School context statement

Bradfordville Public School is located in an outer suburb of Goulburn with an enrolment which peaked at 234 students across 10 classes in 2014. 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 2014, 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.

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

The Bradfordville Public School P&C Association held a number of fundraising events which, together with voluntary contributions, enabled us to raise in excess of $24,000 in 2014. This money helped to fund the resurfacing of the courtyard with wetpour rubber as well as the installation of new seating and extraction fans in the COLA. It is now a bright and colourful space that gives the students lots of space to play a variety of games such as handball, chess, hopscotch, netball and volleyball.

Our major fundraiser for the year was the Fitnessathon and we were able to raise in a total of $15,000 through sponsorship, raffle ticket sales and cash donations. We would like to thank those businesses and people who generously donated goods or services that enabled us to offer 90 prizes to raffle. 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. Mothers’ Day, Fathers’ Day and Christmas stalls and raffles proved to be very popular and were well patronised by the students. The discos held in conjunction with the SRC during Terms 1 and 4 were once again an enjoyable experience for the students.

I would like to acknowledge the hard work of our Canteen Manager, Mrs Leonie Chapman and thank her for her tremendous efforts in the past
year. During 2014 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
wonderful volunteers for your assistance in
keeping the canteen operating throughout the
year.

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 the
numerous fundraising events and to those who
have come along to our monthly meetings. A
special thank you must go to the dedicated staff,
who, go over and above the call of duty to ensure
our students are given every opportunity to
realise their potential. And last, but by no means
least, I would like to thank the very hard working
committee for their tireless efforts in 2014.

Paul Chalker
President

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

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<tr>
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Student attendance profile

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State DEC

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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
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Workforce information
It is a requirement that the reporting of information for all staff must be consistent with
privacy and personal information policies.

There are no staff of Aboriginal background.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>Primary Part-time and RFF</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td><strong>Total Teaching Staff</strong></td>
<td><strong>14.22</strong></td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.442</td>
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<tr>
<td>School Learning Support Officers</td>
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<tr>
<td><strong>Total Non-Teaching DEC Staff</strong></td>
<td><strong>5.442</strong></td>
</tr>
<tr>
<td>School Chaplain</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td><strong>20.062</strong></td>
</tr>
</tbody>
</table>

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

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>
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</thead>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</tr>
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</table>

Professional learning and teacher accreditation
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, Work Health and Safety (WHS) and Child Protection;
- TEN Coordinator training;
- diabetes training; and
• new syllabus implementation in maths and science.

A total of $ 27000.71 was spent on professional learning. The average expenditure per teacher was $1898.78.

During our School Development Days (SDD), staff participated in workshops which addressed the National Curriculum, development of scope and sequence documents to support the National Curriculum, mandatory training in WH&S and school policy and procedure reviews.

The number of new scheme teachers recently accredited at proficient level was three. The number of new scheme teachers working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation was two.

There are no teachers working towards voluntary accreditation at Highly Accomplished or Lead at this time.

Beginning teachers

One beginning teacher was appointed in Term 4. A further two were to be appointed for the start of 2015. Funding under the Great Teaching, Inspired Learning (GTIL) reform was received for one teacher at the end of 2014. GTIL funds received will be utilised in 2015.

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>30/11/2014</th>
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<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>$127476.23</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td>Total income</td>
<td>$700778.19</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | $24246.05  |
| Excursions                 | $27777.21  |
| Extracurricular dissections| $22906.67  |
| Library                    | $3064.34   |
| Training & development     | $3522.65   |
| Tied funds                 | $149214.98 |
| Casual relief teachers     | $23292.36  |
| Administration & office    | $48733.51  |
| School-operated canteen    | $0.00      |
| Utilities                  | $35866.19  |
| Maintenance                | $24930.76  |
| Trust accounts             | $57683.47  |
| Capital programs           | $20078.60  |
| Total expenditure           | $441316.79 |
| Balance carried forward    | $259461.40 |

A full copy of the school’s 2014 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 2014

Performing arts

Bradfordville Public School students participated in the Goulburn Community of Public Schools Concert as part of the massed choir, and in primary dance group, boys dance group (Braddy Crew) and Stage 1 dance group.

The Senior Choir auditioned for the Opera House series of concerts in 2015 and was successful. They will perform with other successful schools in October, 2015.

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.

Sport

2014 was an excellent year for sport at Bradfordville. At the District Swimming Carnival, our Junior Boys Relay team of Ryan Gray, Cooper Roberts, Isaac Mills and Leigh Chalker came second and went on to compete at the Regional Championships in Dapto.

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 initiative encourages an interest in dance from boys across the school.
In cross country, Bradfordville had two representatives in the district team, Felicity Komoromi and Brittany Clarke.

In Athletics, Brittany Clarke was crowned Senior Girl District Champion. A number of our students were selected in the District Team to compete at the South Coast Championships in Canberra. These students were:

Jyi Little, Boyd McCallum and Brittany Clarke in individual events and our Senior and Junior Boys Relay Teams of Jyi Little, Joel Gorringe, Lachlan Corby, Cody McCallum, Ethan Alaia, Jai Bice, Isaac Mills and Ryan Keegan.

Many of our athletes recorded personal best performances in Canberra. Brittany Clarke represented the South Coast Region at the State Athletics at Homebush in October. Brittany competed in the 100 metres and made the State Final.

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.

These teams will now be known as Tablelands Zone.

Bradfordville had multiple representatives in district and zone teams who then competed at regional level. This year, we sent students to most district trials and many were selected, some a number of times.

Special mention must go to Jyi Little for selection in four district teams as well as athletics. They were rugby league, rugby union, football and touch football.

Congratulations to Jack Handley (hockey), Cody Ashburner (football) and Jyi Little (touch, rugby union and rugby league) for selection as Highlands Zone representatives. Cody Ashburner was also selected in the South Coast Football squad which competed at the State Championships.

Our Champion Sportsman was Jyi Little and our Champion Sportswoman was Brittany Clarke.

Cody Ashburner received the Premier’s Sporting Challenge medal for his effort over the year.

This year, we formally combined with Wingecarribee and Queanbeyan Districts to send Zone Teams to Regional Trials in most sports.
All representative students were presented with their awards at the Evening of Excellence by ex-student Mitchell Cornish, who is a member of the Canberra Raiders First Grade Squad.

Bradfordville encourages participation as well as excellence and we had a large number of students attend rugby league, cricket 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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

**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 35% in 2013 to 44% in 2014.
- An increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 94% in 2013 to 96% in 2014.
- An increase in the percentage of students achieving at the Proficient Standard (Bands 5-6) from 38% in 2013 to 40% in 2014.

- An increase in the percentage of students achieving at the Proficient Standard (Bands 5-6) from 41% in 2013 to 52% in 2014.

- An increase in the percentage of students achieving at the Proficient Standard (Bands 5-6) from 26% in 2013 to 32% in 2014.
- An increase in the percentage of students at and Above National Minimum Standard from 85% in 2013 to 88% in 2014.
- An increase in the percentage of students achieving at the Proficiency Standard (Bands 5-6) from 12% in 2013 to 24% in 2014.

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

![Percentage in bands: Year 5 Reading](image)

- A decrease in the percentage of student Above National Minimum Standard from 96% in 2013 to 92% in 2014.
- A decrease in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 21% in 2013 to 20% in 2014.

![Percentage in bands: Year 5 Spelling](image)

- An increase in the percentage of students achieving At and Above National Minimum Standard (Bands 3-4) from 63% in 2013 to 92% in 2014.
- A decrease in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 13% in 2013 to 4% in 2014. However, 44% of students are achieving band 6.

![Percentage in bands: Year 5 Grammar & Punctuation](image)
• An increase in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 13% in 2013 to 28% in 2014.
• An increase in the percentage of students achieving Above National Minimum Standard (Band 3) from 71% in 2013 to 100% in 2014.
• An increase in the percentage of students At and Above National Minimum Standard (band 3) from 75% in 2013 to 93% in 2014.

NAPLAN Year 5 – Numeracy

- No change in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 8% in 2013.
- An increase in the percentage of students achieving Above National Minimum Standard (Band 3) from 87% in 2013 to 88% in 2014.

Progress in literacy

- Overall growth in reading was higher than the state growth. The school growth was 95.5 compared to the state growth of 78.8 for all students, indicating a growth of 16.7 scaled points above the state.
• Overall growth in spelling was the same as the state growth. The school growth was 80.5 compared to the state growth of 80.6 for all students.

• Overall growth in grammar and punctuation was above the state growth. The school growth was 90.3 compared to the state growth of 79.5 for all students, indicating a growth of 10.8 scaled points above the state.

• Overall growth in writing was higher than the state growth. The school growth was 74.6, compared to the state growth of 49.3 for all students, indicating a growth of 25.3 scaled points above the state.

• Overall growth in numeracy was lower than the state growth growth. The school growth was 88.7 compared to the state growth of 89.1.

Other school based assessments

L3 - Language, Learning and Literacy

Kindergarten

In 2014, 80% 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.
Stage 1

95% of Year 1 students have met the benchmark for reading. The exit level benchmark aim is for 80% of students to be reading at text levels 18 and above. There are only 2 students who are reading at text levels 15-16.

88% of Year 2 students have met the benchmark for reading. The exit level benchmark aim is for 80% of students to be reading at text levels 22 and above. There is one student reading at text levels 12-14, and 2 students reading at levels 16-18.

Significant programs and initiatives – Policy and equity funding

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 update training in modules 1 and 2 of the ISER cultural awareness package, No Gaps, No Excuses; and
- participation in the Goulburn Community of Schools Aboriginal Interest Group.

Multicultural education and anti-racism

In 2014, 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 3%, 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.
School chaplaincy

It has been a good year at Bradfordville Public, strengthening relationships with students, staff and families. Our school offers an outstanding environment to nurture individual students. I am thankful to continue supporting staff in this endeavour, on the ground each Tuesday and Thursday, and on-call at other times. 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 with the support of local church volunteers and Mulwaree High School students – with around 15% of school students attending regularly; and
- fundraising to enable students with welfare needs to attend extracurricular activities.

It is a continued joy to encourage, inspire and support the students, staff and families of our Bradfordville community.

Duncan McAulay
Chaplain

Aboriginal background

In 2014, funding to support students with an Aboriginal background was used in a variety of ways. Aboriginal students met in small groups every second Friday and undertook activities in literacy and numeracy based on Indigenous culture.

Families were encouraged to participate in the development of Personalised Learning Plans (PLPs) for students. These plans helped students understand their background and history.

Further intensive support was provided for students through NORTA NORTA funding, with a teacher working intensively with individual students who had been identified through NAPLAN results.

Groups varied between stage groups and vertical groups, to give older students the opportunity to lead their peers.

Socio-economic background

In 2014, funding received to support students from a low socio-economic background was used in a variety of ways. Training in the Language, Literacy, Learning program (L3) was provided for all teachers K-2. This program, designed to support students from a low socio-economic background has shown outstanding results in the school, as can be seen in the School Achievement section of this report.

To support the implementation, the full time equivalent of an extra 1.5 School Learning Support Officers (SLSOs) was also provided.

These officers also supported individual students on the playground to help them develop the social skills necessary to interact with peers.

Learning and support

Funding for Learning and Support – Low Support Needs was used to employ a further 0.5 (half Full Time Equivalent) School Learning Support Officer to complement other programs. This meant a total allocation of three Learning and Support Officers.

Other than their roles as outlined above, they also supported students with disabilities.
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;
- evaluating the implementation of the English and maths syllabus documents;
- reviewing school practices in science to determine readiness for full implementation of the National Curriculum; and
- meetings with parents around Personalised Learning Plans (PLPs) for Aboriginal students to ensure that programs in place are effective.

School planning 2012-2014:

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 2014;
- 80% of Year 1 students achieve the state expectation in reading of Level 16 or higher by the end of 2014; and
- a decrease in the percentage of Year 5 students at or below the national minimum standard in reading from 20% (2013) to 15% (2014).

Evidence of progress towards outcomes in 2014:

- 88% of Year 2 students at Bradfordville Public School achieved level 22 or higher in reading; and
- an increase in the percentage of students achieving at the Proficient Standard (Bands 5-6) in Year 3 from 35% in 2013 to 44% in 2014.

Strategies to achieve these outcomes in 2015

- continue the successful L3 strategy in Kindergarten and Stage 1; and
- train all new Kindergarten 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 12% (2013) to 20% in 2014;
- an increase in the percentage of students at or above the National Minimum Standard in Year 5 (Bands 4-8) from 87% (2013) to 90% in 2014; and
- an increase in the percentage of students at the state Proficiency Standard (Bands 7-8) in Year 5 in numeracy from 5% (2013) to 10% in 2014.

Evidence of progress towards outcomes in 2014:

- An increase in the percentage of students achieving at the Proficiency Standard in Year 3 (Bands 5-6) from 12% in 2013 to 24% in 2014;
- an increase in the percentage of students at or above the National Minimum Standard in Year 5 (Bands 4-8) 87% (2013) to 100% in 2014; and
- an increase in the percentage of students at the state Proficiency Standard (Bands 7-8) in Year 5 in numeracy from 5% (2013) to 8% in 2014.
Strategies to achieve these outcomes in 2015:

- 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 ongoing training in National 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.

Parent/caregiver, student, and teacher satisfaction

In 2014, 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, invitations to complete surveys through email, surveys completed by students and staff and evaluations of events by students and staff.

Parents 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;
- the provision of extra-curricular activities was not unduly disruptive of class time; and
- communication through electronic means and social media would be of benefit to the community.

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 although at times, the expectations regarding extra curricula activities impacted on the classroom.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

After consultation with parents, students and staff, the following three strategic directions and purposes will be the focus over the next three years:

**Strategic Direction 1: Innovative teaching and learning.**

Purpose: To develop and implement, high quality learning programs that reflect 21st Century learning and current pedagogical best practices based on the needs of learners as identified through effective data analysis;

**Strategic Direction 2: Inclusive, engaging and holistic school environment.**

Purpose: To actively encourage student engagement in all aspects of schooling through provision of opportunities for students that reflects the diverse nature of individual learners and their needs; and

**Strategic Direction 3: Dynamic educational community culture**

Purpose: To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership.
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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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: