectively provided professional development for curriculum change.</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>The leadership team is building capacity among aspiring leaders around monitoring the impact of programs and approaches used by teachers to improve practice.</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 K-6)</p> <p>Teachers are more confident in using technology to integrate lessons to enhance learning and service delivery.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the area of school resources for technology. Through the purchase of more devices and upgrading the infrastructure in 2022, students now have more access to devices and the teachers are feeling more confident using a variety of technology programs in the classrooms. We will continue to consolidate and support new teachers in this area in 2023.</p>
<p>The school is recognised as being responsive by our community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of community engagement for educational Leadership, working towards our 2023 target.</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 2022, 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.</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 and advocacy at school. The survey indicated that there were less bullying incidents at Bradbury compared to other primary schools. The survey indicated areas of future</p>

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development was to assist students in Years 5&6 to improve their 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

QTSS release: \$147,558.56

Professional learning: \$27,467.35

Per capita: \$42,000.00

Summary of progress

Our Assistant Principal Curriculum and Instruction (APC&I's) continued to provide professional learning to strengthen high expectations and engagement to improve student outcomes in literacy and numeracy. A focus on student engagement included teacher reflection and self-evaluation around student-teacher relationships the standards, (knowing your students and how they learn) to support increased student engagement. Effective analysis of data continued to support the design of 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 2023 we will continue to 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, chess, art and lego clubs which will be increased in 2023.

Supporting the wellbeing of all students through a school-wide initiative using proactive strategies inline with the Zones of Regulation. Professional learning and resources have provided a consistent understanding across K-6 and we will continue to prioritise the implementation in 2023.

Connection to Aboriginal culture was strengthened through an increase in the number of students consistently attending Aboriginal Culture Groups. This included community members and elders supporting a new Aboriginal Girls Choir, Boys Didgeridoo Group and dance groups. The Aboriginal Education Officer focused on building teacher capacity and confidence in Aboriginal Education, supporting perspectives in programs and teaching in classrooms across a range of Key Learning Areas. In 2022 an introduction to 'Aboriginal languages' was implemented with a plan to increase in 2023. Our Bradbury PS Acknowledgement is an important part of all community events. Students had the opportunity to participate in Cultural Groups, and STEM AECG Camps. 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. The end of year community barbeque provided an opportunity to celebrate culture, reflect on achievements and share with families initiatives for 2023.

Our school has been involved in the Campbelltown Attendance Strategy. 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 2023. 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 2023 we will continue to focus on supporting the increase in attendance rates of this cohort of students K-6 by incorporating an

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> <ul style="list-style-type: none"> • <i>Increase the percentage of students feeling a positive sense of wellbeing by at least 4.5% to meet or exceed the school's 2022 lower-bound target. (TTFM)</i> 	<p>The positive sense of wellbeing for 2022 was 84.38% which was 4.07% less than 2021 - 88.45%. According to the Tell Them From Me (TTFM) survey the school was 8% lower than the NSW government norm of 81%. Only 64% of girls in year 5 feel accepted and valued by their peers. Boys across grades 4-6 had a better sense of belonging when compared to girls. This will be an area of continued focus for 2023.</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>Although the number of students attending greater than 90% of the time or more has decreased significantly from our school's baseline figure, we are above State and Network statistics. This will be an area of continued focus in 2023.</p> <p>The number of Aboriginal and Torres Strait Islander students attending greater than 90% of the time or more decreased from our school's baseline figure. This will be an area of continued focus in 2023.</p>
<p>Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students</p>	<p>All teachers were provided with opportunities to discuss and analyse student data with APC&I's and stage teams from Diagnostic and formative assessments to determine where students are and where to go next with curriculum programming to increase student outcomes.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Students supported by a EAL/D teacher in either small groups or 1:1 to improve literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: Students will continued to be supported by the learning and support team and their learning will be differentiated to suit their individual needs.</p>
<p>Integration funding support</p> <p>\$350,692.00</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"> • Reading and Numeracy <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 for targeted professional learning around [healthcare] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Allocation of additional staff to support Individual students and teachers in the classroom and playground, to assist with learning and behavioural needs. Teachers have been supported in specific behavioural techniques by the behaviour specialist and learning and wellbeing officer. Employment of of a speech therapist 2 days per week.</p> <p>After evaluation, the next steps to support our students will be: Teachers develop the skills to respond to specific/ identified behaviours. Continue to employ speech therapist and access specialised support and professional development for the following year. Employ additional learning and support officers to continue to support student learning and behavioural needs.</p>
<p>Socio-economic background</p> <p>\$305,596.06</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 <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$305,596.06</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students being supported by additional teachers or learning and support officers in small groups, or 1:1 to enhance their literacy and numeracy knowledge in order to improve their learning. Targeted students to receive speech therapy.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will continue to support student learning through employment of additional LaST teachers and speech therapist.</p>
<p>Aboriginal background</p> <p>\$60,039.81</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>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 specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Learning and support teacher provided targeted support for Aboriginal students in literacy and numeracy to improve student results. AEO provided authentic cultural experiences for students in order to develop cultural knowledge and pride and they supported and guided the school in developing deeper connections with Aboriginal families.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the Aboriginal Education Officer role to support cultural knowledge and connections for students and families. Learning and support team will continue to work with teachers, AEO and learning support officers to track and analyse data to ensure student growth in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$178,759.52</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"> • provide EAL/D Progression levelling PL to staff • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds

