Bradfordville Public School
Annual School Report

2012
Our school at a glance

Bradfordville Public School is located in an outer suburb of Goulburn with an enrolment which peaked at 228 students across nine classes in 2012. 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 Public School 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 $23 000!

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.

Sharon Falconer

P & C President

Student representative’s message

The SRC held several fundraisers during 2012, both for the school and for the community. Fundraisers included a Crazy Hair Day for Cystic Fibrosis, Bradfordville Public School Mini Fete and mufti days. The SRC also 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 and Wii games 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>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>115</td>
<td>114</td>
<td>114</td>
<td>118</td>
<td>117</td>
<td>109</td>
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<tr>
<td>Female</td>
<td>110</td>
<td>108</td>
<td>104</td>
<td>108</td>
<td>119</td>
<td>113</td>
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### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>92.3</td>
<td>94.4</td>
<td>94.4</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.5</td>
<td>93.0</td>
<td>93.5</td>
<td>94.6</td>
<td></td>
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<tr>
<td>2</td>
<td>91.3</td>
<td>93.7</td>
<td>92.9</td>
<td>95.0</td>
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<td>3</td>
<td>93.5</td>
<td>93.0</td>
<td>92.2</td>
<td>93.3</td>
<td></td>
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<td>4</td>
<td>93.6</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>93.1</td>
<td>93.6</td>
<td>93.2</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.2</td>
<td>92.8</td>
<td>93.9</td>
<td>93.4</td>
<td>94.2</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.

### Staff 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. In 2011, a Highly Accomplished Teacher (HAT) position was established for a period of two years under the National Partnerships program. This position ceased at the end of 2012. 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 (HAT)</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>Primary Part-Time and RFF Teacher</td>
<td>0.778</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total Teaching Staff</strong></td>
<td><strong>14.078</strong></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.442</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total Non-Teaching Staff</strong></td>
<td><strong>4.442</strong></td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td><strong>18.52</strong></td>
</tr>
</tbody>
</table>

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

There are currently no Indigenous staff at Bradfordville Public School.

### Staff retention

One permanent appointment was made to replace a staff member who retired in 2012.

### 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>18</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>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>185649.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>146818.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>132612.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>68068.62</td>
</tr>
<tr>
<td>Interest</td>
<td>8267.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>48003.39</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>589419.68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>9161.41</td>
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<tr>
<td>Excursions</td>
<td>30485.86</td>
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<tr>
<td>Extracurricular dissections</td>
<td>22349.32</td>
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<tr>
<td>Library</td>
<td>2999.43</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1904.76</td>
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<tr>
<td>Tied funds</td>
<td>178232.53</td>
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<tr>
<td>Casual relief teachers</td>
<td>18134.75</td>
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<tr>
<td>Administration &amp; office</td>
<td>49440.61</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>44693.08</td>
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<tr>
<td>Maintenance</td>
<td>30783.22</td>
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<tr>
<td>Trust accounts</td>
<td>32926.48</td>
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<tr>
<td>Capital programs</td>
<td>5910.30</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>427021.75</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>162397.93</td>
</tr>
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</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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, under the tutelage of Mrs Cribb, once again successfully gained a place in the Primary Festival of Choral Music at Sydney Opera House in October. This was a very rewarding experience for staff and students.

For the first time, Bradfordville students, under the expert training of Mrs Scott and Mrs Patatoukos, successfully auditioned for a place in the massed dance item of Southern Stars, the Illawarra and South East Regional performing arts spectacular. 21 girls 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 has continued on in 2012 and 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.

During 2012, the flute program continued, with four 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, primary and Braddy Crew dance groups were joined for the first time by a junior boys hip hop dance group known as the Junior Braddy Crew. This was a particularly successful initiative encouraging a dramatic expansion of interest in dance from boys across the school.

Four students attended the Regional Music Camp in October, with Georgia Gray, Keely Falconer and Georgia Baker attending the singing classes, whilst Ellie Patatoukos participated in the flute classes. The week culminated in a fantastic concert where all students demonstrated their skills and abilities.

**Sport**

2012 was an excellent year for sport at Bradfordville. Our school swimming team was successful at the Goulburn/Crookwell District Swimming Carnival and Ellie Patatoukos and Liam Greenwood swam in individual events at the South Coast Regional Carnival. Lachlan Greenwood, Charlie McFarlane and Lochlan Hopkins then joined Liam in the Senior Boys Relay.

In cross country, Bradfordville had four representatives in the district team and Jayde Cook was the 12 Years Boy Champion at district level.

At district athletics, Brianna Connor was the Junior Girls Champion and Jye Citra was the 12 Years Boys Champion. 14 of our students competed at the regional carnival as district representatives. Brianna Connor (100 metres) and Kirsty Toole (high jump) represented the South Coast Region at the NSW PSSA State Athletics Carnival, Kirsty for the third year in a row.

The school entered teams in the NSW PSSA state knockouts in boys and girls football (soccer), rugby league, boys and girls touch and girls hockey. All teams progressed through the early rounds of the competition, with the highlight being the girls’ hockey. This team finished as Regional Champions and were beaten in a close game by Taree West in the quarter finals.

Many of the same girls then backed up for the touch football where the team made the regional semi-finals.

In the Gilbert/Croker Shield, the senior boys’ team won the final and then represented the Goulburn region at the Rugby Legends Tournament in Sydney in September.
Bradfordville had multiple representatives in district and zone teams who then competed at regional level. Kirsty Toole and Ellie Patatoukos were selected in four district teams, whilst Brianna Connor and Keely Falconer were selected in three. Hannah James, Keely Falconer and Ellie Patatoukos were selected in two zone teams, whilst Jacob Russell, Alyssa Collings, Lachlan Greenwood, Kirsty Toole, Georgia Gray and Chekea Wichman were also picked in a zone team.

Matthew Chapman was selected to represent South Coast at the NSW PSSA State Tennis Carnival, whilst Jayde Cook was reserve. Jacob Russell represented South Coast in the NSW PSSA State Hockey carnival. Our Champion Boy was Jayde Cook and our Champion Girl was Kirsty Toole.

All representative students were presented with their awards at the Evening of Excellence by ex-students Mitchell Cornish (Canberra Raiders) and Kayleigh Hadlow (under 15s representative hockey player).

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

School Camps

In 2012, Years 5 and 6 spent four days in Sydney, staying at Namaroo Conference Centre in Lane Cove National Park. Year 3 and 4 students spent two days in Canberra.

In 2013, students in Years 3 and 4 will visit Mogo, whilst our seniors will attend Point Wolstonecroft Sport and Recreation Centre.

Fitnessathon

Our annual Fitnessathon was held in Term 3, 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 are to be used to support the installation of shade over the sandpits and adventure playground and to resurface the courtyard with a synthetic compound.
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. The Stage 2 winner was Kaelah Cave while the Stage 3 winner, Lachlan Greenwood, went on to represent the school in the Goulburn Rostrum primary school public speaking competition.

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)

Reading – NAPLAN Year 3

- A decrease in the percentage of students achieving at the Proficiency Standard (Bands 5-6) from 37.5% in 2011 to 13% in 2012.

- A decrease in the percentage of students At and Above National Minimum Standard (Band 2-6) from 95% in 2011 to 91.3% in 2012.

Spelling

- A decrease in the percentage of students achieving at the Proficient Standard (Bands 5-6) from 35% in 2011 to 12.5% in 2012.

- A decrease in the percentage of students at and Below National Minimum Standard from 42.2% in 2011 to 20% in 2012.
Grammar and Punctuation

- A decrease in the percentage of students At and Below National Minimum Standard (Band 1-2) from 35% in 2011 to 20.8% in 2012.
- An increase in the percentage of students At and Above Minimum Standard (Band 2-6) from 80% in 2011 to 85% in 2012.

Writing

- A decrease in the percentage of students achieving at the Proficiency Standard (Bands 5-6) from 25% in 2011 to 12.5% in 2012.
- An increase in the percentage of students Below National Minimum Standard (Band 1) from 0% in 2011 to 4.2% in 2012.

Numeracy – NAPLAN Year 3

- A decrease in the percentage of students achieving at the Proficiency Standard (Bands 5-6) from 25% in 2011 to 4.2% in 2012.
- A decrease in the percentage of students Below National Minimum Standard (Band 1) from 10% in 2011 to 8.3% in 2012.

Reading – NAPLAN Year 5

- A decrease in the percentage of students achieving at the Proficiency Standard (Bands 5-6) from 25% in 2011 to 12.5% in 2012.
- A decrease in the percentage of students Below National Minimum Standard (Band 1) from 18.4% in 2011 to 11.1% in 2012.
• A decrease in the percentage of students achieving at the Proficiency Standard (Bands 7-8) from 14.3% in 2011 to 11.1% in 2012.

• An increase in the percentage of students At and Above National Minimum Standard (Band 4-8) from 81.6% in 2011 to 88.9% in 2012.

Spelling
• An increase in the percentage of students achieving at the Proficient Standard (Bands 7-8) from 16% in 2011 to 18.5% in 2012.

• A decrease in the percentage of students achieving Above National Minimum Standard (Band 3-6) from 76% in 2011 to 63% in 2012.

Grammar and Punctuation
• A decrease in the percentage of students At and Below National Minimum Standard (Band 3-4) from 18% in 2011 to 0% in 2012.

• A decrease in the percentage of students At and Above Minimum Standard (Bands 4-8) from 88% in 2011 to 87.1% in 2012.

Writing
• An increase in the percentage of students achieving at the Proficiency Standard (Bands 7-8) from 2% in 2011 to 3.7% in 2012.

• An increase in the percentage of students Below National Minimum Standard (Band 3) from 12% in 2011 to 18.5% in 2012.

Numeracy – NAPLAN Year 5

• An increase in the percentage of students achieving at the Proficiency Standard (Bands 7-8) from 2% in 2011 to 3.7% in 2012.

• An increase in the percentage of students Below National Minimum Standard (Band 3) from 6.1% in 2011 to 29.6% in 2012.
Progress in reading

Overall growth in reading is higher than the state growth. The school growth was 112.8 compared to the state growth of 77.8, indicating a growth of 35 scaled points above the state.

Progress in spelling

Overall growth in spelling is higher than the state growth. The school growth was 110.8 compared to the state growth of 94.4 for all students, indicating a growth of 16.4 scaled points above the state.

Progress in grammar and punctuation

Overall growth in grammar and punctuation is higher than the state growth. The school growth was 98.3 compared to the state growth of 79.2 for all students, indicating a growth of 19.1 scaled points above the state.

Progress in numeracy

Overall growth in numeracy is lower than the state and SEG growth. The school growth was 80.3 compared to the state growth of 96.6 for all students, indicating a growth of 16.3 scaled points below the state and 9.3 scaled points below SEG growth.

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.

Language, Learning and Literacy (L3)

In 2012, 77% of Kindergarten students at Bradfordville Public School achieved level 9 or higher in reading. The NSW DEC’s goal for the state is 50%.

In writing vocabulary, the school met the state’s expectation of students being able to write 24 words or more. This is shown in the table and graph below.
The L3 State Goals that we aim for: End of year Text Reading Levels and Writing Vocabulary as a result of instruction.

<table>
<thead>
<tr>
<th>Text Reading Levels</th>
<th>Writing Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magenta 1-2</td>
<td>5% 0-10</td>
</tr>
<tr>
<td>Red 3-5</td>
<td>20% 11-23</td>
</tr>
<tr>
<td>Yellow 6-8</td>
<td>25% 24-39</td>
</tr>
<tr>
<td>Blue 9-11</td>
<td>50% 40+</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 flexible staffing arrangements to enable teachers and parents to work with students;
- 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.

**Multicultural education**

In 2012, 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.

**National partnership programs**

For 2011 and 2012, Bradfordville Public School has been identified as a Reform Extension Initiative School. $5 000 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 has been provided to support training and development. A Highly Accomplished Teacher position was also allocated to the school for the same period.

During 2012, 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;
• implementation of cooperative teaching between classroom teachers and the teacher-librarian;
• an increase in university student pre-service teachers being mentored; and
• six teachers working towards accreditation at accomplishment and proficiency levels through the NSW Institute of Teachers.

Other programs

School Chaplaincy

It has been a delight to work as School Chaplain for Bradfordville Public School since mid-2012. Our school has exceptional staff who are a pleasure to work alongside – as we care and nurture our whole school community.

Initially working across Monday, Tuesday and Thursday in 2012, the School Chaplaincy service will be provided on Tuesday and Thursday in 2013. Chaplaincy services delivered 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 for students and staff as required – including referrals to counselling, welfare, psychologists and health practitioners;
• support to the 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, with approximately 20% of school students attending regularly. The Red Cross provides ongoing administrative and food resources. Volunteers from the Salvation Army assist with delivery and Goulburn Schools As Community Centres provided initial financial stimulus;
• Transition to High School Program for 2012 Year Six students. Ongoing support to ex-students now enrolled in Year Seven at Mulwaree High School will be delivered in partnership with Mulwaree High School Chaplain;
• supported gardening initiatives for primary boys with behavioural and learning needs;
• assistance with lunchtime support group for solo mothers in 2012 – delivered by School Counsellor and The Smith Family; and
• supported Drum Beat Program facilitated by Catholic Care.

I look forward to serving our Bradfordville School Community through 2013 and seeing all students, staff and families valued, strengthened and inspired.

Duncan McAulay
School Chaplain
Progress on 2012 targets

Target 1
Quality teaching practices ensuring improved literacy outcomes for all students.

Our achievements include:

- overall growth in reading is higher than the state growth. The school growth was 112.8 compared to the state growth of 77.8, indicating a growth of 35 scaled points above the state;
- overall growth in spelling is higher than the state growth. The school growth was 110.8 compared to the state growth of 94.4 for all students, indicating a growth of 16.4 scaled points above the state; and
- overall growth in grammar and punctuation is higher than the state growth. The school growth was 98.3 compared to the state growth of 79.2 for all students, indicating a growth of 19.1 scaled points above the state.

Target 2
Quality teaching practices ensuring improved numeracy outcomes for all students.

Our achievements include:

- the development of a number program for Kindergarten students focussing on small group instruction and differentiation of the curriculum; and
- Stage 1 teachers working collaboratively with the HAT as part of the Super Tuesday initiative. This involved staff becoming familiar with the Numeracy Continuum and programing to address the diverse learning needs of students, focussing on their development of effective mental strategies.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of School Signage and Access and English.

Educational and management practice

School Signage and Access

Background

Safety concerns were held by many staff due to visitors entering the school from the entry at the back of the building near the carpark. Visitors to the school also noted that they found it difficult to navigate their way around the school.

From a safety perspective, there was concern around inappropriate access to students, privacy and cash handling.

An audit was conducted to look at the level of signage currently in place as well as identifying appropriate spots for further signage to ensure easy navigation around the school site.

Findings and conclusions

This survey identified that signage needed to be installed which directed visitors to the office via the front entry.

It was further identified that a pathway needed to be constructed from the carpark to the front entry along the front of the school.

It was also noted that the older buildings in the school did not have each room identified by its DEC allocated room number and when maintenance needed to occur, particularly using tradesmen, it was difficult for them to find the appropriate room. This usually necessitated taking the SAM or Principal away from their work to help locate the room in question.

Future directions

The following changes have been implemented:

- signage directing all visitors to the front entry of the school has been installed in highly visible locations;
- Staff Access Only signs have also been installed, with redirection to the front entry; and
- room numbers have been installed on all spaces according to Asset management guidelines and site maps.

**English**

**Background**

In 2012 staff reviewed our English across the school. The aim was to identify areas of need and rectify these to ensure that training in 2013 to support the new English Syllabus could go ahead without any obstacles.

**Findings and conclusions**

- Staff felt confident about teaching literacy but found the wide range of abilities within a class a challenge when programming. Literacy groups Years 3-6 were identified as a possible solution.
- Staff identified that the training and cooperative practices that had been adopted over the previous two years through national partnerships had equipped them well for the future.
- Staff examined their classroom practice to incorporate IWBs to support student learning and engagement. Staff stated that they would like to develop their skills further to ensure they were using them to their fullest potential.
- NAPLAN and in-school assessment data indicates that students are making great progress.
- The L3 program in Kindergarten has been highly effective and would be extended to Stage 1 in 2013. All kindergarten students have been assessed and are operating above our expectations.

**Future Directions**

- 2012 NAPLAN results in literacy are to be analysed and follow-up teaching strategies developed and implemented.
- Evaluation of current levels of resourcing in literacy will be undertaken.
- Efficient storage and borrowing systems for resources is to be implemented.
- Provision of professional learning for staff on implementation of the new syllabus.
- Workshops for parents and interested parties on the new syllabus and L3.
- Primary Literacy Groups will be used if staffing allows, and an evaluation of the structure, using student and staff interviews and NAPLAN results in literacy, will be undertaken in 2013.

**Parent, student, and teacher satisfaction**

In 2012 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:

- Southern Stars, 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.
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:

- L3 (Kindergarten);
- Speech Therapy – Supporting Literacy Development K-6 (Rita Sutherland);
- National Standards Framework, Quality Teaching;
- Nuemann’s Error Analysis;
- Six teachers training in Persuasive Writing Marking (5 hours online); and
- Whole school analysis of SMART data.

A total of $10039.74 was expended from Teacher Professional Learning (TPL) funds, a further $900.19 from other sources and $14629.05 from National Partnerships. The average expenditure per teacher was $1816.18.

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
Increased levels of literacy achievement by all students

2013 Targets to achieve this outcome include:

- 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.

Strategies to achieve these targets include:

- continue the successful L3 strategy in Kindergarten; and
- train Year 1 teachers in the implementation of L3 (Year 1).

School priority 2
Outcome for 2012–2014
Consistent and meaningful numeracy assessment practices in place K-6

2013 Targets to achieve this outcome include:

- an increase in the percentage of students at the state proficiency standard in Year 3 in numeracy from 4% (2012) to 10% (2013);
- an increase in the percentage of students at or above the National Minimum Standard (Bands 4 -8) from 71.4% (2012) to 89% (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).

Strategies to achieve these targets include:

- all Stage 2 and 3 trained in TOWN numeracy strategies;
- 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; 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.
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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: