Bradfordville Public School
Annual School Report 2013
School context

Bradfordville Public School is located in an outer suburb of Goulburn with an enrolment which peaked at 222 students across nine classes in 2013. The school has a long and proud sporting tradition and an outstanding performing arts program. Staff at Bradfordville are committed to the pursuit of academic excellence and the welfare of our students. In 2013, The Family Occupation and Education Index (FOEI) was 128, with more than 66% of students deemed to be from a disadvantaged background. This led to the school receiving approximately $80,000 in 2014 in Equity Funding. In 2013 there were 13 Aboriginal students enrolled. In 2014 there will be 17 students, our largest number for many years.

Principal’s message

Bradfordville Public School prides itself on being the focus of the Bradfordville community. The school strives to:

- provide students with quality educational programs;
- emphasise the importance of learning, particularly in literacy and numeracy;
- maintain high expectations of student learning and behaviour;
- celebrate success with students, staff and the community; and
- create a happy, positive and safe school environment.

The school is supported by an active and enthusiastic Parents and Citizens Association whose dedication to meeting our students’ needs is outstanding.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Eric Patatoukos
Principal

P & C message

During the course of the year we conducted several fundraising events which, together with voluntary contributions, enabled us to raise in excess of $21,000 for the year, providing funding for half of the cost of the new shade sails that have been erected over the adventure playground and the sand pit, totalling $42,000.

Our major fundraiser for the year was the Fitnessathon and we raised in the vicinity of $15,000 through sponsorship, raffle ticket sales and cash donations. A big thank you must go out those organisations and people who generously donated goods or services that enabled us to offer 132 prizes to raffle. We also held our ever popular Mother’s Day, Father’s Day and Christmas stalls and raffles and once again these were well patronised by the students. In terms 1 and 4 we held discos for our students in conjunction with the SRC and for the first time we were able to extend an invitation to the students of Tirranna and Breadalbane Public Schools. The discos are always a hit with the students and these two were no exception.

The canteen has undergone a few changes this year and I would like to acknowledge the hard work of our Canteen Manager, Mrs Leonie Chapman and thank her for her tremendous efforts. During the course of the year the canteen catered for several conferences that were held at the school and as a result has gained a splendid reputation for quality food and service. Thank you also to all of the volunteers for your assistance in keeping the canteen operating throughout the year.
I would like to take this opportunity to thank the many local businesses that have made donations to the school in 2013. Due to their generosity, the students of our school have been provided with some wonderful opportunities so I would ask that you support them in return.

I would also like to express my gratitude to all of those individuals who have volunteered some of their time to coordinate and help out at our fundraising events and to those who have come along to our monthly meetings. Special appreciation goes out to the fantastic and dedicated staff who have once again gone above and beyond the call of duty to ensure our children have been given every opportunity to maximise their potential. And last, but by no means least, I would like to thank the very hard working committee for their tireless efforts in 2013.

Paul Chalker
President

Student representative’s message
During 2013, the Student Representative Council (SRC) has engaged in fundraising efforts to benefit both the school and the community. Fundraisers were held to raise funds for charities including Stewart House, the Cystic Fibrosis Association and SIDS for Kids Red Nose Day. The SRC held their annual fete, raising money to eventually purchase soccer/football goals for the school. A badge press machine was purchased using SRC funds. The machine was used by Year 5 to facilitate a very successful badge drive, raising funds for the Year 6 Farewell. The SRC also assisted the P&C in the running of two very successful school discos. The SRC was led by Mrs Scott and Miss Waibel.

Mrs Scott and Miss Waibel

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>115</td>
<td>114</td>
<td>114</td>
<td>118</td>
<td>117</td>
<td>109</td>
<td>108</td>
</tr>
<tr>
<td>Female</td>
<td>110</td>
<td>108</td>
<td>104</td>
<td>108</td>
<td>119</td>
<td>113</td>
<td>110</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance
All students who do not meet the 85% attendance standard are identified by the Home School Liaison Officer (HSLO) and the school communicates this to the parents. Students whose attendance does not improve, are referred to the HSLO. They become part of the HSLO’s caseload and a strategy to support attendance is developed by the HSLO, parent, student and school.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school has a teaching allocation of 14.078 teachers. This includes 9 classroom teacher positions. Teaching staff were supported by a School Administration Manager, a School Administration Officer, two School Learning Support Officers and a General Assistant two days per week.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Part-time and RFF</td>
<td>0.778</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total Teaching Staff</strong></td>
<td><strong>13.178</strong></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.442</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Non-Teaching DEC Staff</strong></td>
<td><strong>4.442</strong></td>
</tr>
<tr>
<td>School Chaplain</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td><strong>18.02</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2013, there were no Indigenous staff at Bradfordville Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>7</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>162397.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>155430.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>84060.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>62023.99</td>
</tr>
<tr>
<td>Interest</td>
<td>4426.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>45336.33</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>513675.08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13859.04</td>
</tr>
<tr>
<td>Excursions</td>
<td>23629.37</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16778.63</td>
</tr>
<tr>
<td>Library</td>
<td>311.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2616.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>97916.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>23543.86</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>50880.54</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>47073.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19016.71</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>47132.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>43440.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>386198.85</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>127476.23</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Arts

Bradfordville Public School students participated in the Goulburn Community of Public Schools Concert as part of the massed choir, and in our primary dance group, boys dance group and K - 2 dance group.

The Stage 1 Choir has continued to thrive and performed at Braddy on Stage. They also joined with senior students to form a Christmas choir at the end of the year and performed at Gill Waminda Aged Care Facility. This will continue to provide a pathway to the older choirs.

The Dance program continued to flourish with four dance groups performing in events at school and in the community. The Kindergarten, Stage 1, Primary and Braddy Crew dance groups once again excelled. The Braddy Crew were invited to perform at Goulburn’s Relay for Life event in November. This initiative encourages an interest in dance from boys across the school.

Sport

2013 was an excellent year for sport at Bradfordville. Our school swimming team was successful at the Goulburn/Crookwell District Swimming Carnival with the senior boys relay team of Harrison Fleming, Lachlan Bensley, Lachlan Corby and Liam Greenwood going on to the South Coast Regional Carnival.

In cross country, Bradfordville had three representatives in the district team, Alyssa Collings, Brittany Clarke and Lachlan Croker who was also the 12 Years Boy Champion at district level.

At district athletics, Brianna Connor was the 11 Years Girl Champion. Eight of our students competed at the regional carnival as district representatives, including both our boys and girls senior relay teams. Brianna Connor finished third at the South Coast Regional Athletics Carnival.

The school entered teams in the NSW PSSA state knockouts in boys’ and girls’ football (soccer) and girls’ hockey. All teams participated in gala days and won early rounds before being defeated. All teams had many younger players, which bodes well for the future.
Bradfordville had multiple representatives in district and zone teams who then competed at regional level. Alyssa Collings and Harrison Fleming were selected in five district teams, whilst Brianna Connor was selected in four. Brianna and Hannah James then went on to be selected in the South Coast Regional Hockey team which competed in the NSW PSSA State Hockey Carnival in Grafton.

Our Champion Sportsman was Dylan McGee and our Champion Sportswoman was Brianna Connor. Alyssa Collings and Harrison Fleming both received Premier’s Sporting Challenge medals for their effort over the year.

All representative students were presented with their awards at the Evening of Excellence by ex-student Laura Gray, who was selected in the Australian Futures Under 18’s Women’s Hockey team.

Bradfordville encourages participation as well as excellence and we had a large number of students attend rugby league and touch football gala days.
Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

- An increase in the percentage of students achieving at the Proficient Standard (Bands 5-6) from 13% in 2012 to 35% in 2013.
- An increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 91% in 2012 to 94% in 2013.

- An increase in the percentage of students achieving at the Proficient Standard (Bands 5-6) from 13% in 2012 to 38% in 2013.

- An increase in the percentage of students achieving at the Proficient Standard (Bands 5-6) from 4% in 2012 to 41% in 2013.
An increase in the percentage of students achieving at the Proficient Standard (Bands 5-6) from 4% in 2012 to 26% in 2013.

**NAPLAN Year 3 - Numeracy**

- A decrease in the percentage of students At and Below National Minimum Standard from 35% in 2012 to 15% in 2013.
- An increase in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 11% in 2012 to 21% in 2013.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

- An increase in the percentage of students achieving At and Below National Minimum Standard (Bands 3-4) from 37% in 2012 to 42% in 2013.
- A decrease in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 19% in 2012 to 13% in 2013.
An increase in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 0% in 2012 to 13% in 2013.

An increase in the percentage of students achieving Below National Minimum Standard (Band 3) from 11% in 2012 to 29% in 2013.

A decrease in the percentage of students At and Below National Minimum Standard from 52% in 2012 to 25% in 2013.

Progress in literacy

- Overall growth in reading was higher than the state growth. The school growth was 94.9 compared to the state growth of 83.2 for all students, indicating a growth of 11.7 scaled points above the state.

- Overall growth in spelling was below the state growth. The school growth was 68.7 compared to the state growth of 84.0 for all students, indicating a growth of 15.3 scaled points below the state.

- Overall growth in grammar and punctuation was below the state growth. The school growth was 69.0 compared to the state growth of 77.8 for all students, indicating a growth of 8.8 scaled points below the state.
Overall growth in writing was higher than the state growth. The school growth was 65.3, compared to the state growth of 55.4 for all students, indicating a growth of 9.9 scaled points above the state.

**NAPLAN Year 5 - Numeracy**

- An increase in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 4% in 2012 to 8% in 2013.
- A decrease in the percentage of students achieving Below National Minimum Standard (Bands 3) from 30% in 2012 to 13% in 2013.

**Other school based assessments**

**L3 - Language, Learning and Literacy**

**Kindergarten**

In 2013, 78% of Kindergarten students at Bradfordville Public School were able to read level 9 or higher. The NSW DEC’s goal for the state is 50% of Kindergarten students reading level 9 or higher.

In writing vocabulary, the school met the state’s expectation of students being able to write 24 words or more.
## Significant programs and initiatives

### Aboriginal education

Our school provided programs to support Aboriginal students and to educate all students about culture. This has been achieved through:

- the development of Personal Learning Plans (PLPs) for Aboriginal students, utilising flexible staffing arrangements to enable teachers and parents to work with students;
- use of Norta Norta funds to provide mentoring and small group tutoring;
- staff training in modules 1 and 2 of the ISER cultural awareness package, No Gaps, No Excuses; and
- the purchase and use of Aboriginal artifacts to learn about art, music and Aboriginal culture.

14 students attended the Vibe 3 on 3 basketball and cultural day, for both indigenous and non-indigenous students. Those who attended were able to meet indigenous sports men and women, actors and musicians. The highlight was the breakdance competition!

### Multicultural education

In 2013, our school focused on implementing programs through work done in the Human Society and Its Environment (HSIE) syllabus, to develop the knowledge, skills and attitudes required for a culturally diverse society. With our school having a very small multicultural population, approximately 5%, it was extremely important to expose all students to other cultures. This was achieved through Harmony Day activities, the culmination of work in classrooms. Students sampled games, art, food and music from many lands. This gave them a greater understanding of the way people from...
different cultures live. We also had a visit from Sudanese refugees who talked to senior students about their background.

School Chaplaincy

It is a delight to work as Chaplain for Bradfordville Public School. Our school has highly dedicated, caring staff and it is a pleasure to work alongside them as we care for our whole school community. Chaplaincy services have been provided to school on Tuesday and Thursday across 2013 and as Chaplain I am also on-call throughout the week. Services delivered across the last 12 months include:

- Learning and behavioural support to staff and students inside and outside classrooms – including reading, writing, emotional support, behavioural guidance and advice.
- Support for extracurricular activities such as sports days and excursions.
- Mentoring and care of specific students with emotional, social, welfare and behavioural needs.
- Referrals as required – including referrals to counselling, welfare, psychologists and health practitioners.
- Support to Principal and School Counsellor managing student case plans; including administration, and liaising with parents or carers regarding student welfare.
- Delivery of Red Cross Good Start Breakfast Club weekly. Facilitated through the Schools As Community Centres, approximately 15% of school students attend regularly. The Red Cross provides ongoing administrative and food resources and volunteers from local churches assist to deliver Breakfast Club weekly.
- Fundraising to enable students with welfare needs to attend extracurricular activities.
- Transition to High School Program for 2013 Year 6 students.

I look forward to serving our Bradfordville School community through the rest of 2014 and seeing all students, staff and families encouraged to understand their potential.

Duncan McAulay
Chaplain

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Reviewing sections of the school plan at staff meetings and executive meetings
- Reviewing school practices in literacy and numeracy to determine readiness for full implementation of the national Curriculum
• Meetings with parents around Personalised Learning Plans for Aboriginal students to ensure that programs in place are effective.

School planning 2012—2014: progress in 2013

School priority 1
Increased levels of literacy achievement by all students

Outcomes from 2012–2014

• 80% of Kindergarten students achieve the state expectation in reading of Level 9 or higher by the end of 2013; and

• 80% of Year 1 students achieve the state expectation in reading of Level 16 or higher by the end of 2013.

Evidence of progress towards outcomes in 2013:

• 78% of Kindergarten students at Bradfordville Public School achieved level 9 or higher in reading

• 81% of Stage 1 students at Bradfordville Public School achieved level 15 or higher in reading

• 63% of Stage 1 students at Bradfordville Public School achieved level 18 or higher in reading

Strategies to achieve these outcomes in 2014:

• continue the successful L3 strategy in Kindergarten and Stage 1; and

• train all new Stage 1 teachers in the implementation of L3.

School priority 2
Consistent and meaningful numeracy assessment practices in place K-6

Outcomes from 2012–2014

• an increase in the percentage of students at the state proficiency standard in Year 3 in numeracy from 4% (2012) to 10% (2013); and

• an increase in the percentage of students at the state proficiency standard in Year 5 in numeracy from 4% (2012) to 10% (2013).

Evidence of progress towards outcomes in 2013:

• an increase in the percentage of students at the state proficiency standard in Year 3 in numeracy from 4% (2012) to 10% (2013); and

• an increase in the percentage of students at or above the National Minimum Standard in Year 5 (Bands 4 -8) from 71.4% (2012) to 87.5% (2013); and

• an increase in the percentage of students at the state proficiency standard in Year 5 in numeracy from 4% (2012) to 5% (2013).

Strategies to achieve these outcomes in 2014:

• implement TOWN numeracy strategies in Stages 2 and 3;

• release teachers to work with executive, expert teachers on staff and consultants for Lesson Studies, Peer Coaching, Stage and Curriculum groups and to develop quality numeracy programs;

• provide training in new maths curriculum; and

• review, and rewrite as necessary, school policies and scope and continuum to reflect current best practice, research and the implementation of the Australian Curriculum.

Professional learning

Facilitated by the Executive Team, staff at Bradfordville engaged in a great deal of informal, collaborative curriculum development as well as substantial formal professional learning including:

• L3 (Kindergarten and Stage 1);

• Mandatory training in CPR, Anaphylaxis, Emergency Care and Child Protection

• National Standards Framework, Quality; and

• Whole school analysis of SMART data.
A total of $7439.54 was expended from Teacher Professional Learning (TPL) funds, a further $322.69 from other sources and $16647.17 from National Partnerships (which was accounted for but not spent in 2012). A further $5546.67 for TPL was allocated and spent but will not be paid until Term 1, 2014. The average expenditure per teacher was $1852.28.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Responses from parents were overwhelmingly positive. These were gathered during discussions at P & C meetings and evaluations of events by students and staff. They expressed the views that:

- students at Bradfordville are offered a wide range of extra-curricular opportunities in sport and the performing arts;
- extra-curricular activities have provided worthwhile experiences and ensured well-rounded schooling for their children, enhancing their self-confidence; and
- the provision of extra-curricular activities was not unduly disruptive of class time.

Student surveys were equally positive. Students indicated that:

- Choir, PSSA representation and dance groups were enjoyable and valuable opportunities; and
- that there were no particular extra-curricular activities that received undue attention at school.

Teacher responses were generally positive, with most teachers agreeing that there was a balanced range of activities offered at Bradfordville Public School.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Eric Patatoukos Principal
Charmian Cribb Assistant Principal
Janelle Patatoukos Assistant Principal (Rel.)
Diane Charnock School Administrative Manager
Paul Chalker President P & C

School contact information

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Goulburn NSW 2580
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Web: www.bradfordvi-p.schools.nsw.edu.au
School Code: 4406

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: