Braddock Public School
Annual School Report 2014
School context statement

Braddock Public School is approximately 62 kilometres west of Sydney. We are located in the suburb of Cranebrook adjacent to Cranebrook High School with whom we share a site. We have developed strong, collegial partnerships with Cranebrook High School that benefit our wider school community. The school is a PP4 school with an enrolment of 195 students; 8% from Non English Speaking Background (NESB) and 13% (Aboriginal and Torres Strait Islander (ATSI) background. Our Aboriginal students benefit from additional academic and cultural support that is provided by Nepean Community Neighbourhood Services (NCNS). Braddock Public School caters for the needs of students from a diverse socio-economic community and as such receives additional funds from Smarter Schools ‘Low SES National Partnerships’ and ‘Transitional Equity funding’.

There is a small but highly dedicated Parents & Citizens Association. The school community values performing arts and sports. As a result we are represented in the community through participation in performing arts.

Student information

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

Student enrolment profile

<table>
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<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Gender</td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>136</td>
<td>112</td>
<td>114</td>
<td>113</td>
<td>103</td>
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<tr>
<td>Female</td>
<td>132</td>
<td>117</td>
<td>108</td>
<td>98</td>
<td>83</td>
<td>85</td>
<td>105</td>
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</tbody>
</table>

2014 saw a slight increase in student enrolments. The Braddock Early Learning Centre (BELL) program continues to be a positive school initiative aimed at increasing enrolments in Kindergarten. The program is promoting the school within the wider community and encouraging 4 year olds to attend a pre learning centre.

During the year the staff committed to building the profile of the school through community engagement activities. The visual transformation of the school site, the change in uniform and school logo has further enhanced the image of the school within the community. Events such as Harmony Day, Kool Kids launch, Anzac and Remembrance Days, Reconciliation activities further assist building our profile as an open centre for learning across the community.

It is anticipated that through the enhancement of the school’s profile and rigorous school promotion that enrolments steadily increase over time.
**Student attendance profile**

Management of attendance and non-attendance

Non-attendance is managed through regular meetings supported by the Home School Liaison Officer (HSLO) and the Deputy Principal responsible for coordinating whole school attendance strategies.

When student attendance drops below 90% updates and meetings are held with the parents/carers. At these meetings plans and strategies are developed to motivate and encourage good school attendance.

Each term the students who have 98% and above attendance rate receive attendance awards which are worth points in our Positive Behaviour for Learning (PBL) reward system. The importance of daily attendance is everyone’s responsibility and a key aspect of school culture. We are extremely proud of the efforts of our students in improving their attendance at school.

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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.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher Emotional Disabilities</td>
<td>1.0</td>
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<tr>
<td>Teacher Intellectual Mild Disabilities</td>
<td>1.0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>1.0</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.2</td>
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<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>24.00</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The Aboriginal composition of the schools workforce consists of an Aboriginal Education Officer (AEO) an Aboriginal Support Learning Support Officer (ASLSO).

**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>30%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

During 2014 a total of $12,435.80 was expended on the provision of professional learning for all staff. Professional learning activities were directly linked with the school plan, target priority areas and individual professional teacher goals. Funds were expended on Beginning Teachers (4.7%), Quality Teaching (8.2%), Career Development (21%), Welfare and Equity (33%) and other professional learning (32%).

The year started with 4 members of the executive team participating in the 2 day Teachers Matter Conference and the Deputy Principal attending the Deputy Principal Induction Conference.

Throughout the year all staff participated in courses designed to assist with the implementation of the NSW syllabus for the Australian Curriculum. These included courses related to the implementation of the new English syllabus for the Australian Curriculum - “Programming for quality teaching and assessing” and “A process for programming a unit of learning”, and the “Your school and the new syllabuses” related to the implementation of the Mathematics Syllabus. The delivery of these three courses took place in terms 2 and 3 staff development days. In addition all staff participated in the Team Leadership for School improvement Modules 1-6 as a part of weekly Professional Learning sessions throughout the year.

In response to the publication of the Performance and Development Framework, a Professional Development Day was held during the September holidays for all staff. As a part of the training day, executive staff led a learning fair focused on the aspects of developing a Performance and Development culture. The training specifically addressed coherence, focus on student outcomes, flexibility, leadership and a clear understanding of effective teaching. Some feedback for the day included “the best PL I have ever done” and “I was happy to come in during the holidays for what I have learned about school culture today”.

During semester 2, Teaching Early Numeracy Strategies (TENS) Professional learning funds ($2,345.00) and Literacy and Numeracy Program funds ($8,321.00) were used to resource a casual teacher to relieve two expert teachers for part of each week. The expert teachers then worked with a focus group of teachers (4 teachers in each group) in building their capacity to implement strategies related to Reading (Super 6 Comprehension Strategies) and Numeracy (TENS) in their classrooms. The TENS focus group worked to build teachers capacity to implement early numeracy strategies by focusing on each strategy, practicing in the classroom and participating in professional discussion related to the effect of the strategies based on student outcomes in the year 1, 2 and 3 classrooms. The Super 6 Comprehension group, led by the expert teacher, worked to build teachers capacity to implement the comprehension strategies school wide and develop resources and knowledge related to each strategy.

In addition, teachers participated in a number of online learning modules, including (but not limited to) ‘Understanding Behavior Management’, ‘Understanding Autism’ and ‘Children with Motor Coordination difficulties in the classroom’.

Staff also participated in external courses related to Wellbeing for Leadership, National ATSIEAP, Visual Literacy Strategies, Accreditation at Highly Accomplished and Lead, Women in Educational Leadership and Mental Health and Wellbeing.

In addition, all staff participated in compliance training throughout the year.

Beginning Teachers

In 2014, no beginning teachers were appointed to Braddock, however three early career temporary teachers began the accreditation process at Proficient. These beginning teachers met with the Deputy Principal every fortnight who led them through a mentor program which is aimed at school and departmental induction, daily experiences related to curriculum and behaviour management, emerging issues, and collection of evidence related to the Australian professional Teaching Standards.
Financial summary

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

Date of financial summary 30/11/2014

Income
Balance brought forward $206,121.17
Global funds 172,841.68
Tied funds 553,880.61
School & community sources 37,934.34
Interest 9281.80
Trust receipts 9038.25
Canteen 0.00
Total income $782,976.68

Expenditure
Teaching & learning
Key learning areas 4614.30
Excursions 13,466.19
Extracurricular dissections 20,038.24
Library 528.39
Training & development 5471.29
Tied funds 509,812.68
Casual relief teachers 42,027.81
Administration & office 58,176.31
School-operated canteen 0.00
Utilities 51,846.62
Maintenance 21,863.32
Trust accounts 13,722.88
Capital programs 0.00
Total expenditure $741,568.03

Balance carried forward $247,529.82

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

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)

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

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

Alternatively:

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

91.3% of students scored in the skill bands at or above the national minimum standard.

NAPLAN Year 3 – Writing

100% of students scored in the skill bands at or above the national minimum standard.
82% of students scored in the skill bands including above national minimum standard.

100% of students scored in the skill bands at or above the national minimum standard.

NAPLAN Year 3 - Numeracy

91% of students scored in the skill bands at or above the national minimum standard.

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

72% of students scored in the skill bands at or above the national minimum standard.

NAPLAN Year 5 - Spelling

68% of students scored in the skill bands at or above the national minimum standard.
76% of students scored in the skill bands at or above the national minimum standard.

64% of students scored in the skill bands at or above the national minimum standard.

NAPLAN Year 5 – Numeracy

71% of students scored in the skill bands at or above the national minimum standard.

Significant programs and initiatives –

Policy and equity funding

Aboriginal education in 2014:

- The significance of the Anniversary of the Apology was recognised across the school. The Aboriginal Education Team supported teachers in the development and implementation of a series of lessons aimed at educating all students about the Stolen Generation. Students also engaged in a wider range of cultural activities over the course of a week.
- Reconciliation Week and NAIDOC Week was celebrated with in-class activities developed by classroom teachers and supported with resources provided by the Aboriginal Education Team. Mrs Foord ran traditional Aboriginal games and children were supported by teachers to build cultural awareness.
- The AEO attended the AEO Conference and networked with other AEOs sharing practices and gathered ideas from other schools.
- Students participated in another successful competition at the region’s NAIDOC Cup. Students from Kindergarten through to Year Six attended and participated in netball or Oztag according to their age group and interests.
- In terms 1 and 3 teams of Aboriginal students and their friends from years 5 and 6 competed in the ‘Maths Deadlys’ held at Cranebrook High School. This is an initiative of the Cranebrook Learning Community to engage students in mathematics. Miss Lisa worked with teams to practice mathematical concepts and team building exercises. This effort was rewarded as at both competitions our students took out the Times Tables Champions and made strong places in the overall competition.
The school’s Aboriginal Education Team continued representation at regular AECG meetings throughout the year. This also included collaborative planning for the region’s NAIDOC Cup. We are very proud to congratulate our AEO Lisa Holt on her election as the new President for the Yarramundi AECG.

A small group of Year 6 Aboriginal students attended the Koori Education Festival at the University of Western Sydney to experience a taste of university life and participate in different faculties across the campus. The students also participated in extra transition to high school sessions led by AEO Gene Riley at Cranebrook High School.

Finally, at the end of 2014, we organised a planning day in which members of the Aboriginal Education Team looked at areas to focus on in 2015, decided on goals, events and allocated roles and responsibilities to ensure success for the following year.

From the Aboriginal Education team, we would like to say thank you for another fantastic year and we look forward to working with you again in 2015.

Multicultural education and anti-racism

The school supports programs and initiatives for the implementation of multicultural education and anti-racism education. The school has two trained ARCO teachers that have developed a school based policy and procedures for managing incidents. In 2014 there was one reported incident. This was managed by the ARCO in a timely manner. The ARCO’s were vital in assisting the evaluation of the Anti-Bullying Policy. The SRC lead and support activities and initiatives in anti-racism, anti-bullying and multicultural education.

The school participated in Harmony Day activities in 2014 led by the school librarian where student’s cultural identity was researched and shared with peers across the school. The school celebrated Harmony Day in a whole school assembly supported by community members.

Students from non-English speaking background represent 11% of the total number of enrolments at Braddock Primary School. Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in all curriculum areas. The English as a Second Language (ESL) program operates two days a week and provides specialist learning support in literacy for identified ESL students.

In 2014 Early Stage 1 and Stage 1 ESL students were supported in identified groups running in the school’s Intensive Reading Group program. We strongly encourage and promote inclusivity and support by the local community in all school life.

Aboriginal background

In 2014 the school utilised a range of actions and strategies to support the implementation of the Aboriginal Education and Training Policy. The Aboriginal Education Team worked collaboratively to improve Aboriginal educational outcomes for Aboriginal students and educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

In term 1 the team undertook a self-evaluation. This involved consultation with relevant stakeholders across the school community to determine how the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP) had been implemented and to identify areas for improvement. This then
became the blueprint for action for the remainder of the year.

- Aboriginal students worked together with their classroom teachers, the AEO and their families to share information and develop goals and strategies to improve their time at school. This process was reflected in Personalised Learning Plans (PLP).
- The AEO (Lisa Holt) supported Aboriginal students requiring additional learning assistance and well-being support. This was followed by MultiLit tutoring.
- The Aboriginal School Liaison Officer (ASLO) worked with staff and families to support the attendance of all Aboriginal students and engage them in school.
- The AEO engaged with local families at the Nepean Cranebrook Neighborhood Service (NCNS) Koori Kuppa (held at the local neighbourhood centre). In terms 3 and 4 a regular Friday afternoon Koori Kuppa parent catch up was held in the Making Tracks Room at Braddock Public School. During this time the parents worked on a painting together while they chatted over a cuppa and cake.
- Continued the professional development for staff including the Getting it Right Conference attended by executive and teaching staff, that showcased the work of a range of schools implementing the ATSIEAP. This also opened up networking opportunities with other schools and paved the way for sharing knowledge and ways of engaging parents and community.
- The school continues to partner with the amazing groups out in the community to work together to support our Aboriginal students. NCNS implemented a Boys Mentoring Project with students from Cranebrook HS. Year 6 male students from Braddock participated over the course of the year at various times.

