NSW GOVERNMENT Education & Communities

Braddock Public School

Annual School Report 2013

EXCELLENCE · OPPORTUNITY · BPS · SUCCESS

4525

School context

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 activities.

Principal's message

I would like to acknowledge the Dharug people, past, present and future on whose lands our school is situated today.

2013 was a successful year for Braddock Public School. It was an absolute pleasure to be the Principal of such a fine school with highly qualified, dedicated and passionate teachers. During the year our school underwent many positive changes in the area of student welfare, as we clearly defined our expectations through Positive Behaviour for Learning (PBL) and Social – Emotional Learning.

Our teacher professional development was in part focused on implementing effective and consistent behaviour management strategies based on the principles we learned from Dr Bill Rogers (expert in the field of whole school behaviour management change). We have begun the implementation phase of the K*idsmatter program* – a social emotional framework used to guide teaching. Teacher professional learning also strongly centred on developing teacher competency and efficiency in the provision of quality teaching and learning experiences to maximise the learning outcomes of all students.

The school implemented a number of initiatives that have brought expertise and resources to our students that further meet their learning needs.

A particular strength of our school is in the area of technology. We have created technology rich learning spaces and in 2014 we will commit more resources to investigating exceptional teaching learning practices that will further enhance student learning.

Our classrooms are equipped with interactive white boards to help students and teachers engage with 21st century learning. The whole school focus on improving technology saw upgrades throughout the school including the purchase of 80 ipads and 30 netbooks and wireless internet access across the entire school.

I am thankful to the whole staff at Braddock Public School; they are dedicated, caring and passionate professionals that work extremely hard every day to provide excellence in education. I look forward to working with you all in 2014.

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.

Mrs Kim Smith

P & C and/or School Council message

2013 proved to be another very successful year for the Braddock Public School P&C. Many events were organised to raise funds that were used to

support the school to meet the needs of our children. These events include mother's day stall, father's day stall, BBQ's, raffles, Christmas stall and school banking.

The money raised was used to supply school hats for all Kindergarten students, purchase sport socks for the football and soccer teams, purchase netball bibs for the netball teams, supported the participation of 12 students in the PULSE choir and enabled the purchase of costumes for the annual dance performance.

In 2012 the P&C initiated school banking with the Commonwealth Bank. This has proved to be a great success with half the students participating in school banking in 2013. The P&C continues to earn a percentage of what the students' bank each term and $5.00 for every new bank account opened.

We would like to thank parents, carers, teachers and other school staff for their donations and support throughout 2013. The Braddock Public School P&C continues to meet its objectives to promote the interests and facilitate the development and further improvement of Braddock Public Schools future.

We look forward to another successful year in 2014 and call on more parents/carers to join the P&C and experience the rewards of working with our school for our children.

Mrs Cherly Dodds President P&C

Student representative's message

2013 was a great year for our school leadership team. We began the year by attending two separate leadership conferences. The conference was the Halogen Leadership Conference where we had the opportunity to listen to many successful leaders and what they believed makes a good leader. We also attended the GRIP leadership Conference where the focus was on how we build leadership skills within ourselves.

Our leaders also attended the Penrith City Council ANZAC Day ceremony. While at the ceremony our school captains laid a wreath in remembrance of our soldiers. This was a very moving experience.

Throughout the year our leaders ran Monday morning assemblies as well as assisting in other major assemblies throughout the year. They successfully led all year six students in fundraising throughout the year to raise money to buy a gift for the school at the end of the year.

Brendan Harris and Georgia Johnson

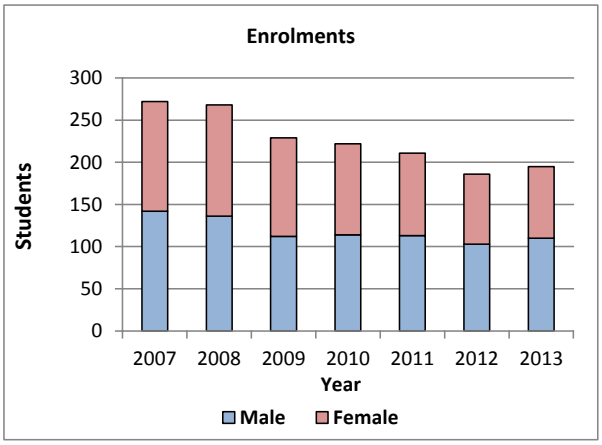
Student information

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

Student enrolment profile

Student Enrolment

Gender	2007	2008	2009	2010	2011	2012	2013
Male	142	136	112	114	113	103	110
Female	130	132	117	108	98	83	85



2013 saw a slight increase in student enrolments. The Braddock Early Literacy Learning (BELL) program continues to be a school initiative aimed at increasing student enrolments into Kindergarten.

Enrolment of Aboriginal students remained at 13%.

In 2014 a number of staff will participate in professional learning linked to community engagement. There is a need to enhance the school's profile within the local area in order to increase enrolments, particularly from the new Waterside estate, which is Braddock Public School's drawing area.

Student attendance profile

	Year	2008	2009	2010	2011	2012	2013
School	K		93.7	92.6	92.8	90.6	91.2
	1		92.7	89.9	93.5	89.6	90.1
	2		90.7	92.3	91.3	91.4	87.7
	3		93.1	90.9	91.3	94.7	89.4
	4		90.7	93.7	93.4	92.5	89.7
	5		87.7	90.5	89.1	93.2	88.6
	6		89.1	90.6	92.4	89.2	92.5
	Total	**90.3**	**90.5**	**91.4**	**92.1**	**91.5**	**89.9**
Region	K		94.1	94.6	94.7	93.9	94.9
	1		93.5	93.9	94.1	93.4	94.2
	2		93.8	94.2	94.1	93.8	94.6
	3		94.1	94.4	94.4	94.0	94.9
	4		93.9	94.4	94.4	94.1	94.7
	5		94.0	94.3	94.3	94.0	94.6
	6		93.4	94.2	93.9	93.5	94.2
	Total	**94.1**	**92.1**	**94.3**	**94.3**	**93.8**	**94.6**
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total	**94.1**	**92.1**	**94.4**	**94.3**	**94.2**	**94.7**

Management of non-attendance

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

Updates and meetings are held with parents/carers where student attendance is causing concern. At these meetings plans and strategies are developed to motivate and encourage students to attend school. The school also presents attendance certificates to students for 98% and above attendance at the end of each school term.

We are extremely proud of the students in Kindergarten, Year 1 and Year 6 for their improved attendance and congratulate their families.

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

Position	Number
Principal	1.0
Deputy Principal	1.0
Assistant Principal(s)	3.0
Classroom Teacher(s)	5.0
Teacher of Emotional Disabilities	2.0
Teacher of Mild Intellectual Disabilities	1.0
Teacher of Reading Recovery	0.5
RFF	0.588
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
Teacher of ESL	0.2
School Counsellor	1.0
School Administrative & Support Staff	6.0
Total	22.88

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

The Indigenous composition of the school's workforce consists of an Aboriginal Learning Support Officer (ALSO) and Aboriginal Education Officer (AEO). Through equity funding the school employs an Aboriginal Community Liaison Officer (ACLO) and Aboriginal Education Worker (AEW).

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	**100%**
Postgraduate	**30%**
NSW Institute of Teachers Accreditation	**50%**

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	30/11/2013
Income	$
Balance brought forward	300179.13
Global funds	174192.32
Tied funds	273672.91
School & community sources	33837.43
Interest	8097.56
Trust receipts	18114.39
Canteen	0.00
Total income	60049.38
Expenditure	
Teaching & learning	
Key learning areas	4895.13
Excursions	12594.55
Extracurricular dissections	18730.23
Library	1366.12
Training & development	5034.44
Tied funds	360766.73
Casual relief teachers	25502.11
Administration & office	81106.70
School-operated canteen	0.00
Utilities	49684.14
Maintenance	27066.95
Trust accounts	15225.47
Capital programs	0.00
Total expenditure	601972.57
Balance carried forward	206121.17

A full copy of the school's 2013 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 2013

Arts

Dance

In 2013 Braddock Public School excelled in both junior and senior dance. The two dance groups performed at the Cranebrook Learning Community Festival. The senior dance group was led by Miss Plowright and Miss Ashlea and consisted of up to 30 students from Stage 2 and Stage 3. The group rehearsed on a weekly basis and excelled in their performances. The junior dance group was led by Miss Almond and Miss Ashlea. They were assisted by Mrs Dodds. The group consisted of up to 30 students from Stage 1. They also rehearsed on a weekly basis. The school P & C were heavily involved in organising costumes and food for the students on the night of the performances. All students, staff and parent/carers involved in the dance program thoroughly enjoyed the experience and should be congratulated for their dedication and enthusiasm throughout the many rehearsals and performances. The Braddock school community was proud of their efforts.

Choir

In 2013 the school choir combined with Samuel Terry Public School, Henry Fulton Public School and Cambridge Gardens Public School to perform in the massed choir at the Cranebrook Performing Arts Festival at Cranebrook High School. The choir also gained entry into the 2013 Pulse Performance at the Opera House. Twelve students from Stage 2 and Stage 3 travelled into the city to join the mass choir. It was such a successful night that we applied for an audition to become part of the mass Pulse Choir in 2014. The choir also performed at various school assemblies such as ANZAC Day and Remembrance Day.

All choir members should be congratulated on their commitment and enthusiasm throughout the many rehearsals and performances.

Mrs Lisa Phelan and Ms Rosemary Almond

Public Speaking and Debating

2013 was an exciting year for public speaking and debating at Braddock Public School. We began the year with the debating team attending debating camp at the Katoomba Conference Centre. The camp was an intense two days where the students worked very hard on improving their debating skills.

For the first time this year we entered two debating competitions. We entered Penrith

Valley Debating Competition as well as the Premier's Debating Competition for the first time. This competition was a limited preparation competition where the students were told their topic when they arrived for the competition. The skills the team acquired at camp helped them to cope with a more difficult format and they won a number of their debates throughout the year.

In 2013 Braddock hosted the Multicultural Perspectives Public Speaking Competition. We entered students from Years 3 to 6 who all made our school proud. All students from Years 3 to 6 were also present as part of the audience. This made it a wonderful experience for all our primary students. As hosts we had a number of local schools come to our school to compete. The positive feedback we received from other schools was fantastic to hear.

Students from Years 3 to 6 also entered the Penrith Valley Public Speaking Competition. The students were very dedicated to the preparation of their speeches and they delivered them with great passion. Students will have the opportunity to compete in these competitions in 2014.

Mrs Lee-Ann Dyson

Sport

In 2013 Braddock Public School continued its strong focus toward providing an integrated and balanced Personal Development, Health & Physical Education program. This involved the continuation of our annual school swimming, athletics and cross-country carnivals where students participated with great enthusiasm. As a result, Braddock Public School was well represented at the district level swimming, athletics and cross country carnivals. This year, we also had an increase in the number of students being selected to represent the Penrith District at the zone carnivals.

Well done to those magnificent athletes.

In August Braddock Public School hosted the 2013 District Athletics Carnival, held at the Werrington Athletics Complex. The two day event hosted 26 local schools and was attended by over a thousand student athletes and spectators. Congratulations to our school convening team on their planning and organisation of this highly successful event under the leadership of Mr MacVean

2013 also marked Braddock's return to the winter Public Schools Sporting Association (P.S.S.A) competition, where we entered a senior rugby league team, a junior soccer team, and a combined netball team. Thanks to the persistence and enthusiasm of all our teams and the dedicated, hardworking teacher-coaches, Braddock had a wonderful return to the P.S.S.A arena.

This year a group of students from Stage 2 and 3 (Years 3-6) were also involved in the Panthers on the Prowl 'Classroom @ Panthers' program. This specially designed program aims to build self-esteem, social skills, resilience, leadership, student engagement and motivation. All of our attendees were thoroughly engaged and learnt a great deal as a result of their participation in the program.

Braddock Public School participated in the 2013 Naidoc Cup Netball and OzTag competitions held at Hunter Fields in Emu Plains. The girls' teams took out the winners trophy for the third year in a row in Netball, which was a fantastic result. We look forward to competing again in 2014.

Our winning sports house for 2013 was the magnificent 'Wollondilly' who claimed the prize of the Sports House Cup Trophy. The Sports boy for 2013 was Jesse Shields. The Sports girl for 2013 was Georgia Johnson.

Congratulations to all the dedicated students and staff that showed great sportsmanship this year to make 2013 a highly successful sporting year.

Mr. David MacVean -Sports Coordinator

Other

Books in Homes

We are very privileged to have had the Books In Homes program running at Braddock again this year. Books In Homes is a project that promotes reading by providing students with quality books they can keep and enjoy forever. This also provides parents with the opportunity to read and talk about the books with their children as they learn to read and is an enjoyable and helpful way to support literacy at home. Books in Homes offered our students the opportunity to own their own quality books and they were provided in assemblies and class in terms 1, 2 and 4. We thank the University of Western Sydney, Higher Education Participation Program - Bridges to Higher Education, who generously sponsor our students in the program and the many University of Western Sydney Student Ambassadors who attended the assemblies and who showed support for the project at Braddock.

We also had some outstanding Books In Homes role models this year including Simon Bosch who visited each of our classrooms in term four. Simon has had a highly successful career as an illustrator of many books including '*Norah the Snorer', 'Foxer gets smarter'* and *'Finding a mate'*. During his career he has done work for K-Zone magazines. All Braddock students had an opportunity to have a chat with Simon about reading and his work and Simon drew some brilliant pictures and handed out book-packs. We appreciated the time he and all the other role models gave to support Books In Homes at Braddock Public School and we look forward to the project implementation continuing into 2014.

Ms Gillian Trimingham

Environmental Education

Environmental Education at Braddock has seen the continuation of the schools gardening club. At the gardening club our motto is "look closely, listen carefully, take care and share". We respect each other, the earth and the environment. The dedicated group of students planted all the agapanthus along the car park edge. They spend each Friday weeding and watering. The students have planted the following: two Gallipoli rosemary bushes, Lilli pilis, Passion fruit vine, Violets, Seaside daisy and many seedlings.

Greening Australia visited our school and donated over two hundred seedlings, which were planted by the students in the garden behind the Library. This area is a priority for upkeep as the sunny position encourages great growth, especially weeds.

This year we had a volunteer named Donna and once a week she came into the school and pruned overgrown plants, removed overgrown bushes, weeded and pruned many garden beds. We were sad to see Donna go as the progress she made was outstanding in maintaining our gardens.

Mr Terry our GA also installed drip irrigation into many gardens and he also looks after lawns, buildings and general maintenance.

I look forward to continuing the gardening group in 2014 and increasing the level of engagement of students with the local environment. We would like to develop a Remembrance Garden, a vegetable garden and a sensory garden as priorities for 2014.

Environmental Education outcomes are taught as part of the science and society curriculum across all classes K-6.

Ms Jo Bayliss

Charities

Throughout 2013 we saw many families open their hearts and pockets to give back to the wider community. Many supported the Leukemia Foundation in the 'World's Greatest Shave' event in March. Stewart House benefited from a clean out of our cupboards with two collections of used clothing. 'Daffodil Day' in August was well supported by the community. 'Bandana Day' was also supported to raise money for Children's

Cancer Research. Braddock also proudly supported the 'Bush Fire Appeal' in November with both monetary and food collection being donated. We would like to extend a big thank you to all school community leaders who challenged us to look beyond ourselves and to see how we could make a real difference in other people's lives.

Ms Alison Daly

'Ready, Set… School!'

Towards the end of term 4, all children in the BELL program along with several children coming to Braddock Public School for the first time, attended three orientation mornings. The children were able to get a taste for 'big school' in readiness for 2014, as they engaged in a range of fun listening, literacy and numeracy activities. Parents were offered the opportunity to attend either a morning or evening information session to accommodate busy family schedules. Parents were introduced to the Braddock school community and given suggestions of how to prepare their children for the school experience. The new school uniform and emblem were also unveiled!

By becoming familiar with the school and staff, 'Ready, Set… School!' will help both children and their parents to settle into school at the start of 2014 – with fewer tears and greater confidence.

Ms Alison Daly

Positive Behaviour for Learning

This year saw the Positive Behaviour for Learning (PBL) team continue to refine our systems and processes to ensure that our expectations of students, staff and parents to be Safe, Respectful, Responsible Learners is an integral part of our school community. In first term, all staff were surveyed so an action plan could be developed. One focus area that was indicated by the survey was reviewing the effectiveness of our procedures for dealing with discipline. The PBL team reviewed and defined procedures for handling both major and minor discipline incidents. Our documentation procedures for tracking major and minor behaviour incidents were also refined. In classrooms, posters were displayed showing our expected behaviours and consistent steps for discipline. In our playground, posters were displayed showing where students are allowed to play and our expected behaviours. The whole staff was consulted during this process and updates were presented at P&C meetings.

Another focus area was reviewing our reward and recognition program. This was also highlighted as a need by our parents. The PBL team established more regular whole school assemblies to be taken by a different class three times per term. PBL Gold, Silver and Bronze awards as well as Class Merit awards were given out at these assemblies. By the end of the year, 390 PBL awards were given to students. Assemblies were always well supported by our parents and families.

It was a very busy year for the PBL team and they are to be congratulated for their commitment to striving for excellence and their desire to see Braddock Public School full of Safe, Respectful, and Responsible Learners.

Mr Grant Little, Coordinator

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.

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 and also gain Indigenous cultural awareness and understanding through weekly engagement and activities with our volunteer staff member who assists in the class from NCNS – Nepean Community and Neighbourhood Services. 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.

Mrs Rebecca Brown

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.

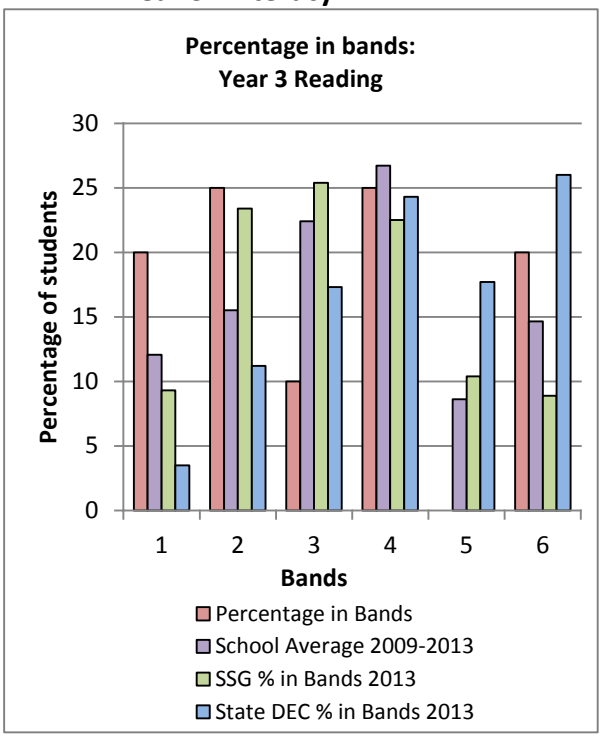
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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).

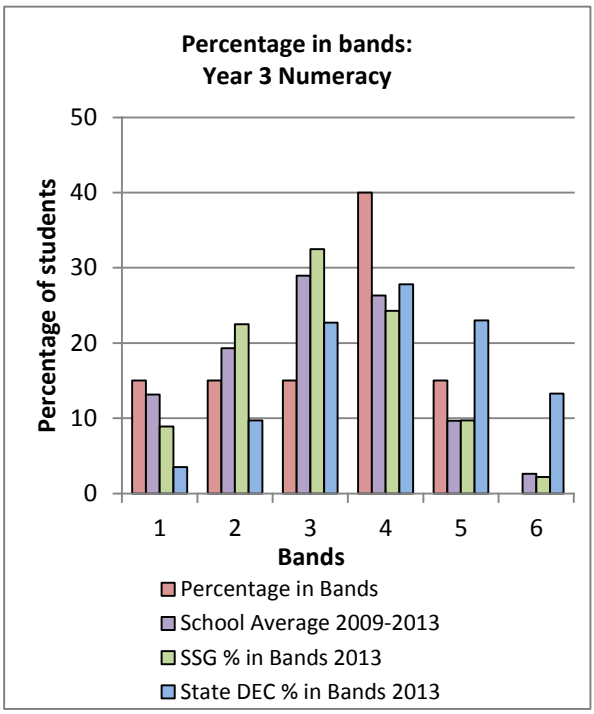
Click on the link http://www.myschool.edu.au and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 - Literacy



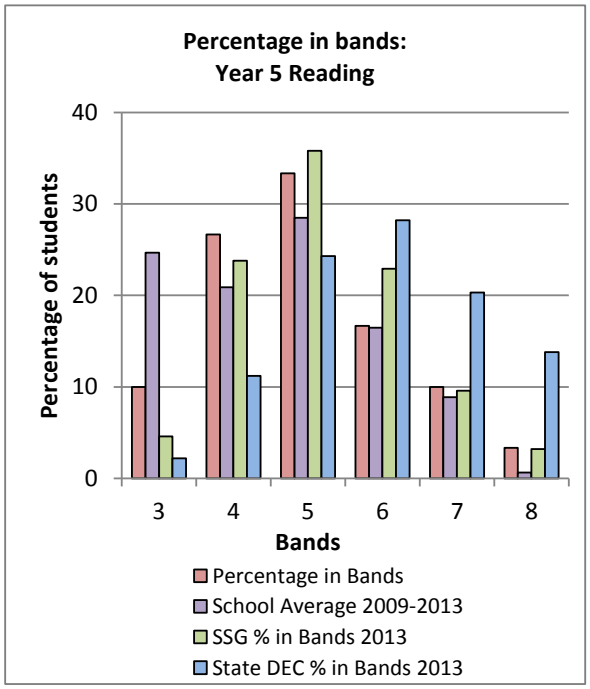
45.0% of Year 3 students scored in the top three bands in reading, whilst there was an increase of 9.2% in students attaining the minimum national standard from 15.8 in 2012 to 25.0 in 2013.

NAPLAN Year 3 - Numeracy



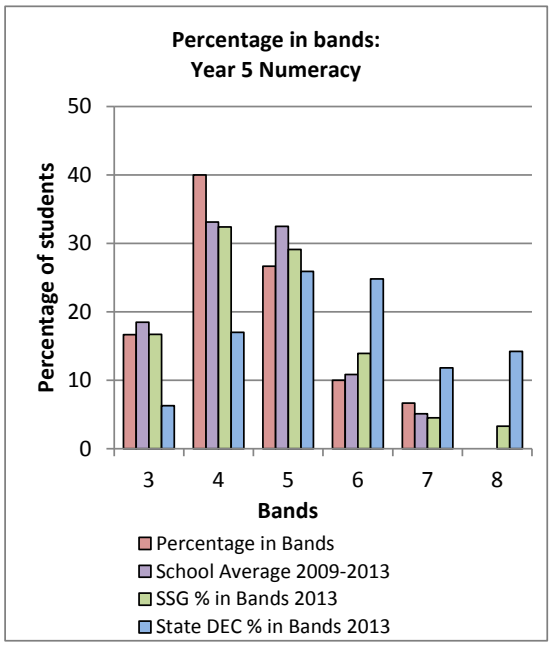
55.0% of Year 3 students scored in the top three bands in numeracy, compared to 38.6% being the school average, indicating an improvement of 16.4% above school average.

NAPLAN Year 5 – Literacy



In reading, 90.0% of Year 5 students attained the minimum standard and above compared to 82.1% in 2012, an increase of 7.9%.

NAPLAN Year 5 - Numeracy



16.7% of Year 5 students scored in the top three bands in numeracy, whilst there was an increase of 29.3% in students attaining the minimum national standard from 10.7 in 2012 to 40.0 in 2013.

Progress in Reading

Average progress in Reading between Year 3 and 5*				
	2008-2010	2009-2011	2010-2012	2011-2013
School	82.5	73.2	55.2	89.3
SSG	83.1	77.7	80.7	98.8
State DEC	83.7	74.0	79.2	85.7

There has been a significant improvement of 34.1% in average progress in reading. In addition the gap between the school and similar school group (SSG) average progress has been reduced from 25.5% in 2010-2012 to 9.5% in 2011-2013, an improvement of 16%. This data indicates that the school's strong focus on the provision of quality teaching in literacy sessions is producing encouraging results as student literacy outcomes demonstrate ongoing improvement.

Progress in Numeracy

Average progress in Numeracy between Year 3 and 5*				
	2008-2010	2009-2011	2010-2012	2011-2013
School	75.5	91.1	106.2	54.4
SSG	85.7	96.4	93.3	85.2
State DEC	89.6	95.8	98.2	89.7

The average progress in numeracy has fallen significantly below that of the SSG and State DEC. As a result in 2013 a strong commitment was made in relation to the implementation of Teaching Early Numeracy Strategies (TENS) program. The program saw the introduction of a rigorous focus on the explicit teaching of numeracy skills in Kindergarten to Year 2. We have also used assessment data from Best Start/PLAN to make strategic interventions with regards to students underachieving term outcomes. In 2014 we will continue to implement TENS into Year 3 and beyond and commit release from face to face (RFF) time in 2014 to the explicit teaching of numeracy skills.

Significant programs and initiatives

Aboriginal education

The school acknowledges that Braddock is built upon the traditional lands of the Dharug people. We pay our respects to Elders past and present and ask for their guidance as we work towards improving outcomes for their descendants and other Aboriginal and Torres Strait students living on Dharug land.

2013 saw the Aboriginal Education Team, led by Miss Trimingham, continue the school's commitment to the improvement of educational outcomes for Aboriginal students.

In 2013, 100% of Aboriginal students worked together with their classroom teachers, the AEO and their families to share information and develop goals and strategies to make school life a rewarding and successful experience

The Aboriginal Education Officer (AEO) supported identified Aboriginal students requiring learning assistance and health care, behaviour and well-being support. The Learning and Support Teacher (LaST) and the AEO also made home visits to support parents unable to attend the school. Further links were forged between the school and local families at the NCNS Koori Kuppa held at the local Neighbourhood Centre in term four.

The Aboriginal School Liaison Officer (ASLO) worked with staff and families to support the attendance of all Aboriginal students. In addition, the ASLO and Community Liaison Officer (CLO) were involved with community events including the Blokes Breakfast and NAIDOC Cup. At the NAIDOC Cup students from Kindergarten through to Year Six attended and participated in games, netball or Oztag according to their age group and interests.

Elly Chatfield spoke at the Anniversary of the Apology event and shared her experiences as a child of the Stolen Generation.

Reconciliation Week was celebrated this year in collaboration with Nepean Community and Neighbourhood Services who funded and organised a day of rotating cultural activities with a range of other organisations such as Muru Mittigar and Koomurri Dance Group who provided performance coaching, artefacts and bush tucker experiences for all students across Kindergarten to Year 6.

The school continued to develop our positive relationships with the Darug community including regular invitations to Darug Elder and Aunty Carol Cooper to lead the Welcome to Country at many important school events.

NAIDOC Week was celebrated with in-class activities developed by classroom teachers and supported with resources provided by the Aboriginal education team. Our school also contributed to the Inspire Reconciliation Project through a short video, created by Year 5 students in which they captured their views on Reconciliation.

We continued professional development for teaching and SLSO staff including the English as Additional Language/Dialect (EAL/D) pedagogies for Aboriginal Students. The whole staff also participated in training provided by the Department of Education and Communities (DEC) in Cultural Competency, Aboriginal Education Policy and the Aboriginal &Torres Strait Islander Education Action Plan with the support of the Regional Aboriginal Education Team.

Aboriginal students and their friends from grades 4-6 competed in the Maths Deadlies held at Cranebrook High School in Terms 1 and 3. This is an initiative of the Cranebrook Learning Community aimed at engaging students in mathematics. Our Stage 3 team proudly received medals for placing third against other schools in the region.

Members of our school's Aboriginal education team attended regular AECG meetings throughout the year. This also included collaborative planning for the region's NAIDOC Cup.

A school based Aboriginal cultural immersion program was implemented in term 4. The program was supported by the AEO, Lisa Holt and Aboriginal Education Worker (AEW), Napier Paulson, who was employed through transitional equity funding to increase the capacity of teachers to effectively teach Aboriginal studies. In these sessions Lisa and Napier taught the K-2 children and their classroom teachers about the history of the Aboriginal, Torres Strait Islander flags and origins of the Australian flag. The classes also contributed to the creation of these flags through craft for display in our Making Tracks room.

Of course none of this would have been possible without our fantastic kids at Braddock and the continuing support of their families. 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 2014.

Ms Gillian Trimingham

Multicultural education

Students from non-English speaking background represent 11% of the total number of enrolments. The school has two trained Anti-racism Contact Officers (ARCOs). A Community Liaison Officer (CLO) is employed part time by the school to support the building of positive

relationships with the community. During 2013 the CLO helped plan a number of events at Braddock Public School that increased community involvement in the school.

During the year we also recognised the many diverse and unique cultural groups in our community through Harmony Day celebrations. All staff and students proudly wore orange ribbons upon their chests to show their support for this day and to actively promote cultural inclusivity within the Braddock community. One of the main highlights of Harmony Day was a whole school assembly, which was organised and presented by the senior students at our school. As well as producing a video to demonstrate their understanding of cultural inclusive communities, each class was also presented with two 'Harmony Hero' Awards for students at our school who actively promote acceptance and understanding of varying cultures.

Transitional Equity Funding

The school used transitional equity funding to support many programs including: early childhood education; literacy and numeracy; professional learning to build the capacity of teachers to improve student learning and social and emotional outcomes. Funds were used to:

- Support teachers to participate in school-based and regional professional learning programs that increased their capacity to identify and address student's literacy learning needs in line with the school literacy and numeracy plan.
- Provide additional release time for teachers to analyse individual student needs and provide appropriate support including LaST, reading recovery and ESL/EALD in collaboration with the learning support team (LST).
- Employ an early childhood teacher two days per week, to implement the BELL program for four year olds to access quality literacy programs.
- Employ a School Learning Support Officer to work with the BELL to support the teacher and students.
- Create an additional teacher position. The school used its 0.3 staffing supplementation and purchased 0.7 through transitional equity funding to reduce class sizes and undertake action research into mobile technologies and reading in K-2.
- Employ 2 Community Liaison Officers (CLO), to liaise with local community and AECG and provide Aboriginal cultural programs for students and training for staff. The CLOs also supported and continue weekly early school transition for Aboriginal families and promoted and encouraged parents to come to the community coffee and a chat that was held twice a week. The CLO's are vital in communicating the school's implementation of PBL and Kidsmatter to the wider community. They also disseminate information related to the new NSW English and Mathematics Syllabuses and changes to curriculum.

National partnerships and significant Commonwealth initiatives (participating schools only)

National Partnerships funding in 2013 was used to support the following:

- Employment of an additional teacher 5 days per week to support the implementation of the school's literacy and numeracy action plans. This position also enabled priority teams to undertake whole school planning processes and evaluate the quality of literacy and numeracy teaching across the school.
- Employment of a business manager to assist the principal in the management of a differentiated teacher professional learning program. This allowed time for the principal to provide instructional leadership in literacy and to lead and manage the teaching and learning priorities of the school.
- Employment of a School Admin Officer (SAO) and School Learning Support Officers (SLSO) to assist the teachers in the development of resources for literacy and numeracy programs.
- The implementation of Team Leadership for School Improvement K-6 program allowed the Executive to use responsive management regarding the collection and analysis of stage based assessment

data to identify the social, emotional and academic needs of students.

- Employ a teacher mentor one day per week. This enabled the implementation of the school's induction program, provision of support for early career, permanent and temporary teachers to acquire and maintain accreditation, provide aspiring leaders with time to build their leadership capacity and executive to access leadership opportunities.
- Teachers were provided with additional release time to participate in professional learning on the Aboriginal Education and Training Policy. This was also supported by the team leader of Aboriginal Education.

National partnerships funding has enabled the school to place an emphasis on the analysis of student assessment data and rigorous tracking of student progress from Kindergarten to Year 6.

As a result teaching and learning programs closely adhere to the teaching and learning cycle and teachers have a clear understanding of how their students learn and how to teach effectively to improve student outcomes. The purchase of additional time has further enabled teachers to plan collaboratively, reflect and participate in professional dialogue. This has resulted in improved teacher quality and capacity to improve student learning, social and emotional outcomes.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Braddock Public School undertook evaluations through interviews, surveys, feedback and focus groups.

The processes used include:

- Interviews were conducted with members of the school community, including the following:
- members of staff
- students
- parents and family members
- community members
- Non-Government Agency personnel
- focus groups
- analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- classroom observation
- surveys
- analysis of student achievement data, including detailed NAPLAN analysis using SMART, Best Start data pre entry to Kindergarten.

The school has made significant progress towards meeting and achieving beyond set targets. Through a committed and regular ongoing evaluation process we were able to set SMART priorities that drive school improvement.

School planning 2012—2014: progress in 2013

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 2013.
- 75% of year 5 students will achieve at or above Band 4 in numeracy 2013.
- 82% of year 3 students will achieve at or above Band 2 in NAPLAN Reading 2013.
- 80% of year 5 students will achieve at or above Band 4 in NAPLAN Reading 2013.
- 75% of both year 3 and year 5 students will achieve proficient bands in Number.
- 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 progress towards outcomes in 2013:

- NAPLAN results indicate 85% of Year 3 students achieved at or above minimum standards in numeracy -**achieved**
- NAPLAN results indicate 84.3% of Year 5 students achieved at or above minimum standards in numeracy -**achieved**
- NAPLAN results indicate 80% of Year 3 students achieved at or above minimum standards in reading - **actual 82%**
- NAPLAN results indicate 90% of Year 5 students achieved at or above minimum standards in reading - **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**
- NAPLAN results indicated 40% of Year 5 students achieved at or above minimum standards in numeracy -**not achieved**
- NAPLAN results indicated 60% of Yr 5 students achieved at or above minimum standards in reading- **not achieved**

Strategies to achieve these outcomes in 2014

- Implement TENS K-2 numeracy program
- Continue to monitor and track students learning in line with the numeracy continuum K-6
- Identify and facilitate the sharing of quality teaching practice in numeracy across the curriculum
- 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 in years 3, 4,5 & 6
- 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.

- Teachers understand the new NSW syllabuses are able to access and use the digital functionality and have knowledge and skills to program, teach, assess and report.
- School programs, units of work, teaching resources and common assessment tasks are consistent with the new NSW syllabuses and differentiated for their context.
- Principal and executive effectively lead the implementation of the NSW syllabuses within the school community.
- Implementation of the new syllabuses continues to improve over time.

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2013:

- School community informed of the Australian syllabuses. - **achieved**
- EARS and TARS provide evidence that 100% of English teaching programs, units of work, teaching resources and assessment tasks reflect NSW curriculum -**achieved** 100% of staff actively engaged in professional learning for implementation **-achieved**
- 100% of teaching programs show evidence of planning and programming using the new syllabuses -**achieved**

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 Syllabuses 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 (AITSIL) standards.

Professional learning

During 2013 a total of $18 752.55 was expended in the provision of professional learning for all staff. Professional learning activities were directly linked to the school plan, targeted priority areas and individual teacher professional development goals. Funds were expended on beginning teachers (4.9%), use of ICT (11.8%), literacy and numeracy (7.9%), quality teaching (18.3%), career development (9.3%) and welfare and equity (35.5%).

The school development days (SDD) held in terms 1, 2, 3 and 4 were attended by all teachers whilst the term 4 SDD was also attended by all SASS members. Professional learning areas addressed during school development days were: term 1 compliance training; term 2 combined

Cranebrook Learning Community: "Boys Education", presented by Dr Ian Lillico; term 3 English Syllabus, *The Learner and the New Curriculum.*

A highlight of 2013 was Braddock Public School's organisation of a shared SDD in term 4. This was attended by 87 SASS and teaching staff from Noumea Public School, Penrith South Public School and Kingswood Park Public School. The highly acclaimed author and expert in student behavior and whole school behavior management, Dr Bill Rogers was the key presenter for the day.

Other school based professional learning included the implementation of the "Focused Literacy Sessions" initiative K-6; workshops tailored to teacher's experience and identified focus areas in literacy and numeracy; implementation of peer coaching; team teaching; continuous assessment incorporating consistent teacher judgment and responsive programming and training in the Department of Education and Communities "Aboriginal education and Training Policy. Staff also participated in professional learning related to the introduction of the Australian curriculum and TENS.

Parent/caregiver, student, and teacher satisfaction

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

The vast majority of parents, students and teachers indicated that the school provides a quality education for all students. Parents and students indicated that teachers care about their students and that they were kept well informed on what was happening in the school and felt welcome to participate.

This year rigorous consultation was held with regards to our current school dress code and uniform. The school surveyed staff, parents and students prior to introducing a new school logo that is suited for the 21st century and a change to the school uniform.

The school sought the opinion of staff, students and parents with regards to providing one word that best describes our school or what they would like our school to look, sound or feel like.

The top three descriptors were, *Excellence* in teaching and striving for excellence in all we do, *Opportunity* for all as we are an open and inclusive school and *Success* in keeping with the traditional motto of "We try and succeed". Through consultation and deliberation we voted on one school motto and logo.

The forums and surveys were then centred on the school uniform and the introduction of a new colour, instead of green and white we looked at adding navy blue as a third colour to enhance the current green and white. We had over 80% of the surveys returned with a clear decision on which shirt, style and logo would be the new uniform to be introduced in 2014. The implementation phase of the new uniform has a time line of 3 years for full implementation. Financial assistance has been offered to support the cost of a new uniform.

Thank you to those who returned the survey. There were 170 parental responses and the results are detailed below.
Parents in favour of a change of uniform: 82%
Parents not in favour of a change of uniform: 13%
Parents with no opinion either way**:** 5%
Students in favour of a change of uniform: 68%
Students not in favour of a change of uniform: 28%
Students with no opinion either way**:** 4%

Teachers indicated that they enjoyed working at the school and felt supported by their colleagues. Teachers felt valued and believed the school supports the view of collegiality and mutual respect. All staff felt the school environment was welcoming, friendly, and supportive.

Families were very satisfied to attend and support students and staff during the many activities and events;

- Meet the Teacher BBQ evening
- Education week performances and class visits.
- Parent information sessions.
- Training and development for parents supported by the CLO's
- PSSA and sporting events
- NAIDOC week activities
- Whole school assemblies
- Christmas concert
- Presentation Day
- Year 6 farewell
- Easter hat parade
- Kidsmatter Launch
- Athletics Carnival
- Parent Teacher Interviews
- Daffodil Day
- Cranebrook Learning Community Performing Arts Festival
- K-6 world of maths
- Back to school day for community
- District Athletics
- Book Fair
- Music a Viva
- Pulse Choir opera house
- Big Blokes Breakfast – Father's Day
- Penrith Show Art competition
- Welcome Kindergarten 2014
- Braddock's got talent
- Grandparents day
- Remembrance day
- Premiers Sporting Challenge
- Disco
- Snake Tails
- Panthers on the Prowl
- Sports Leaders
- Leadership for 2014
- Swim School
- Books in homes
- Bush Fire Appeal

Thank you to the staff and community for your commitment and efforts in supporting our school. We appreciate and value your opinions and suggestions as we move forward.

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.

- Principal: Mrs Kim Smith
- All Executive
- All Teachers
- Parents and Citizens Association

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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:

http:// www.schools.nsw.edu.au/asr