<p>English language proficiency</p> <p>\$178,759.52</p>	<ul style="list-style-type: none"> engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Staff have been up-skilled in their understanding of the English as an Additional Language or Dialect (EAL/D) Learning Progressions. Staff use this information to provide adjustments to their teaching to support the development of English language proficiency for EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: EAL/D students supported in their learning through teachers gaining a deeper understanding of how to make adjustments. Students will continue to be supported by by EAL/D and LaST teachers.</p>
<p>Low level adjustment for disability</p> <p>\$256,862.19</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"> engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting providing support for targeted students within the classroom through the employment of School Learning and Support Officers employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Identified students were provided with adjustments to learning programs and in class support to enable them to successfully access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be monitored via data collection to ensure that they are achieving expected outcomes. Further intervention will be implemented if required.</p>
<p>Professional learning</p> <p>\$50,467.35</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 Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Teachers receiving professional development, as an early adopter school for the K-2 curriculum teachers were upskilled in the content and how to develop their teaching and learning program for the new curriculum. Teachers 3-6 were supported in implementing a new spelling program. All teachers attended a conference on understanding trauma/ behaviour and how to support students and families. Teachers felt confident and informed in implementing the new teaching and learning programs and developed a deeper understanding of behaviour and how to support students and</p>

Professional learning \$50,467.35	families. After evaluation, the next steps to support our students will be: Continuation of support through (APC&I) in order to improve teaching and learning programs and delivery of curriculum. Students will be exposed to expert teachers in the new curriculum. Teachers have more understanding and knowledge on how to support students and families suffering from trauma.
QTSS release \$147,558.56	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bradbury Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Effective Classroom Practice Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum The allocation of this funding has resulted in the following impact: All staff have received high impact whole school and targeted professional learning to support the implementation of the literacy and numeracy initiatives. After evaluation, the next steps to support our students will be: Staff have an improved understanding of how to implement, plan and evaluate literacy and numeracy initiatives, this will support improvement in student learning outcomes.
COVID ILSP \$314,189.00	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 2022. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <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] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] The allocation of this funding has resulted in the following impact: Students were selected for the COVID Intensive Learning and Support program using data from Check In, NAPLAN and PAT assessments. Teachers engaged in understanding where students were and where to next in accordance with PLAN2 data, creating and updating areas of focus in literacy and numeracy. After evaluation, the next steps to support our students will be: All students identified for the covid intensive learning support program demonstrated growth in the learning progressions for literacy or numeracy. The program will be continued in 2023.
Per capita \$75,500.00	These funds have been used to support improved outcomes and the achievements of staff and students at Bradbury Public School

<p>Per capita \$75,500.00</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"> • Reading and Numeracy • Technology • Student Engagement • Community Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of an Instructional Leader Technology. <p>Upgrade of technology infrastructure across the school.</p> <p>The allocation of this funding has resulted in the following impact: Teacher professional learning in the area of incorporating technology into teaching and learning programs. Improved access to technology for students.</p> <p>After evaluation, the next steps to support our students will be: Continue to build on and develop teacher's and student's understanding and skills when using technology.</p>
<p>AP Curriculum & Instruction \$240,913.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of 1.6 AP Curriculum and Instruction. <p>The allocation of this funding has resulted in the following impact: All teaching staff were up-skilled in the teaching of Spelling which was aligned to the new English Syllabus, through high-impact professional learning delivered by AP's Curriculum and Instruction. All teachers embedded elements of the new Spelling approach into their teaching and learning programs and this resulted in increased student engagement.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the support of the spelling program will continue and new teachers will be provided with professional learning and support to implement the program in their classes.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	379	384	362	352
Girls	327	354	356	348

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	92.8	91.8	84.1
1	92.2	90.2	92.8	83.1
2	92.0	94.0	93.7	85.4
3	92.0	89.0	92.2	85.4
4	91.8	89.9	91.2	83.4
5	92.0	91.8	92.2	83.8
6	90.8	92.1	91.5	83.4
All Years	92.0	91.5	92.2	84.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

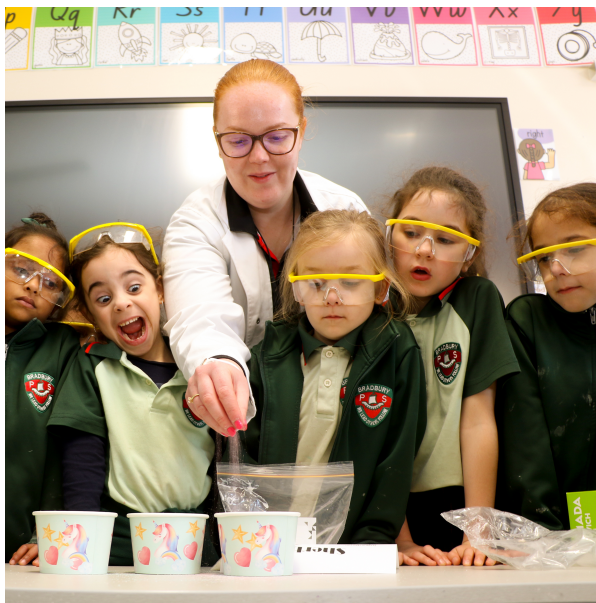
Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.6
Classroom Teacher(s)	27.94
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	8.47

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	773,466
Revenue	8,486,500
Appropriation	8,197,749
Sale of Goods and Services	103,980
Grants and contributions	179,656
Investment income	5,014
Other revenue	100
Expenses	-8,602,983
Employee related	-7,123,786
Operating expenses	-1,479,198
Surplus / deficit for the year	-116,483
Closing Balance	656,983

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.

	2022 SBAR Adjustments (\$)
Targeted Total	351,380
Equity Total	801,258
Equity - Aboriginal	60,040
Equity - Socio-economic	305,596
Equity - Language	178,760
Equity - Disability	256,862
Base Total	5,639,518
Base - Per Capita	187,074
Base - Location	0
Base - Other	5,452,444
Other Total	745,890
Grand Total	7,538,046

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

The 2022 Tell Them From Me survey indicated:

Parents/Caregivers feel welcome at school and are happy with the communication between school and home regarding their child's learning and progress. All staff are friendly and approachable to discuss their child's needs. Parents/Caregivers agree the school staff take an active role in making sure all students are included in school activities and help students to develop positive friendships with their peers.

Students feel proud of their school and that it is a safe and welcoming place for learning. They feel they have people at school who consistently provides encouragement and listen to their concerns. Students agree their teachers set clear goals for learning, establish expectations for learning, monitor and provide effective feedback for improvement.

Teachers work with school leaders to create a safe learning environment for all students. Teachers work collaboratively with other teachers and leaders to develop effective and engaging teaching and learning programs. Teachers have a strong focus on communicating with parents and caregivers to ensure a shared understanding of class expectations and provide information about their child's progress.



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.