**Socio-economic background**

In 2014

- A Community Liaison Officer (CLO) was employed for semester 1 to strengthen partnerships between the school and the parent community. The CLO set up sessions for parents, including a “tea and tissues” session for parents of new kindergarten students, coordinated parents to volunteer for the Books in Homes reading program, ran a small cooking program, planned and coordinated a Big Blokes Breakfast and provided support for community members normally reluctant to engage with the school.
- A Deputy Principal was employed to work with all staff to build capacity in the areas of quality teaching and learning, curriculum delivery and researched based teaching practices. The main focus was to improve the quality of teaching and learning in the area of literacy and numeracy, to improve student outcomes. In addition the deputy principal mentored teachers and undertook action research projects, and worked collaboratively with teams of teachers to increase student engagement and develop consistent approached to curriculum delivery across the school.
- An additional classroom teacher was employed above establishment to reduce class sizes, with a focus on kindergarten to year 2, making 9 mainstream classes K-6. This led to enhancing student access to classroom teachers and increasing teachers opportunity to focus more intensely on a smaller numbers of students, many of whom have high level social and emotional needs.
- Two specialist teachers were employed to conduct specialist music and visual arts programs K-6. Music ran for one day per week and all students accessed this program on a fortnightly basis. The visual arts program ran two days per week and students K-6 on a rotational basis. Student engagement in both programs was high and enhanced students access to a wide range of curriculum learning experiences.
- The Learning and Support Teacher was employed to work as a member of the executive team, as an Assistant Principal, with the purpose of utilising her expertise to mentor staff on supporting teachers to develop Individual Education, Risk
Management and Behaviour Management plans. In addition her expertise was utilised to assist teachers make connections with a wide range of educational and community services in view of supporting all students. She also worked with all staff to model, set up and guide staff to develop modification for students. As a result, clear and well defined systems in relation to the Nationally Consistent Collection of Data were created, building in staff a deep understanding of the process involved and the importance and working collaboratively to ensure the needs of all students were met.

- A School Learning and Support Officer (SLSO) was employed to assist classroom teachers in the support of students requiring learning adjustments in their classes.
- An Early Childhood teacher and School Learning and Support Officer were employed two days per week to implement the BELL program, which enabled 4 year olds to access quality literacy programs before entering kindergarten.

Learning and Support

The Learning Support Team (LST) facilitates and coordinates a whole school approach to meeting the needs of students. It also provides guidance and support systems for all staff and ensures that programs are based on current research and best teaching practice. Class teachers become part of the team as required by the needs of each student referred. The LST is led by Miss Trimingham and meets weekly on Thursday mornings at 8:15am.

Together teachers and parents share information to support students through planning and implementing regularly reviewed support plans. These may meet needs such as risk management to minimise the risk of harm where risky behaviours have been identified, positive behaviour support to teach explicitly replacement behaviours expected in the school setting, individual education plans, partial attendance plans or health care plans. These plans all support success for the individual child at school.

In 2014, the LST participated in the second round of data collection in the Nationally Consistent Collection of Data on school students with a disability. This process tabled not only the number of students who met the criteria for inclusion in the data but the level of adjustments made for those students. The high level of record keeping developed by the LST over the past two years made this process a relatively straight forward one and affirming of the work and collaboration with parents in recent years. At Braddock Public School the data demonstrated the commitment to inclusion and the high level of support provided to individual students in order that they may succeed in school. The following outlines the data collated in July 2014:

- 6 students supported based on physical need
- 21 students supported for cognitive need
- 23 students supported for social/emotional need.

In addition but not included in the NCCD data, 39 students were identified and supported for health care needs and had health care plans developed with their families.

English language proficiency

In 2014, twenty-five children in our school were from non-English-speaking backgrounds. Of these students 6 were targeted to be part of the English as an Additional Language or Dialect (EALD, previously known as ESL) program. These students were in the beginner, developing or emerging phases on the EAL/D learning progression.

The EALD teacher targeted students who require assistance in speaking, listening, reading and/or writing in English who are from a non-English speaking background.

Students are supported in two ways. Individuals with limited English proficiency are withdrawn by the specialist teacher regularly for beginning English activities. In 2014 the Multilit program was used to assist these students. The opportunity for Team Teaching and the distribution of resources has assisted classroom teachers.
Braddock Early Learning and Literacy Centre (BELL)

The BELL is a transition to school program for students enrolling in Braddock Public School for Kindergarten the following year. It is a 20 place setting, which is free to local families within the surrounding community and is funded through RAM. The qualified Early Childhood teacher provides a warm, caring and friendly environment that positively reinforces the students’ growth and development both socially and academically.

The BELL is a play based setting which uses the Early Years Learning Framework as a basis and the interests and needs of the students to provide quality teaching and learning programs to ensure opportunities for each student to reach their full potential and supports the development of early language, literacy, numeracy and social skills. There is an interactive whiteboard used for teaching and learning activities in the classroom and use of the school iPads to enable students’ development in technology skills. The students participate in library time weekly. The students also attend Kindergarten sessions towards the end of the year to ease the transition into their new environment and make it a successful one. The BELL has its own courtyard for outdoor play times, although towards the end of the year the students are provided opportunities to play out in the playground with the rest of the school in a supervised location.

This helps to get them ready for the year ahead and makes the playground a less daunting place. The students enjoy attending special occasions with the whole school community, a few of these being the Braddock’s Got Talent concert, Easter Hat Parade and Christmas concert.

Other significant initiatives

Kool Kids – An Every Student, Every School funded project

The ESES funded project we implemented in 2014 called Kool Kids aimed to achieve the goal of social, academic and emotional inclusion for all students across K-6 and to maximise their learning potential, particularly those students at risk of disengagement in school life in social, emotional and academic settings.

The program was a pilot for implementation across a whole school setting and was developed by Occupational Therapists (OT’s) Patricia Quinn and Robyn Eliudi from the Department of Aging, Disabilities and Homecare. With their support, teachers were provided with initial training, information and support to implement the program. A teacher was employed as the lead teacher and worked with staff and the OTs to develop a scope and sequence for delivery of the project lessons and content to students. The lead teacher organised a whole school event to launch the program and Caitlin Thwaites who is the goal shooter for the Australian Diamonds Netball Team and the NSW Swifts, opened the proceedings that led to the whole school being introduced to the program’s concepts through a range of rotating activities over a number of hours.

The program was implemented through a series of lessons over two terms. The evidence from the program demonstrated that the program’s strategies such as Stop, Think, Do and Be a Buddy Not a Bully were effective in supporting social/emotional learning and a number of recommendations have been made for the inclusion of these strategies in ongoing teaching and learning programs in 2015.

Creative and visual arts

At Braddock Public School we constantly challenge ourselves to find creative, innovative and diverse paths to achieve successful and positive learning outcomes for our students.

During 2014, a major school-wide Creative & Visual Arts Program was implemented across the school with spectacular success.
The program included:

- 3 large, separate outdoor mural projects.
- the recycling and painting of old rubber tyres.
- painting & decorating cut tree branches & river stones.
- a large “Welcome!” sign using the spirit of contemporary Aboriginal art, for the AEO’s “Making Tracks” community room.
- painting and decorating new library signs and a “Buddies” park bench.
- the design & staging of the Year 6 Farewell Dinner-Dance with the theme “A starry, starry night in Hollywood”.

The first and largest outdoor mural project to be implemented in 2014 with the theme “Myself (in the context of ...) My School, My Community and My Culture”, invited, inspired and involved every child and member of staff in an original design depicting their individual and pictorial status in the production of many, many colourfully painted panels, culminating in three large, unique outdoor murals which now adorn the entire front of the Administration Block at the entrance to our school and the entire length of the Kindergarten building.

During the project, the conversations between students, staff, family and visiting community members were both incredibly vital and valid with several families, for instance, identifying cultural connections that had been previously unknown to the school.

The largely inclusive art space also provides opportunities for the students of mixed age to express themselves in a new, safe, relaxed, informal, open and somewhat mixed forum of children from Kindergarten to year 6.

An overwhelming sense of pride and personal accomplishment was expressed by all participants including staff, students and the community. Importantly the learning was seen as a lot of fun!.

The mural also attracted the attention of the local media with a written report and supporting photographs later published in the Penrith Press.

Two more Mural Projects followed this one and were themed “Positive Behaviour” and “In My Environment”, respectively, giving K-6 students the now-popular and much talked-about opportunity to use their own imagination and visual art skills to express themselves in a larger more public and more diverse environment than their usual classroom settings.

The program will continue into 2015 with more creative and visual art projects planned for the school, including an eye-catching installation bearing the school’s name near the front entrance of the school and another large outdoor mural, created by K-6 students, carrying images of them engaged in positive behaviour.

This is a program in which every participant succeeds and everyone enjoys the more invigorated physical surroundings.

Music

In 2014 a specialist music teacher was employed one day per week to implement a whole school music program kindergarten to year 6. All students had the opportunity to participate in the music program once per fortnight.

During music sessions, students were involved in singing, listening to and responding to music, creating music in response to ideas or themes, playing rhythms and melodies, and song writing.

Students learnt new songs, played a variety of musical instruments (including drums, guitar, chime bars, tambourines, wooden and metal xylophones and boom whackers) and learnt how musical notes work together to make harmonious sound. A whole class set of ukuleles was purchased, as were a number of African djembes, both for use in music lessons and for the use by both a ukulele and djembe ‘band’.
Classroom teachers worked in collaboration with the specialist music teacher to ensure lessons were linked to the teaching and learning program in addition to specifically teaching music skills.

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:

- Interviews, formal surveys and focus groups were conducted with members of the school community including the following:
  - Members of staff
  - Students
  - Parents and family members
  - Community members
  - Non Government agencies
  - Focus groups
  - Analysis of policies and programs, plans, budgets, meeting minutes, assessment data, communications, program evaluations and other documents seen by the school as informing the review
  - Classroom observations
  - Surveys
  - Nationally Consistent Collection of Data for student with disabilities
  - Analysis of student achievement data, including detailed NAPLAN analysis using SMART, PLAN and pre entry into Kindergarten BEST START data.
  - Open classroom events

The school surveyed the parents, staff and students with regards to the educational and management practice of culture. The findings are as follows:

Surveys reflect almost always and usually responses:

- 100% of staff believe the school encourages students to do their best
- 91% of parents believe the school encourages students to do their best
- 87% of students believe the school encourages them to do their best
- 100% of staff believe the school encourages everyone to be a continuing learner
- 94% of parents believe the school encourages everyone to learn
- 88% of students believe the school encourages everyone to learn
- 100% of staff consider that meeting the needs of students is the schools main priority
- 91% of parents believe the students are the schools main concern
- 84% of students believe they are the schools main concern
- 100% of staff believes the school recognises and celebrates achievement
- 88% of parents believe the school often praises and rewards students who are successful
- 72% of students believe the school often praises and rewards students who are successful
- 100% of staff believe that staff understand and respond to the context of the community in which they work.
- 70% of parents believe the school knows about the families and community in which it serves
- 64% of students believe the school knows about the families and community in which it serves

As a result of the data analysed from the school culture surveys, we plan to:

- further refine our processes related to school reward systems – to align with PBL expectations of being Safe, Respectful, Responsible Learners
- focus on improving the percentage of students and parents belief that the school encourages students to do their best
• consider programs to improve the parents and students perceptions that the school knows about the families and community in which it serves.

School planning 2012-2014:

School priority 1
Increase Literacy and Numeracy outcomes

Outcomes from 2012–2014

• 85% of year 3 students will achieve at or above Band 2 in numeracy
• 75% of year 5 students will achieve at or above Band 4 in numeracy
• 82% of year 3 students will achieve at or above Band 2 in NAPLAN Numeracy
• 80% of year 5 students will achieve at or above Band 4 in NAPLAN Numeracy
• 70% year 2 exiting with RR levels 26 plus.
• 70% of year 1 exiting with RR levels 18 plus.
• 70% of Kindergarten exiting with RR levels 8 plus.
• 75% of Kindergarten exiting at perceptual and above in numeracy
• 75% of year 1 exiting at Figurative and above in numeracy
• 75% of year 2 exiting achieving at Counting On and Back
• 75% of year 5 Aboriginal students will achieve proficient standards in numeracy
• 75% of year 3 Aboriginal students will achieve proficient standards in numeracy

• 65% of year 5 Aboriginal students will achieve proficient standards in reading
• 80% of year 3 Aboriginal students will achieve proficient standards in reading

Evidence of achievement of outcomes in 2014:

• NAPLAN results indicate 81% of Year 3 students achieved at or above minimum standards in numeracy – not achieved
• NAPLAN results indicate 71% of Year 5 students achieved at or above minimum standards in numeracy – not achieved
• NAPLAN results indicate 80% of Year 3 students achieved at or above minimum standards in reading - actual 81%
• NAPLAN results indicate 72% of Year 5 students achieved at or above minimum standards in reading – not achieved
• 48% of Year 2 exiting with RR levels of 26 plus - not achieved
• 41% of Year 1 exiting with RR levels 18 plus - not achieved
• 75% of Kindergarten exiting with RR levels 8 plus - achieved
• Kindergarten Best Start 74% at perceptual and above in EAS - achieved
• Year 1 Best Start 88% Figurative EAS - achieved
• Year 2 Best Start 84% Counting on and Back – achieved
• 50% of year 5 Aboriginal students will achieve proficient standards in numeracy - not achieved
• 75% of year 3 Aboriginal students will achieve proficient standards in numeracy
• 0% of year 5 Aboriginal students will achieve proficient standards in reading- not achieved
• 75% of year 3 Aboriginal students will achieve proficient standards in reading

Strategies to achieve these outcomes in 2014

• Identify and facilitate the sharing of quality teaching practice in numeracy across the curriculum
• Continue to monitor and track students
learning in line with the numeracy continuum K-6
• Implement TENS K-2 numeracy program
• Utilise a differentiated curriculum and develop explicit teaching and learning programs in numeracy and literacy for all students achieving at and above minimal standards in bands 3 & 4
• Continue to monitor and track students learning in line with the numeracy continuum K-6
• Implement Count Me In Too and Counting On programs
• Utilise Best Start and PLAN data K-6 to inform best practice
• Continuous assessments to inform Best Start / PLAN every 5 weeks
• To revise the intensive guided reading program. Aim for trained personnel to model explicit reading strategies.
• Develop explicit, innovative, consistent literacy sessions
• Use SMART to lead teaching and learning process – planning – assessment – tracking and CTJ to match student achievement against outcomes
• From DASA develop personal and whole school professional learning plans to focus on teacher’s skills strength and areas for development in relation to analysis of data. Use data to inform learning plans
• Maintain the focus on decreasing the percentage of students in the lower bands in Year 3 and Year 5
• Raise teacher’s capacity to accurately assess the appropriate reading level of students beyond RR level 30 with a focus on comprehension.
• School targets identified as a result of yearly school evaluation process
• Establish ongoing professional learning program to support implementation of consistent teaching and learning practice and assessment for students K-6
• Develop teaching continuums for target areas in literacy and numeracy using appropriate syllabus.
• Identify student learning needs through on-going planned assessment model and tracking procedures
• Quality teaching elements incorporated into all teaching programs,

School priority 2
Our school community understands the benefits of the National Curriculum and we are committed to implementing the NSW syllabuses that incorporate agreed national content.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2014:
• The School community has been regularly informed of the Australian syllabuses
• EARS and TARS provide evidence that 100% of English teaching programs, units of work, teaching resources and assessment tasks reflect the new NSW curriculum
• 100% of staff actively engaged in professional learning for implementation.
• 100% of teaching programs show evidence of planning and programming using the new syllabuses.

Strategies to achieve these outcomes in 2014:
• Staff complete and evaluate relevant new NSW syllabus implementation professional learning activities through MyPL@DET.
• Staff and executive demonstrate confident and capable use of eSyllabus format.
• Develop flexible and differentiated professional learning modules, targeting identified areas of need.
• Source and/or develop teaching and learning resources targeting areas of need.
• Collaborative planning shows evidence of collaboration of units of work and assessment tasks. Evidence of embedding online resources and programs.
• Employ a Deputy Principal to lead implementation of new English Syllabus and upcoming Syllabi in Mathematics, History and Geography
• School professional learning logs and budget reflect engagement in syllabus implementation.
• Completion of action plans and compliance with school policies for implementation of new syllabus are evident in PARS, EARS and TARS in line with the Australian Institute for Teaching and School Leadership (AITSL) standards.

