



Annual Report 2021



The School Improvement and Accountability policy requires schools to publish an annual School Report of the school's performance.

Following is a snapshot of 2021 at Bramfield Park Primary School.

The school year started with a snap lockdown, but when Week 2 came, students were quickly settling into their new class, with their new teacher. While establishing classroom routines, staff were busy putting into practice strategies outlined in the Department of Education documents such as Focus 2021 and adding the finishing touches to our school Business Plan 2021 - 2023. Our strategic direction for the next three years is based under the five pillar headings of Student Improvement, Wellbeing, STEM, Sustainability and Culture.

Capital works continued in January with ceiling replacement in A Block, Pre-primary and parts of the Administration area. A playground upgrade was also completed in the Early Childhood play area with new artificial grass being laid, a climbing frame installed and some planted sand mounds to beautify the area. A shade sail was also installed over the Year 3/4 playground. Throughout the year, carpet in B Block was replaced, a covered walkway built between B Block and the new undercover area and a covered patio constructed over the Art / French Room courtyard. A shade sail was also installed over the Year 5/6 playground completing our shade sail installation program. The patio in the Art / French room courtyard and the Year 5/6 shade sail was courtesy of a grant from our local member of parliament, Chris Tallentire. Furniture upgrades were undertaken in the Library and computer lab and new interactive whiteboards were installed in 4 classrooms.



Reflection and review of 2021 will be under the headings of the five pillars outlined in the Business Plan. These pillars were selected to enhance the learning opportunities for our students building on from previous Business Plans and in line with the Department of Education Strategic Directions.

Student Improvement

In 2021 Bramfield Park strengthened student learning skills to promote personal success and academic growth. Staff continued to participate in professional learning of school wide programs in literacy and numeracy. Classroom teachers completed professional learning in Talk 4 Writing, and Promoting Literacy Development, our spelling program. Staff have also engaged in professional learning sessions on programs used in Intervention.

Our Student Services Team, comprising of School Psychologist, Chaplain, WANSLEA Case Worker, Deputy Principals, teaching and non-teaching staff, also work collaboratively to case manage individual student's learning needs for students at risk.

We have allocated a staff member to provide an extension program in literacy to our upper school students, once a week. PEAC (Primary Extension and Academic Challenge) testing is undertaken with our Year 4 students, with those offered placement attending off site programs. We currently have one Year 5 student in the PEAC program.



NAPLAN Online was reinstated in 2021 and our students completed assessments in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. Results were received in September with analysis undertaken on the following results.

Comparative Performance Summary

| | Year 3 | | | Year 5 | | |
|-----------------------|--------|------|------|--------|------|------|
| | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 |
| Numeracy | 1.4 | 0.4 | 1.1 | 0.0 | 0.7 | 0.3 |
| Reading | 1.0 | 0.6 | 1.0 | 1.2 | 1.4 | 1.5 |
| Writing | -0.4 | 0.4 | 1.3 | 1.9 | 2.5 | 1.1 |
| Spelling | 1.1 | 0.8 | 2.2 | 2.1 | 0.8 | 0.5 |
| Grammar & Punctuation | 1.0 | 0.1 | 1.1 | 2.6 | 0.9 | 1.5 |

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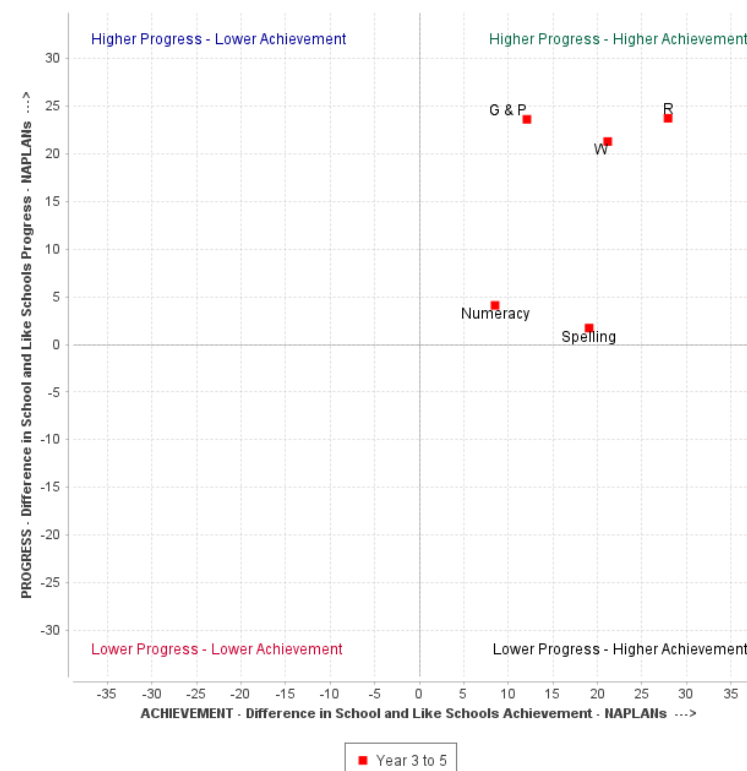
| | |
|--|---|
| | Above Expected - more than one standard deviation above the predicted school mean |
| | Expected - within one standard deviation of the predicted school mean |
| | Below Expected - more than one standard deviation below the predicted school mean |
| | If blank, then no data available or number of students is less than 6 |

We were very pleased to be performing above expected in four of the five areas in Year 3 and three of the five areas in Year 5. In all assessments students were performing as expected or above, compared to like schools.

A comprehensive analysis is also undertaken for our stable cohort, students who sat NAPLAN at Bramfield Park both in Year 3 and Year 5. The expected growth between Year 3 and Year 5 is 1 ½ bands. Student progress and achievement is monitored against four quadrants as evident in the following graph.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2019 to Year 5 2021



Our students successfully placed in the Higher Progress – Higher Achievement quadrant, against like schools. In Year 5 Writing 92% of students achieved in the Higher Progress - Higher Achievement quadrant, 92% for Spelling, 88% for Grammar & Punctuation and 88% for Numeracy.

Our English and Mathematics curriculum plans were updated for all year levels with links to strategies outlined in our Business Plan and content from the WA Curriculum Outline K-10. The updates to the plans were made after consultation with, and feedback from staff. Intervention programs ran across Years 1 and 2 three days a week for the first semester. During second semester, we had a Special Needs Education Assistant return to work so we were able to extend the intervention program to small groups and individual students across Years 1 to 6. Students worked in small groups

through the MiniLit and MacqLit programs, in our dedicated Intervention room. Regular assessment was undertaken with students moving through the program or being added to the program as required.

Wellbeing

An opportunity to engage with Aboriginal Medical Care 360 was offered to all families at Bramfield Park. Health checks and flu vaccinations provided by registered doctors and nurses were available on site to our whole community. Students also had access to specialist therapy sessions and early intervention services at school. Ear health checks and assessments were offered to our Aboriginal students, with follow up recommendations provided to families as required.

Bramfield Park launched the 'Your Move' program in Term 1 to promote active travel by increasing the number of students walking, scooting and riding to school. National Ride2School Day was Friday 19 March and there was a marked increase in the number of students riding their bike or scooter to school. Mrs Wenban led this program and provided information and inspiration to our families to find active ways of getting to school. Walk Safely to School Day was Friday 14 May where, with the support of Mrs Wenban, and our newly formed Your Move Action Team (YMAT), students and their families were encouraged to walk safely to school. The YMAT set a target of having 58% of students walking to school on that day, achieving 56%. Students who walked received a raffle ticket to go into a draw, with 10 students winning prizes.



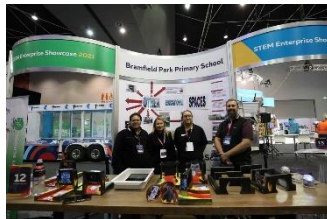
The Wellbeing 4Kids *Unstoppable Me* program was implemented again in 2021 for all classes, Pre-primary to Year 6. The *Unstoppable Me* in school wellbeing program combines physical stretches, breathing and relaxation exercises that have been linked to the WA curriculum – Health and Wellbeing. Children develop a greater body awareness and education of body systems and specific breathing techniques to calm the body and mind when coping in challenging situations. They learn important techniques for self-empowerment, to de-stress, and for relaxation all the while having fun in a safe and secure environment. Students participated in a 9-week program of 30 minute lessons. With the generous support of our P&C this program is offered free to our students each year. During Term 3, we received a free Bike Education program for our Year 4 classes. This 4-week program was presented to our school based on the successful introduction of 'Your Move'. We also achieved Gold Status in 'Your Move' and were awarded a grant of \$2400 for infrastructure development.



Under our wellbeing pillar, Bramfield Park promotes a strong focus of prioritising and valuing pastoral care through our student and family support from Wanslea, Child and Parent Centre East Maddington, School Chaplain and School Psychologist. We also developed a Staff Wellbeing Policy and linked it to our Health and Physical Education Operational Plans.

STEM

Our involvement in the STEM Enterprise Project concluded in 2021. Our timeline and achievements were outlined and presented at the STEM Enterprise Showcase in Term 2. The Showcase was an opportunity to share our journey on creating *Other Educational Spaces*. Our STEM team outlined the consulting, planning and delivering phases of creating these spaces and with our Year 4 students created a Sphero track in the workshop to share how we are using the spaces. The Workshop is available for classes to explore the design making process of managing projects from conception to realisation.



Professional Learning with the STEM Learning Project curriculum materials was offered to staff so they became familiar with the documents we planned to implement in our classrooms. This resource provides extensive and detailed lesson plans and ideas to deliver STEM lessons across all year levels.

21st Century Learning Skills were a focus in 2021, with all classrooms displaying posters of the skills we are developing with the students. Knowledge of, and use of these skills are targets in our Business Plan.

A checklist of IT skills was also developed in 2021 and included in our Technologies Operational Plan.

Sustainability

There are numerous opportunities to engage our students and community in Sustainability projects. We have paper recycling containers in every classroom, the Library and the Office. We also have a Containers for Change (collecting glass and plastic bottles) and a battery recycling station in our Front Office. Our planetees (a group of students in Years 3, 4, and 5) have worked with Mr Herbert to tidy garden areas of our school and develop a sustainability focus in our classrooms and community. Connections were maintained with our local Rotary Club to assist with the development of our school garden. We hit a few stumbling blocks in starting this project, but eventually the area was cleared and the planting of garden beds can commence now that water is accessible to the site.



Culture

Bramfield Park Primary is working towards being a culturally responsive school community. Our work in this area is underpinned by the Aboriginal Cultural Standards Framework (ACSF). The Framework supports staff to reflect on their behaviours, attitudes and practices with a view to progressing from cultural awareness to cultural responsiveness. This will maximise learning outcomes for our Aboriginal students and enhance cultural competencies of all students. Some staff are engaged in a Network Indigenous focus group where information, resources, and plans are shared with our local schools. Our Aboriginal and Islander Education Officer (AIEO) is also a Network Champion where she can connect, support and share best practice with colleagues from

other schools, and to develop an understanding of roles within ACSF, Focus 2021 and the Department's Strategic Directions 2020-2024.

Staff have engaged in professional learning to increase their capacity in using knowledge of the history culture, languages and experiences of Aboriginal people and transfer the information into classroom practice. Last year's NAIDOC theme of *Heal Country* was acknowledged at Bramfield Park through native planting around our school and the creation of a *gum leaf tree* where staff and students decorated a gum leaf which was added to a school community tree.

Our Culture Pillar Leader created a Cultural Garden with a *Wanjoo* sign and a yarning circle. This is a learning space as well as a space to connect with country. Bramfield Park was selected as one of 15 schools to be part of an EAL/D Champion Hub. Two staff members completed professional learning at the end of Term 3 which can now be used to support not only our school to become culturally responsive, but also other schools in our network.



Students with an additional language or dialect make up approximately 50% of the student population at Bramfield Park. Harmony Day, celebrated on 17 March, is about inclusivity, respect and a sense of belonging for everyone. Staff, students and their families were invited to wear their traditional cultural dress, or the colour orange, to celebrate all of our cultures.



Staff access strategies and assessments using the English as an Additional Language / Dialect (EAL/D) Progress Maps. The Progress Maps provide the most accurate and suitable means of monitoring and assessing progress for students requiring support in developing Standard Australian English, who come from culturally and linguistically diverse backgrounds. Staff complete and moderate the Progress Maps each term.

Educational documents on a variety of topics such as reading, writing, play and science were also printed in a number of our school community languages and provided to parents. Our Deputy Principal also established a connection with a volunteer to come on site and teach English classes to our families.

The combined teaching practices at Bramfield Park had a positive impact on the education of our culturally diverse population. These strategies included:

- Developing a Cultural Calendar
- Looking at enrolment processes to be able to identify Aboriginal English as an additional language
- Documents translated into many languages and distributed to EALD families K-3
- Connecting to Indigenous families via home visits to identify Aboriginal English speakers
- Staff completing professional learning on EAL/D courses
- Establishing a student Cultural Leader
- Establishing adult English Language classes twice a week

The Languages - French curriculum is embraced by the whole school community at Bramfield Park. In 2021 we employed a French Languages Assistant, Mademoiselle Huchet, to work with Madame Dye, our French teacher, two days a week. Having two staff in the class providing rich language and cultural experiences, enabled our students to have an immersive experience in this curriculum area. Madame Dye and Mademoiselle Huchet initiated a French Club which ran at lunchtimes once per week, to provide extra learning opportunities for French. Students in Years 3 to 6 were able to attend and be involved in language, craft, cooking and cultural activities to broaden their understanding of, and engagement with the French language. We held a French Crepe Day, a Christmas Market and used visuals, signs, posters and labels to promote the French language around the school.



School Events

We were very fortunate to be able to hold our Year 5/6 camp at Fairbridge. Our long standing events continued during Term Two with some alterations due to COVID-19 restrictions. Reporting to Parents Semester One Interviews were completed over the phone. Term 3 saw a return of face to face P&C and Board meetings and we welcomed families back on site.

Throughout Terms 3 and 4 more events were added back into our calendar with school and interschool cross country and athletics carnivals taking place, assemblies, our Learning Journey, a disco,

colour run, and the final culmination of our usual events for Year 6 Graduation.

Staff were proud of our achievements during 2021 including:

- Working hard as a team to develop the 2021-2023 Business Plan
- Participating in the School Review
- Being selected as an EAL/D Champion School
- Achieving Platinum Status with the Your Move Wellbeing Program
- Developing a cultural garden
- A successful French languages assistant program
- Developing a French lunch time Club
- Increasing staff knowledge of Family Domestic Violence through the Respectful Relationships initiative
- Showcasing STEM
- Achieving success at interschool sport carnivals
- The role of Visual Arts in our school environment.

Staff Wellbeing – Collective Efficacy

Relationships at Bramfield Park are caring and supportive. The students, staff and community feel valued and respected. There is collegiality amongst staff who work together to solve problems collaboratively and constructively. In 2021, 67% of our class teachers acted as mentors to a number of Pre-Service teachers and work experience students. Staff mentored students from Curtin University, Edith Cowan University, Murdoch University, Notre Dame University and the University of WA. Students from Sevenoaks College and TAFE were also mentored at Bramfield Park. Staff engagement involved actively participating in school activities, staff meetings, curriculum planning and policy development. The development of the 2021-2023 Business Plan and the Public School Review were two major achievements of 2021.

Distributed leadership was further developed at Bramfield Park with many staff taking on particular roles and responsibilities

including Business Plan pillar leaders or MadCan (Maddington / Cannington) Network Leaders. These staff were given internal support by the leadership team as well as external support through the MadCan network. Leadership coaching for professional and personal development was also offered.

At Bramfield Park we had one staff member reach Senior Teacher status in 2021. As a Senior teacher, her focus was staff emotional wellbeing.

Some initiatives that were organised included:

- Joke of the week
- Staff shout outs
- Weekly Staff affirmation



Wellbeing events and activities are organised for staff and students throughout the year. Mindfulness practices are encouraged in classrooms every day and regularly at meetings.

Wellbeing also included support and services for staff, students and families that are struggling with mental health issues, or personal and/or professional challenges. In addition to personalised and confidential support through our leadership team, student support services team, school psychologist, Chaplain and Wanslea, we also recognise and promote mental health awareness such as RUOK? Day.

Professional Learning also plays a part in staff wellbeing and collective efficacy. Staff engage in professional learning to support colleagues and our students. All staff completed Modules One and Two of Autism Spectrum Disorder professional learning and some staff participated in the Managing Students with Diabetes in Schools program. We have a growing number of students with special needs in our school and accessing professional learning to increase staff knowledge and develop resources to support these students is essential.

Community Partnerships

We have built strong partnerships over 2021 with our involvement in the Respectful Relationships project. This has facilitated collaboration with Curtin University and Starick Services.

We are also very fortunate at Bramfield Park to have a supportive Parents and Citizens' (P&C) Association. The P&C have a dedicated group of volunteers who give up their time to attend meetings, plan fundraising events, offer services such as Playgroup, School Banking, Canteen and the engagement of our community in fun filled activities. The P&C contribute financially to resources, learning programs and equipment for our students.

In 2021, Connect became the most frequently used mode of communication between the school and parents/guardians. This included sending the Semester Two reports to parents via Connect.

School Surveys – Student Surveys

All students in Pre-primary to Year 6 completed a student survey, *What's Happening in this School*, Early Childhood or Middle Primary. School climate and Protective and Risk Factors are surveyed.

111 students completed the Early Childhood survey with results for School Climate which focused on Teacher Support, Peer Connectedness, School Connectedness, Rule Clarity, Reporting and Seeking Help, Support for Learning, and Expectations for Success. These areas all scored above 4 on a 5-point scale, with a score of 5 being 'Yes'.

In all areas of School Climate there was an increase in scores between the August 2019 and August 2021 survey period. The biggest increase was in School Connectedness and Reporting and Seeking Help. The smallest gain was in Support for Learning. The next part of the survey looked at Protective and Risk Factors focusing on the following areas: Moral Identity, Resilience, Wellbeing, Bullying, and Disruptive Behaviour. Moral Identity, Resilience and Wellbeing scores were well above 4, and Bullying

and Disruptive Behaviour, which are areas we want to keep low. They were 3.85 and 3.01, respectively.

In the Early Childhood Surveys, females tended to answer more positively, and fluctuations in results between year levels are as expected. Pre-primary students have higher scores in School Connectedness, Support for Learning and Expectations for Success, whereas year 2 students have a higher score for Rule Clarity.

The Middle Primary survey, completed by 138 students, scored above 4 for Teacher Support, Rule Clarity, Reporting and Seeking Help and Expectations for Success, and scored above 3 for Peer Connectedness, School Connectedness, and Support for Learning. There was a general downward trend for all scales in the School Climate part of this survey. The biggest decrease was in the areas of Teacher Support and Peer Connectedness.

In the other part of the survey, Protective and Risk Factors, Moral Identity scored on average above 4, however all other areas scored between 3 and 4.

In the Protective and Risk Factors over time there were mixed results with some of the positive scales showing an increase. There was an increase in Bullying, however a decrease in Disruptive Behaviour. We plan to continue our work on student wellbeing and promoting social and emotional learning.

School Surveys – Staff Surveys

Every two years all staff, teaching and non-teaching, complete a School Organisational Climate Survey. Organisational Climate and Wellbeing, Satisfaction and Efficacy are the domains included in the survey. Organisational Climate includes Clear School Mission, Participation in Decision Making, Providing Individual Support, Encouraging Improvement of Practice, Staff Collegiality, Safe and Orderly Environment and Home-School Relations. For our support staff surveys (10 participants), all scores averaged in the 3 (Sometimes) or 4 (Often) range. For our teaching staff (28 participants), all scores were in the 4 (Often) range apart from Home-School Relations (3.78).

Wellbeing, Satisfaction and Efficacy looks at Overall Wellbeing, Job Satisfaction and Job Efficacy. Scores for these areas in the support staff and teaching staff surveys were a high 3 (Sometimes) or 4 (Often). An improvement in all areas from the last survey period in Wellbeing, Satisfaction and Efficacy survey items is very pleasing, despite the difficulties experienced over the last year with interruptions to teaching and learning, and the COVID-19 pandemic.

There has been general improvement across all areas of Organisational Climate and Wellbeing, Satisfaction and Efficacy since surveys were last completed in 2019, and a general upward trend across three survey periods.

For all domains there is less than one standard deviation between what is actually happening and what staff would prefer, suggesting only minor changes are needed.

Student Voice

There were more opportunities to become a student leader in 2021. These opportunities included:

- School Captains and Vice Captains;
- Faction Captains and Vice Captains;
- Kids in Gosnells Leaders;
- Cultural Leader;
- French Leaders;
- Planeteers;
- PAThS Pals; and
- Your Move Leaders.

Students being selected in leadership roles from Years 3-6, work with the Deputy Principals and teachers to ensure student voice is considered and heard, and to raise the profile of their focus area in our school.



Business Plan Targets

Targets included in our Business Plan are monitored annually and shared with staff and the School Board. Targets tend to be aspirational and our focus is on achieving them over the three-year period of the Business Plan.

| Numeracy Targets | |
|--|--|
| Have 50% of Year 3 students improve 3 bands when tested again in Year 5 in numeracy. | 3 or more bands 13% 2 bands – 39% |
| 80% of students improve by one-year level in Mathletics. | 71.6% of students have progressed at least one-year level. |

| Intervention Target | |
|---|--|
| 80% of students in the intervention program will show at least 12 months growth on York Assessment of Reading Comprehension (accuracy and comprehension), and be in an average range on the Sutherland Phonological Awareness Test after 12 months of intervention. | 6 months of intervention... Yr 1 Spat 70% Acc 30% Yr 2 Spat 67% Acc 59% Comp 25% Yr 3 SPAT 57% Comp 80% Acc 72% Semester 1 – 29 students |

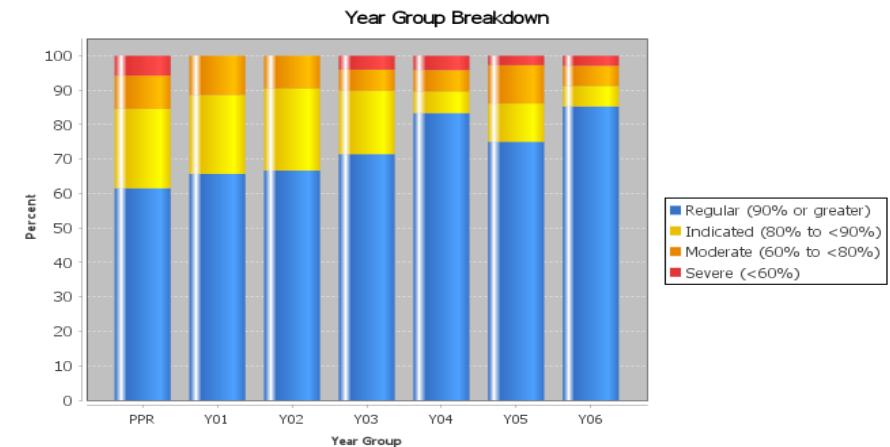
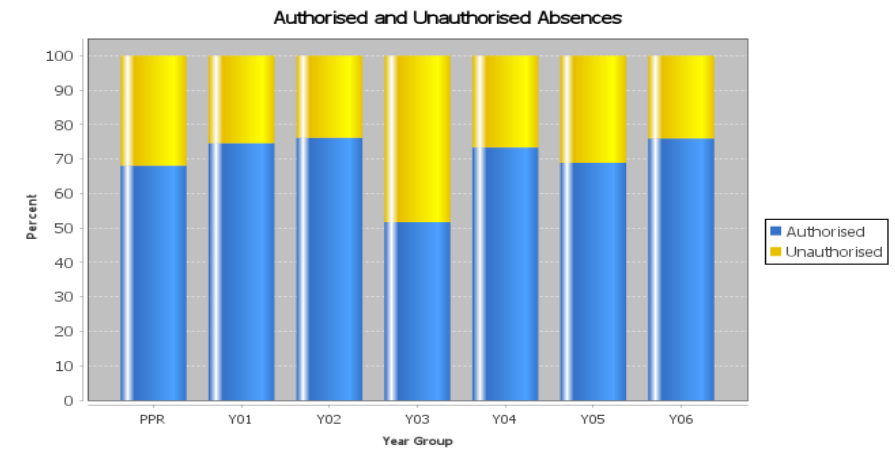
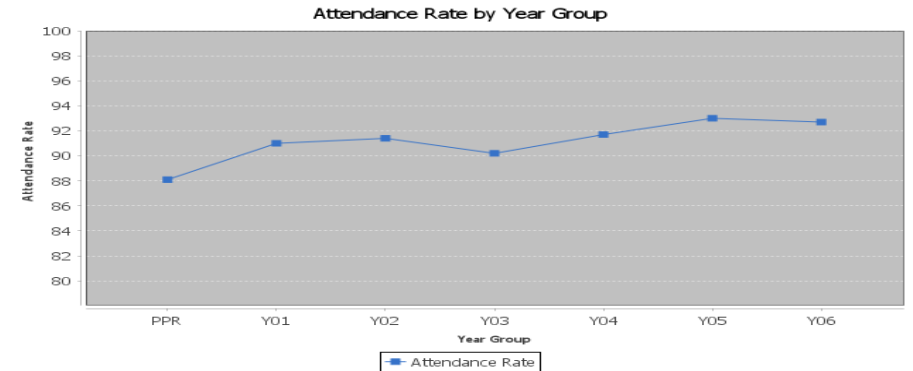
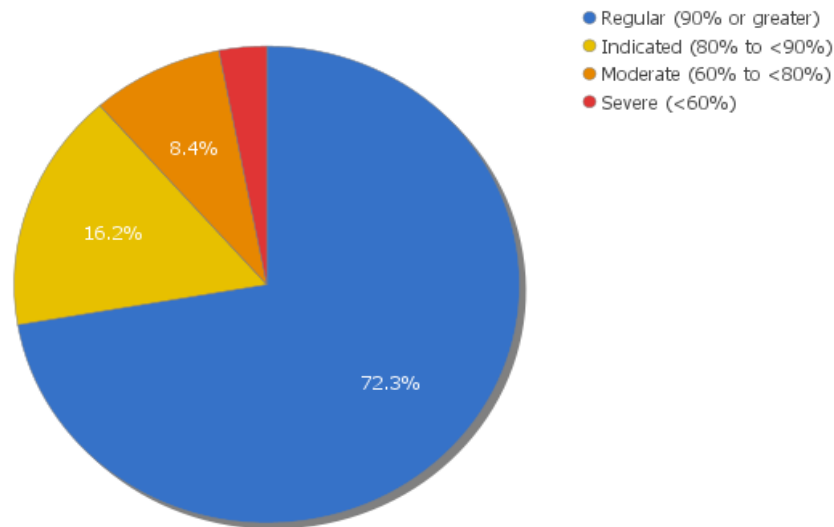
| STEM Targets | | |
|--|--------------|-----------------|
| 80% of students will be able to link a completed learning activity to a 21st Century Learning Skill and support their choice. | 48% | |
| Staff and students will be able to recall 70% of the 21 st Century Learning Skills overarching descriptors. (5 of the 7 statements) | Staff | Students |
| | | 51% |

| Literacy Targets | Reading | Writing |
|--|--|--|
| Have 50% of Year 3 students improve 3 bands when tested again in Year 5 in reading and writing. | 3 or more bands 30% 2 bands 26% | 3 bands – 9% 2 bands 44% |
| Brightpath – 80% of students are at 'C' grade expected levels, or above, for Brightpath Semester Two Narrative and Information Report assessments. | Narrative | Information Report |
| | Year 1 – 68% Year 2 – 38% Year 3 – 68% Year 4 – 41% Year 5 – 66% Year 6 – 75% | Year 1 – % Year 2 – % Year 3 – % Year 4 – % Year 5 – % Year 6 – % |
| 80% of students improve 20 or more Brightpath points on each assessment (Narrative and Information Report) between Terms 1 and 4. | Narrative | Information Report |
| | Year 1 – 86% Year 2 – 77% Year 3 – 54% Year 4 – 61% Year 5 – 65% Year 6 – 50% | Year 1 – % Year 2 – % Year 3 – % Year 4 – % Year 5 – % Year 6 – % |

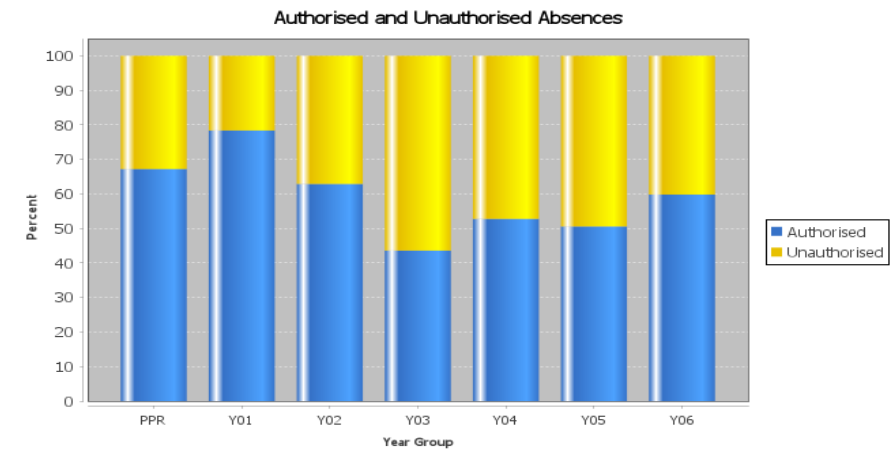
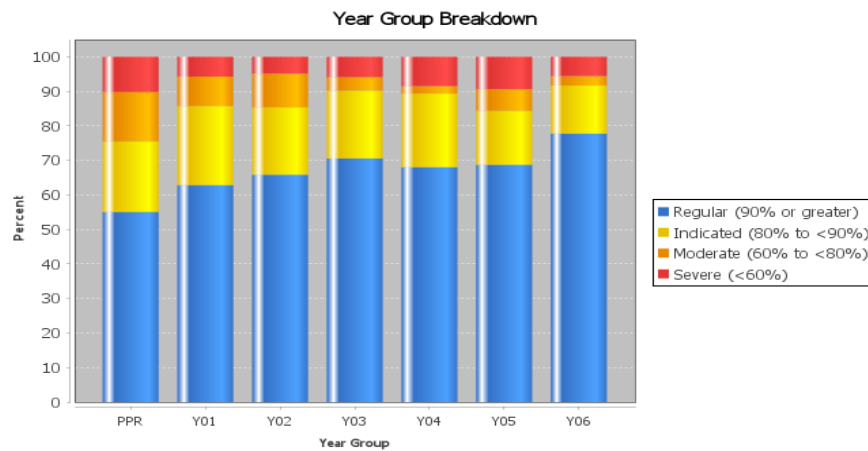
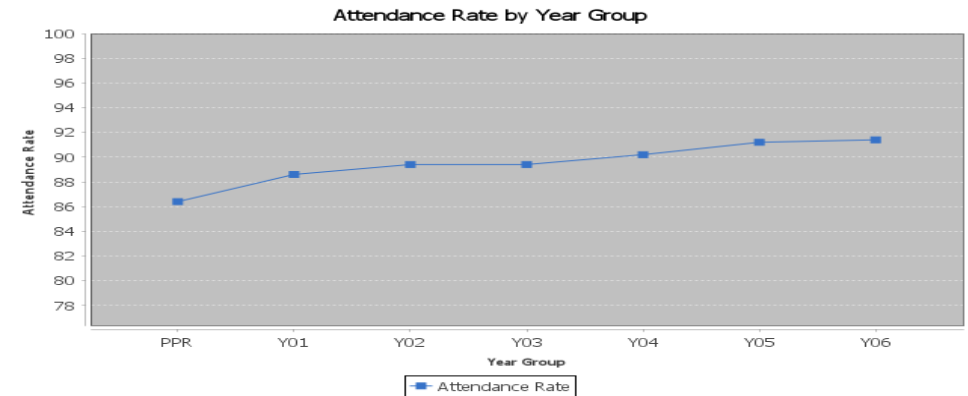
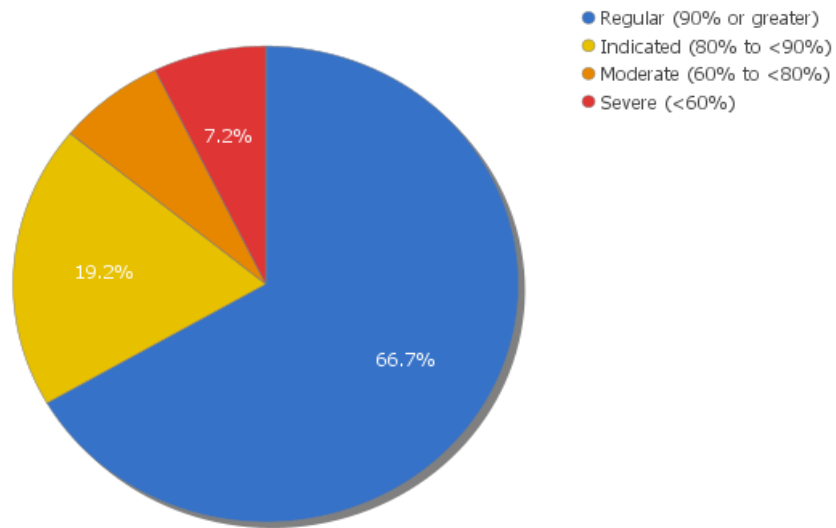
Attendance

Attendance is closely monitored by teaching and Administration staff. In 2021, the Attendance Policy was revised with staff and shared with the School Board for approval. The two lockdowns experienced throughout the year continued to have an impact on attendance as did the ongoing pandemic. Staff had a focus on reducing the number of unauthorised absences; following up with families to ensure every absence was explained. We did reduce the number of unauthorised absences in comparison to previous years. Students are encouraged to attend regularly, which is at or more than 90% attendance. Attendance is broken into the following categories: Regular (90% or greater), Indicated (80 – 89%), Moderate (60 to 79%), and Severe (less than 60%). Having regular attendance means missing no more than one day every two weeks.

Attendance Profile Semester One



Attendance Profile Semester Two



Attendance rates across all year levels were lower in Semester Two. Despite following up unauthorised absences, the number of unauthorised absences increased from Semester One to Semester Two. This will be a line of inquiry into the next year.

Finance Report

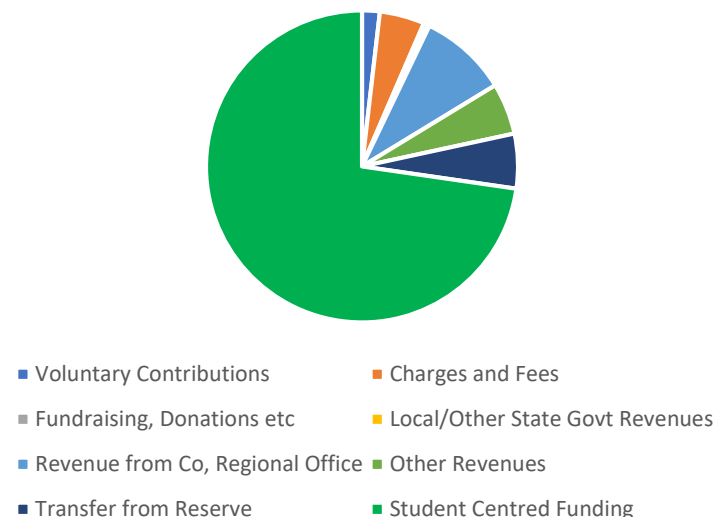
The Principal must meet accountability expectations in relation to funding provided to the school. Resources should be applied in a targeted manner to meet the learning and wellbeing needs of all students at Bramfield Park.

The 31st December 2021 Financial Summary is as follows:

| Revenue –Cash | Budget | Actual |
|-----------------------------------|-------------------|-------------------|
| Voluntary Contributions | 10,556.00 | 10,914.50 |
| Charges and Fees | 26,053.00 | 27,641.56 |
| Fundraising, Donations etc | 1,500.00 | 2,626.40 |
| Local/Other State Govt Revenues | 1,100.00 | 1,100.40 |
| Revenue from Co, Regional Office | 5,600.00 | 54,522.23 |
| Other Revenues | 30,758.00 | 31,633.55 |
| Transfer from Reserve | 33,719.00 | 33,719.00 |
| Total Locally Raised Funds | 111,286.00 | 164,191.24 |
| Opening Balance | 116,368.00 | 116,368.02 |
| Student Centred Funding | 432,123.00 | 432,122.89 |
| Total Cash Available | 659,777.00 | 712,682.15 |

| Expenditure – cash | Budget | Actual |
|---------------------------------------|------------|------------|
| Administration | 24,951.00 | 19,547.16 |
| Utilities, Facilities and Maintenance | 186,456.00 | 146,133.83 |
| Buildings, Property and Equipment | 117,394.00 | 112,860.82 |
| Curriculum and Student Services | 153,402.00 | 153,932.82 |
| Professional Development | 16,750.00 | 16,015.56 |
| Transfer to Reserve | 139,950.00 | 139,950.00 |
| Other Expenditure | 20,874.00 | 21,614.37 |
| Total Goods and Services Expend. | 659,777.00 | 610,054.56 |

Current Year Actual Cash Sources



Purchasing in 2021:

Covered Walkway between B Block and Undercover area
\$12,485.00
Shade sails over Year 3/4 playground \$16,995.00
Interactive Whiteboards x 4 \$17,094.00
Upgrade of the Pre-primary Playground \$23,980.00
24-point Core Switch replacement \$5,252.86
Desktop computers x 4 \$5,522.00
PA and Sound Equipment \$6,778.16
Library Furniture \$7,113.15

Bramfield Park Primary School - School Board Annual Report

This year to create the Annual Report on behalf of the School Board, we asked all members to make a statement reflecting their year as a member of our Board.

- The Board has been given many opportunities to reflect on data, analyse our student progress and contribute to the strategic planning.
- I have had so much fun to hear how the school is run.
- Our Business Plan 2021/2023, being consulted, School Review - being consulted and updated and happy to be involved for the next two years if no one else volunteers!
- Flexibility and adaptability in the face of COVID implications and lockdowns in the school setting. Attendance, academic progress, engagement (both student and staff) were all supported and minimally impacted.
- Outstanding data presentations to support decisions and show the progress the school has made.
- Simply how amazingly supportive the Board is towards our school staff and families. The Board Members have provided positive feedback for all initiatives undertaken by the school administrators and staff.
- The organisation, preparation and communication in the lead up to the school review. Outstanding work that led to well-deserved recognition.
- All the meaningful, well presented, relevant data.
- I love meeting with Jayne every few weeks and catching up on the amazing progress around our school. It was also an honour

to be included in the Public School Review and sharing our fantastic school.

- The way we listen to each other to build a school that exhibits the values of care, support and sees the students develop their best.
- Seeing a multitude of different ways of looking at different issues. It has been a safe place to offer opinions. It reinforces what a gem Bramfield Park Primary School is.
- The growth and commitment of both the Board and school community; it really is inspiring. I loved the process of the school review as it allowed us to use not only the quantitative data but also to bring in the qualitative, human aspect of the work the school does. It's amazing to be part of a Board that sees students as people, rather than just numbers on spreadsheets.

Amber Haydon
School Board Chair

