Bradfordville Public School

Annual School Report

2011

4406
Our school at a glance

Bradfordville Public School is located in an outer suburb of Goulburn with an enrolment of 236 students across ten classes in 2011. 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.

Messages

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

Bradfordville really has had another great year. We have one major fundraiser a year which is the Fitnessathon and not only did we raise $14,000, but the community response in donations was outstanding. We also raised additional funds with our disco nights, voluntary contributions and election day, mothers’ day, fathers’ day and Christmas stalls. Our grand total for the year was approximately $22,000!

Our focus for this year has been to help pay for the covered walkways, which were additional to the work done through the Building the educational Revolution (BER) and Department of Education and Communities Disabilities Building program. We also provided funds for the refurbishment of the multipurpose court.

I would also like to make special mention of all the local businesses that made donations to the school because without the generosity of these people, our children would not have all these extra opportunities. So where possible, please support these local businesses.

I would like to take this opportunity to thank all the families who have helped this year. It was great to see so many people lending a hand especially at the Fitnessathon and the school discos. A special thank you to the P & C committee who have been outstanding and the wonderful staff of our school who always work extremely hard and often go beyond the call of duty.

2012 is shaping up to be a great year!

Sharon Falconer

P&C President
Student Representative Council message

The SRC held several fundraisers during 2011, both for the school and for the community. Fundraisers included Jeans for Genes day, Bradfordville Public School mini fete and mufti days. The SRC also held events such as a Walk to School Breakfast and kept classes on their toes with an energy watch campaign. SRC representatives helped out with the organisation and running of school discos.

The SRC has purchased CDs, Wii games and karaoke packs and has raised funds to go towards the installation of football posts, new soccer goals and line marking on the top oval.

Ms Waibel
SRC Coordinator

School context

Student information

It is a requirement that the reporting of information for all students must 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>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>115</td>
<td>114</td>
<td>114</td>
<td>118</td>
<td>117</td>
</tr>
<tr>
<td>Female</td>
<td>110</td>
<td>108</td>
<td>104</td>
<td>108</td>
<td>119</td>
</tr>
</tbody>
</table>
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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1B</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2A</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K/1B</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1/2A</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>2/3P</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2/3P</td>
<td>3</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

We started the year with nine classes. Due to an increase in enrolments we established a tenth class in week five of Term 1.

Staff information

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

All schools in the Illawarra South East Region have been part of the trial for the School Learning Support Program (SLSP). As a result, staffing has been enhanced above that of similar schools in other regions and is not reflected in the table.

The school has a teaching allocation of 14.935 teachers. This includes 10 classroom teacher positions and 2.878 specialist support staff. In 2011, a Highly Accomplished Teacher (HAT) position was established for a period of two years under the National Partnerships program. Teaching staff were supported by a School Administration Manager, a School Administration Officer (four days office and one day library), School Learning Support Officers and a General Assistant two days per week.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Primary Part-Time and RFF Teacher</td>
<td>0.82</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
<td>14.935</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.442</td>
</tr>
<tr>
<td>Total Staff Allocation</td>
<td>17.377</td>
</tr>
</tbody>
</table>
There are currently no Indigenous staff at Bradfordville Public School.

Staff retention

There were no substantive teaching staff changes for 2011. One temporary teaching position was reduced, however this was reinstated in week six of Term 1 as student enrolments increased.

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>93</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</td>
</tr>
</tbody>
</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>192503.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>145762.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>190877.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>61860.49</td>
</tr>
<tr>
<td>Interest</td>
<td>11291.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>38081.81</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>640377.17</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 24011.17
- Excursions: 31016.17
- Extracurricular dissections: 16184.27
- Library: 2277.70
- Training & development: 1725.48
- Tied funds: 158533.48
- Casual relief teachers: 15721.49
- Administration & office: 51247.34
- School-operated canteen: 0.00
- Utilities: 36481.36
- Maintenance: 26887.25
- Trust accounts: 52155.91
- Capital programs: 38486.55
- Total expenditure: 454728.17

Balance carried forward: 185649.00

Bradfordville Public School holds funds for the Goulburn/Crookwell PSSA and Goulburn Community of Public Schools Concert Program. National Partnerships funding for semester 1, 2012 was received in Semester 2, 2011.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

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. A senior choir once again successfully gained a place in the Primary Festival of Choral Music at Sydney Opera House in August. This was a very rewarding experience for staff and students.

For the first time, Bradfordville students successfully auditioned for a place in the choir of the Schools Spectacular at the Sydney Entertainment Centre in November. 16 students...
travelled to Sydney and participated in this extraordinary experience over 3 days and nights and for many it was the highlight of their year.

In 2011, a Stage 1 choir was established for the first time by Mrs Cribb. This group performed at *Braddy on Stage* and at Education Week celebrations at Centro shopping centre. 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 and then at Goulburn’s Community Carols in Belmore Park.

During 2011, the flute program continued, with 6 students hiring school flutes and receiving tuition during school hours.

Stage 1 students were again offered recorder lessons in Terms 2 and 3 and they performed together at *Braddy on Stage*.

The Dance program continued to flourish with four dance groups performing in events at school and in the community. The Kindergarten, Stage 1 and primary dance groups were joined for the first time by a boys hip hop dance group known as the Braddy Crew. This was a particularly successful initiative encouraging a dramatic expansion of interest in dance from boys across the school.

At district athletics, Alyssa Collings was the junior girls champion and 19 of our students competed at the regional carnival as district representatives. Our relay teams continued their dominance at district athletics with the junior boys, junior girls and senior boys teams all representing the district at the regional carnival. Kirsty Toole represented the South Coast Region at the state athletics carnival in the 11 years girls high jump and Lachlan Fleming represented the region in the 13 years boys 100m.

The school entered teams in the NSW PSSA state knockouts in boys and girls football (soccer), rugby league, hockey and netball. All teams progressed through the early rounds of the competition.

Bradfordville had representatives in zone teams in a number of sports at regional level. Harry McCormack made the zone team in rugby union, Lachlan Fleming, Lachlan Greenwood and Michael Patatoukos in rugby league, Keely Falconer in touch football and Manessah Humphries in both touch football and soccer.

Bradfordville encourages participation as well as excellence and we had a large number of students attend rugby league and touch football gala days. At the touch football gala day in Term 3, Bradfordville fielded 11 teams!

**School Camps**

In 2011, Years 5 and 6 spent five days at Point Wollstonecroft Sports and Recreation Centre at Lake Macquarie where they enjoyed a range of activities from the low ropes to canoeing. Year 3 and 4 students spent two days learning about the gold rush and visiting the zoo at Mogo.

In 2012, students in Years 3 and 4 will visit Canberra whilst our seniors will recreate the highly successful 2010 Sydney excursion.
Fitnessathon

Our annual Fitnessathon was held in Term 4, raising approximately $14,000. These funds were split between the P&C and the school. This joint fundraising initiative saw the teachers working on activities with the students whilst the administration staff and the P&C contacted local businesses and gathered donations and prizes.

Students and their families raised further funds through sponsorship and a monster raffle.

Funds from the Fitnessathon were used to help fund the refurbishment of the school basketball court.

Public Speaking

In Terms 2 and 3 we held our annual public speaking competition for Years 3 - 6. Each class had three representatives who competed in stage competitions adjudicated by independent guest judge Mr Michael Hooker, Principal of Goulburn North Public School. The Stage 2 winner was Kaelah Cave while the Stage 3 winner, Keely Falconer, went on to represent the school in the Goulburn Rostrum primary school public speaking competition.

Visiting Performances

During 2011, we had a number of valuable incursions supporting different key learning areas. In Term 2 we had the Jollybops science show, an educational and highly entertaining performance that supported the science content of the Connected Outcome Groups being studied from Kindergarten to Year 6. In Term 3, we had a visit from the writer Patricia Bernard, who inspired students from Years 2 - 6 to have a go at writing fiction. Students from Kindergarten to Year 4 enjoyed visits from musicians from the Goulburn Conservatorium of Music who demonstrated string instruments and performed Peter and the Wolf.

Academic

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.

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

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 3

Reading

- An increase in the percentage of students achieving at the Proficiency Standard (Bands 5–6) from 6.1% in 2010 to 37.5% in 2011.
- A decrease in the percentage of students Below National Minimum Standard (Band 1) from 15.2% in 2010 to 5% in 2011.
- An increase in the percentage of students At and Above Minimum Standard (Band 2–6) from 84.8% in 2010 to 95% in 2011.

Writing

- The percentage of students achieving at the Proficiency Standard (Bands 5–6) is 25% for 2011.
- The percentage of students Below National Minimum Standard (Band 1) is 0% for 2011.

Spelling

- An increase in the percentage of students achieving at the Proficiency Standard (Bands 5–6) from 27.3% in 2010 to 35% in 2011.
- A decrease in the percentage of students Below National Minimum Standard (Band 1) from 18% in 2010 to 5% in 2011.
- An increase in the percentage of students At and Above Minimum Standard (Band 2–6) from 81.8% in 2010 to 95% in 2011.
Grammar and Punctuation

- An increase in the percentage of students achieving at the Proficiency Standard (Bands 5–6) from 6.1% in 2010 to 30% in 2011.
- An increase in the percentage of students Below National Minimum Standard (Band 1) from 18.2% in 2010 to 20% in 2011.
- A decrease in the percentage of students At and Above Minimum Standard (Band 2–6) from 81.8% in 2010 to 80% in 2011.

Numeracy – NAPLAN Year 3

- An increase in the percentage of students achieving at the Proficiency Standard (Bands 5–6) from 12.1% in 2010 to 25% in 2011.
- An increase in the percentage of students Below National Minimum Standard (Band 3) from 9.1% in 2010 to 18.4% in 2011.
- A decrease in the percentage of students At and Above Minimum Standard (Bands 4–8) from 90.9% in 2010 to 80% in 2011.

Literacy – NAPLAN Year 5

Reading

- A decrease in the percentage of students achieving at the Proficiency Standard (Bands 7–8) from 22.6% in 2010 to 14.3% in 2011.
- An increase in the percentage of students Below National Minimum Standard (Band 3) from 6.5% in 2010 to 18.4% in 2011.
- A decrease in the percentage of students At and Above Minimum Standard (Bands 4–8) from 93.5% in 2010 to 81.6% in 2011.
Writing

- The percentage of students achieving at the Proficiency Standard (Bands 7-8) is 2% for 2011.
- The percentage of students Below National Minimum Standard (Band 3) is 12% for 2011.

Spelling

- A decrease in the percentage of students achieving at the Proficiency standard (Bands 7–8) from 19.4% in 2010 to 16% in 2011.
- A decrease in the percentage of students Below National Minimum Standard (Band 3) from 16.1 % in 2010 to 8% in 2011.
- An increase in the percentage of students At and Above Minimum Standard (Bands 2–6) from 83.9% in 2010 to 92% in 2011.

Grammar and Punctuation

- A decrease in the percentage of students achieving at the Proficient Standard (Bands 7–8) from 29% in 2010 to 18% in 2011.
- A decrease in the percentage of students Below National Minimum Standard (Band 3) from 19.4 % in 2010 to 12% in 2011.
- An increase in the percentage of students At and Above Minimum Standard (Bands 4–8) from 80.6% in 2010 to 88% in 2011.
Numeracy – NAPLAN Year 5

- A decrease in the percentage of students achieving at the Proficiency Standard (Bands 7–8) from 22.6% in 2010 to 2% in 2011.
- A decrease in the percentage of students Below National Minimum Standard (Band 3) from 6.5% in 2010 to 6.1% in 2011.
- An increase in the percentage of students At and Above Minimum Standard (Bands 4–8) from 93.5% in 2010 to 93.9% in 2011.

Overall growth in literacy

Overall growth in reading is lower than the state growth. The school growth was 55.6 compared to the state growth of 74 for all students, indicating a growth of 18.4 scaled points below the state.

Overall growth in spelling is lower than the state growth. The school growth was 73 compared to the state growth of 75.4 for all students, indicating a growth of 2.4 scaled points below the state.

Overall growth in grammar and punctuation is lower than the state growth. The school growth was 59.4 compared to the state growth of 82.7 for all students, indicating a growth of 23.3 scaled points below the state.
Progress in numeracy

Overall growth in numeracy is lower than the state growth. The school growth was 93.4 compared to the state growth of 95.8 for all students, indicating a growth of 2.4 scaled points below the state.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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 for Aboriginal students utilising Regional funding to enable teachers and parents to work with students; and
- the purchase and use of Aboriginal artifacts to learn about art, music and Aboriginal culture.

Multicultural education

In 2011, our school focused on further 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.

Students also participated in the CWA Program highlighting Iceland.

National Partnership programs

For 2011 and 2012, Bradfordville Public School has been identified as a Reform Extension Initiative School. $5000 was provided in 2010 to assist in modification and development of school plans to reflect the aims of the National Partnerships Program. Further funding of $44 000 per year will also be provided to support training and development. A Highly Accomplished Teacher position has also been allocated to the school for the same period.

During 2011, led by the Highly Accomplished Teacher, Mrs Cribb, the school initiated the following programs:
• an evaluation and reform of the assessment and teaching of writing from K—6;
• a whole school review of the teaching and learning of reading including training in benchmarking to ensure consistent teacher judgement;
• a review of the teaching of spelling from K—6;
• the introduction of Mathletics online mathematics program across the school;
• cooperative planning and assessment of COGs units in network groups;
• peer coaching of teaching staff, initiated by Mrs Cribb who has become a certified peer coach as part of her HAT training;
• a trial of cooperative teaching between classroom teachers and the teacher-librarian, to be implemented across Years K—6 in 2012;
• an increase in university student pre-service teachers being mentored; and
• six teachers working towards accreditation at accomplishment and/or leadership levels through the NSW Institute of Teachers.

NewGen Action Research
In Terms 2 and 3, Bradfordville Public School was part of a regional leadership development program. Along with teachers from Mulwaree High School, Goulburn North Public School and Goulburn Public School, Ms Powles worked on an action research project that aimed to improve outcomes for our students making the transition from Year 6 to Year 7.

Members of the school choir went to Mulwaree High School on a number of occasions to work with the head teacher of creative and performing arts and his choir on a performance project. They then performed together at Mulwaree Unplugged, Braddy On Stage and the GCOPS concert.

This was not only a performing arts experience but was trialed as a way of smoothing transition and easing anxiety about starting high school. It was a very successful program and the results of the research were presented at a regional conference in Batemans Bay in Term 4. The research became the basis for the introduction of the Goulburn Middle School Group in 2012.

School Learning Support Program (SLSP) Trial
In 2011, the school continued to participate in the SLSP trial. This was an enhancement in teaching time from 0.5 of a teacher to a full time learning support teacher. Under the trial, funding support for students with disabilities was cut for students who attracted less than $6 000. This was balanced by an increase in funding for students with low support needs. Overall, our funding remained the same.

This program is to continue during the first half of 2012, prior to the introduction of the Every Student, Every School program statewide in Term 3.

Student Welfare
In 2011 student welfare and behaviour management procedures were developed and refined. A positive behaviour program called The Braddy Best based on the school rules and positive rewards for appropriate behaviour was introduced. We have continued to employ the Restorative Justice program as the basis of our ‘R&R’ off playground behaviour management.

Behaviour on the playground continued to be supported through a structured plan whereby students chose activities to play and were allocated specific areas of the playground. Due to large areas of grassed playground, maintained as a priority in the school budget, the students were never in competition for playing space, reducing conflict.

Respect and responsibility
We promoted respect and responsibility through:
• implementation of anti-bullying strategies in peer support;
• implementing a values program in peer support;
• fair and consistent implementation of school rules and a clear process to reward good behaviour and deal with unacceptable behaviour, including communicating with parents; and
• participation in the ANZAC Day march, where 45 students, K-6, led by our School Captains, were amongst the largest contingent of any primary school.

Through these activities, students learnt that respect was important to having a happy and harmonious school.

In 2012, our Merit Award System was expanded to include a Medallion, which is awarded for 14 ribbons. The first medallion was awarded to School Captain, Michael Patatoukos. A new Honour Board was donated by Year 6, 2010 and all Framed Certificate and Medallion awardees will be recorded on the board.

Progress on 2011 targets

Target 1
Improved student capacity to write effectively for a range of purposes with correct grammar, punctuation and spelling

Our achievements include:

- all staff trained in the use of SMART data to inform class, stage and whole school policy;
- ongoing professional development in staff meetings, focusing on all aspects of writing;
- regular analysis of student writing samples to monitor individual progress and inform teaching programming;
- development of school scope and sequence in grammar, punctuation and text types;
- a decrease in the percentage of students Below the Minimum Standard for spelling in Year 3 by 14.6% and Year 5 by 8.1%; and
- an increase in the percentage of Year 3 students at the Proficient Standard for spelling by 7.7%.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of administrative communication and procedures and library practices.

Educational and management practice

Administrative Communication and Procedures.

Background

Effective communication and administrative procedures are crucial to ensure the efficient running of the school and staff and student welfare.
Staff were surveyed with the aim of identifying aspects of the administration and communication process throughout the school that needed reviewing.

Findings and conclusions
This survey identified that requests made to administrative staff by other staff members were often made verbally, whilst other duties were being carried out, sometimes with unrealistic timeframes. Requests were often completed incorrectly due to misinterpretation of instructions.

Staff were becoming increasingly anxious and frustrated about unnecessary interruptions, resulting in decreased job completion rates and more errors were occurring.

Information was at times not being shared with all stakeholders and as a result, time was wasted in clarifying information and tasks were not able to be completed promptly.

Future directions
The following changes have been implemented:

- A proforma was developed to simplify requests.
- A tray was introduced in the office for staff requests. The School Administration Manager (SAM) is responsible for checking the tray and delegating the work, being mindful of workloads.
- A process was developed to ensure all information shared with the community is sent to the SAM for inclusion on the school webpage and to ensure information is readily available when sought by parents.

Curriculum
Library Practices
Background
In 2011 the school conducted a review of the effectiveness of library programs. Current practice is that students go to the library for up to one hour a week. This provides time for students to conduct research. This time also makes up a component of the classroom teachers’ release from face to face teaching. This review looked at how the library is used to support the delivery of the curriculum from Kindergarten to Year 6. The aim of this evaluation was to allow teachers and students to fully utilise the library as a teaching resource.

The library is well resourced, having an interactive white board, computer research area and a variety of fiction and non-fiction books.

Findings and conclusions
- Staff felt that the library was well resourced and is a positive learning environment.
- Staff felt that current library programs supported the English content of classroom teachers’ programs.
- Staff mentioned that although the library was well resourced, more computers were needed when researching.
- There was a concern by teachers that there was not enough time for communication between staff in order to best link library lessons with programs conducted in the classroom.
- Book borrowing was raised as an issue as teachers indicated borrowing time was often limited as there was a need to complete lesson content.

Future directions
Plans for the future include:

- enabling classroom teachers and librarian two hours a week to deliver co-operative teaching lessons;
- providing up to two hours additional release for classroom teachers each term to work with the librarian to program for co-operative teaching sessions;
- refurbishment of the library to include the purchase of 12 netbooks, new workstations and pin boards;
- librarian to attend K – 2 and 3 - 6 network meetings in order to establish strong communication links with staff;
• the establishment of a Library Monitors program for Year 6 students to support the librarian; and

• additional allocation of time so classroom teachers can support students when borrowing.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. This year we focused on extra-curricular programs.

Responses from parents were overwhelmingly positive. 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:

• Schools Spectacular, choir, PSSA representation and dance group were particularly 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.

It was agreed that music programs are fairly comprehensive while drama, cooking, gardening, Tournament of Minds and life skills were suggested areas for future development.

Professional learning
Professional Learning
Facilitated by the Highly Accomplished Teacher, staff at Bradfordville engaged in a great deal of informal, collaborative curriculum development as well as substantial formal professional learning including:

• Seven Super Sentences writing skills program;

• whole school analysis of SMART data;

• writing assessment evaluation;

• training in consistent running records for assessment;

• Best Start assessment; and

• strategies for the effective teaching of teaching patterns and algebra.

A total of $12576.61 was expended from Teacher Professional Learning (TPL) funds, a further $1725 from other sources and $11368.74 from National Partnerships. The average expenditure per teacher was $1718.80.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Quality teaching practices ensuring improved literacy outcomes for all students

2012 Targets to achieve this outcome include:

• A decrease in the percentage of Year 3 students at or below the national minimum standard in reading from 30% (2011) to 25% (2012)

• A decrease in the percentage of Year 5 students at or below the national minimum standard in reading from 30.6% (2011) to 25% (2012)

• A decrease in the percentage of Year 5 students at or below national minimum standard in writing from 34% (2011) to 28% (2012)
- An increase in the percentage of Year 3 students at the state proficiency standard in grammar and punctuation from 30% (2011) to 35% (2012)
- An increase in the percentage of Year 5 students at the state proficiency standard in grammar and punctuation from 16% (2011) to 21% (2012)
- A decrease in the percentage of Year 5 students at or below the national minimum standard in spelling from 24% (2011) to 20% (2012)

Strategies to achieve these targets include:
- releasing classroom teachers to work with HAT, expert teachers on staff and consultants for Lesson Studies, Peer Coaching, stage and curriculum groups to develop quality literacy programs;
- releasing executive teachers to work with the teachers they supervise to embed NSW Institute of Teachers Elements and Quality Teaching Framework into their professional practice;
- training all Stage 2 and 3 teachers and HAT in Focus on Reading strategies;
- training Early Stage 1 teachers and K-2 supervisor Language, Learning and Literacy;
- K-2 supervisor sharing Language, Learning and Literacy strategies with Stage 1 teachers;
- extending and promoting Home Reading system from K – 6;
- using literacy data including SMART to inform class, stage and whole school planning;
- reviewing, and rewriting as necessary, school policies and scope and continuum to reflect current best practice and research; and
- providing workshops for parents about supporting children in literacy.

School priority 2

Outcome for 2012–2014

Quality teaching practices ensuring improved numeracy outcomes for all students.

2012 Targets to achieve this outcome include:
- An increase in the percentage of students at the state proficiency standard in Year 3 from 25% (2011) to 30% (2012) in numeracy.
- An increase in the percentage of students at the state proficiency standard in Year 5 from 2% (2011) to 15% (2012) in numeracy.

Strategies to achieve these targets include:
- teachers working with HAT, expert teachers on staff and consultants for Lesson Studies, Peer Coaching, stage and curriculum groups to develop quality numeracy programs;
- releasing executive to work with the teachers they supervise to embed NSW Institute of Teachers Elements and Quality Teaching Framework into their professional practice;
- reviewing the structure of number groups to determine their success in raising student achievement in Stage 2 and Stage 3;
- reviewing, and rewriting as necessary, school policies and scope and continuum to reflect current best practice and research;
- developing and conducting workshops for parents in Stage 2 and Stage 3 to provide strategies to assist them to improve children’s numeracy skills at home including activities and sites online; and
- providing all students with access to Mathletics program online.
**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.

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