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.

The school undertook focus groups as a way of gathering parents/carers, staff and student responses with regards to school satisfaction. An independent facilitator asked a series of questions to ascertain the strengths, weaknesses, areas for development, and future directions of the school.

Question: What would you tell others about our school?
Staff responses:
• “Best kept secret!”
• Positive environment – welcoming, friendly, colourful artwork, very family oriented, respectful,
• Leadership has made a difference!
• Staff – caring, supportive, friendly, committed and hard working
• Teamwork developing – working towards common goal
• Focus on well-being of the individual student and family
• Committed to implementing value added initiatives

Parent responses:
• It’s not like it was!

Question: What are your concerns or frustrations?

Staff responses:
• How to build a more positive reputation of the school in the wider community.
• The continuation and evolution of Student Welfare and PBL practices – around strengthening, revisiting and promoting systems.
• Consistency – systems, processes, practices across the school.
• Communication – transparent, collaborative, consultative, consistent across the school.

Parent responses:
• reputation of the school – How can we help change this?
• road safety, crossing at front of the school
• anti - bullying policy – what happens? We need consistency?
• award systems – consistency? Process?
• communication – Keep us well informed
• P&C – need for “fresh approach” – to be more inclusive

Student responses:
• interruptions to learning time
• want more equipment, ie playground, technology club
• the good kids should be rewarded more
• we want to learn more outside the building
• the learning space is too small for us to spread out

Question: “If you had a magic wand, what would you wish for that would make a difference at Braddock PS?”

Staff responses:
• positive reputation and image of the school in the wider community – “Things have changed” – ‘ we want to make everyone see the greatness of our school’.
• continue the journey because we’re headed in the right direction!
• team building – continue the support and encouragement
• steady and consistent growth of school enrolments
• greater parental involvement and support

Parent responses:
• road safety – crossing, flashing lights
• consistency with high expectations for teaching and learning
• zero tolerance to bullying
• all parents to show respect
• playground – interesting, colourful play equipment
• greater funding for needs

Student responses:
• less disruptions to learning time
• more equipment to play with outside
• every student should have technology
• more hands on learning
• we want a pool

Noteworthy Quotes:

“I love this school and the kids”

“The daily experience has changed and like a diamond in the rough I can see new facets being polished every year... looking forward to a bright, shiny future!”

“New leaders have made a difference!”

“teachers at Braddock are approachable, care, smile, listen and have positive attitude”

“when you come here you never want to leave”

“teachers are fun and friendly.....they keep us safe.....they believe in you and encourage you”

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.

STRATEGIC DIRECTION 1

Opportunity

A safe, inclusive and supportive learning environment.

Purpose:

To support the belief that every student is capable of successful learning. All staff are united and committed to improving learning outcomes for all students through a personalised approach to learning.

To build and maintain positive and caring relationships in partnership with all members of the school community (students, staff and families) supported by a culture of mutual trust and respect, underpinned by social and emotional wellbeing.

At Braddock Public School student centered learning ensures opportunity for all.
STRATEGIC DIRECTION 2

**Excellence - Effective pedagogical practices**

**Purpose:**

To commit to pedagogically sound teaching practices.

To demonstrate a strong conviction that improved teaching practice is the key to improved student learning through the implementation of evidence based teaching strategies that cater and differentiate to meet personalised learning.

To embed best practice amongst all staff by developing a professional learning culture that values transparency, collaboration and inquiry.

At Braddock Public School all staff engage in high quality professional learning, which results in excellence in teaching practice.

STRATEGIC DIRECTION 3

**Success - Quality management systems and practices**

**Purpose:**

To ensure effective systems and practices are collaboratively developed, communicated, understood, implemented and evaluated for ongoing school improvement and efficiency.

Practices to support these systems include; unpacking and implementing AITSIL performance and development Framework in line with DEC Performance and Development Framework.

PBL strategies are evident and embedded across school wide systems.

At Braddock Public School quality management systems and practices are consistently implemented and effectively communicated to ensure success for all.

**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: