



A message from our Chair

Bradbury School reached an important milestone this year: it passed with flying colours its International Baccalaureate (IB) certification. This was a team effort and involved months of preparation by the teachers, administration, School Council and Bradbury School community. With these highly regarded credentials firmly in place, Bradbury School will continue to deliver the best possible English medium education to children during their primary years.

Enrollment was at 720 students throughout the entire year, which is the full capacity of our school. As in years past, the student body had tremendous diversity, drawing from over 50 nationalities and representing families living long term in Hong Kong and newcomers to our city. The Learning Support Centre supported students with medium level learning needs in each year group.

Our brand new library space was fitted out over the summer and was ready to receive students at the start of the 2011-2012 school year. It must be one of the most attractive, innovative and well stocked primary school libraries in Hong Kong!

The School Council has been executing its responsibilities of good governance by leveraging the experience and skills of its members who are drawn from the community, parents, teachers and administrators. It has been particularly focused on supporting Bradbury School to deliver a robust and effective curriculum, attract and retain high calibre staff, and maintain itself in a sound financial position.

I would like to thank my fellow Council members and the Parent Teachers' Association for their dedication and commitment to making Bradbury School a highly regarded educational institution. I congratulate the students, parents, teachers, school administration and Principal for the excellent results achieved last year. My best wishes to all in the Bradbury community for the year ahead!

Eleni Istavridis
Chair
Bradbury School



A message from our Principal

What a wonderful year 2010/11 was! We achieved three significant milestones which will have an ongoing impact on our school. These were:

- The developing of our new mission and vision statements
- Gaining IB World school authorisation
- Being granted CIS candidacy status

Along with this, our staff continued to work very hard to continue to deliver a high quality education for our students. As a focus of curriculum development, we examined how we deliver science through our Programme of Inquiry to ensure that appropriate attention is given to this area.

One of the major areas of excitement over the whole year was the development of the plans for our new library. Many hours of thought, searching, planning and discussion went in to what is a spectacular result. The new library is an outstanding space and a great example of what creative thinking can produce.

Our strong partnership within our Bradbury community continued and the level of parent support was again an outstanding feature of the relationship that we share.

I would like to thank the many groups that contribute to our continuing success- the Council, the PTA, our parents, the staff and our wonderful students

Sandra Webster

Sandra Webster
Principal
Bradbury School



Our Mission and Vision:

One of the highlights of last year was the two days that staff, including representation from all stakeholder groups joined together to rewrite our Mission and Vision statements. We wanted to create statements that both capture the heart of our school, while being brief and memorable. The result was a mission and vision that we believe accurately reflect our practice, beliefs and values:

Mission Statement:

Inspiring learners, inquiring together, enhancing our world

Vision Statement:

Bradbury School:

- Builds strong foundations in a dynamic, innovative and enjoyable learning environment.
- Supports the needs of learners through a balanced curriculum.
- Empowers learners to be socially and globally responsible.



Our mission statement is strong because:

Inspiring learners- this talks about the individual, as well as reminds us all of our role and responsibility to each other. It is strong also, as the word 'learner' was used quite deliberately (as opposed to 'student') because at Bradbury, everyone is seen learner and understands that this is true for them.

Inquiring together- this statement underpins and supports the 'partnership' philosophy that Bradbury holds. It also reinforces our collaborative, collegial approach to school life, where everybody is recognised as having an important role to play.

Enhancing our World- this is about looking beyond ourselves, about developing a sense of global responsibility, knowledge and understanding. As a school, we want 'action' to become an important and natural progression from the concepts learned in the classroom. In this way, we transform theory into meaningful practice.

Our vision statements then translate the mission statement into 'hows'. We felt the need for our progressive attitude and innovative practice that we at present have and are continually striving for, within an environment that attends to the 'basics' needed to be recognised. At the same time, our attention to developing a well rounded student, without an over or under emphasis on any one aspect to be included.

The growing importance of developing social awareness and responsibility was something we valued and recognised the importance of.

We knew that even without a current Mission and Vision statement, Bradbury School worked well our students learn in a rich and meaningful environment. What the development of these statements did is both encapsulate where we were and reiterated our aspirational goals for the future. As a community, we were thrilled with what we developed together.



Curriculum Priorities for the Year:

Bradbury School had a number of curriculum priorities during the 2010/11 school year:

1. Looking at developing core understandings of science in terms of:
 - pedagogy
 - inquiry
 - knowledge
2. Unpacking the IB Scope and Sequence documents in terms of classroom programmes using them in teachers' planning.
3. The Primary Years Programme (PYP) Authorisation Visit November 17/18 2010.
4. To begin the Council of International School (CIS) accreditation process, January 2011.
5. To audit the current practice, understanding and resources in Social Studies to prepare for a curriculum focus in 2011/12.



International Baccalaureate Authorisation:

In November 2010, Bradbury School gained International Baccalaureate (IB) authorisation for our Primary Years Programme (PYP), thus becoming an IB World School. This was a one week visit from two IB representatives who visited classrooms, looked at planning, talked to students and teachers and met with members of the School Council and parents.

The aims of the PYP Authorization visit included:

- Evaluating the preparedness of Bradbury School and determine whether or not the school is committed to the philosophy, aims, objectives, and standards and practices of the PYP.
- Obtain a clear overview of how the philosophy of the PYP compares with the educational philosophy of the school.
- Assist the school management in making appropriate decisions concerning the ongoing implementation of the program.

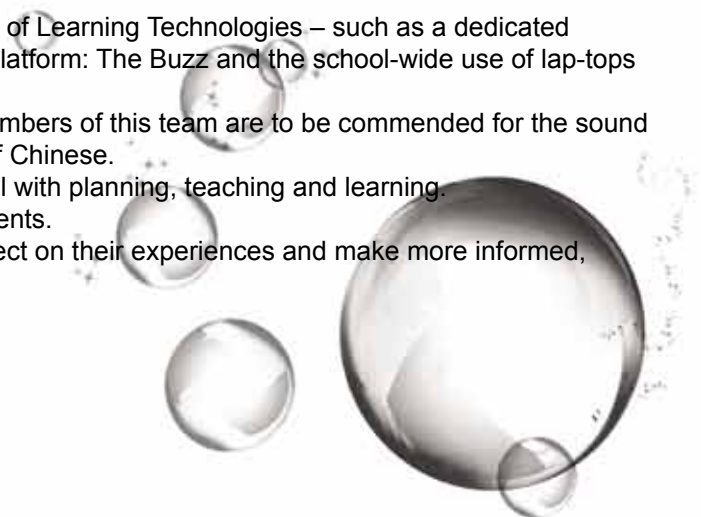
The focus of the visit consisted of formal interviews and informal dialogues with individuals, teams and groups. The IB visiting team primarily:

- Met with the Bradbury School management team, teachers, school council representatives, parents and students.
- Viewed the school's facilities.
- Assessed the resources and instruction materials at Bradbury.
- Visited all classes (including specialists).

The school received a large number of commendations and a number of recommendations that will assist our school community to build on the excellent PYP practices that has been developed over the past three years. The feedback from the visiting team was very positive. The team commented on the positive tone of the school and the fantastic students that they had met – they stated that the school was definitely a 'happy place'. It was noted that the teachers in the school were dedicated and professional and that the school was led by a respected and effective leadership team. The team also noted that the school had a very cohesive feel.

A selection of commendations provided by the visiting IB team can be found below:

- The beliefs and values that drive the program are shared by all sections of the school community.
- The school provides a safe, secure and stimulating environment based on understanding and respect.
- The school develops a climate of open communication and careful expression of ideas, attitudes and feelings.
- The school has built a good understanding of, and support for, the program through the school community.
- Time for collaborative planning and reflection is built into all teachers' schedules.
- The school's curriculum is sensitive to cultural, gender, linguistic, ethnic and religious differences.
- The school's Learning Support Centre (LSC) provides very good support for students with individual educational needs. All staff at the school are to be commended for their efforts in developing an inclusive program for students with individual needs.
- The curriculum at the school is enhanced by the use of Learning Technologies – such as a dedicated learning technologies teacher, the Virtual Learning Platform: The Buzz and the school-wide use of lap-tops in the classroom.
- The school offers a strong Chinese program and members of this team are to be commended for the sound inquiry pedagogy that is used in the daily teaching of Chinese.
- Assessment at the school is viewed as being integral with planning, teaching and learning.
- The IB Learner Profile is used when reporting to parents.
- The school supports students in learning how to reflect on their experiences and make more informed, independent choices.



Their final report to the school stated that:

“The staff and leadership team at Bradbury School are to be congratulated for the manner in which they have acted on many of the recommendations and challenges from the preauthorisation visit turning them into strengths of the programme. The staff have genuinely embraced the PYP framework and have worked individually and collectively towards developing a positive, collaborative culture in the school. The school has provided planning and professional development time in recognition that the journey the school is undertaking involves significant paradigm shifts.

We would like to express our appreciation to the administration and the entire staff at Bradbury School for arranging a very professional and informative visit. We would also like to thank all support staff and significantly, the enthusiastic students who engaged the visiting team in informative dialogue about their learning. It was obvious to the visiting team that the staff were “living the learner profile” and all members of the school’s community recognised the changes and positive impacts the PYP is having on the school, its staff, students and families.”

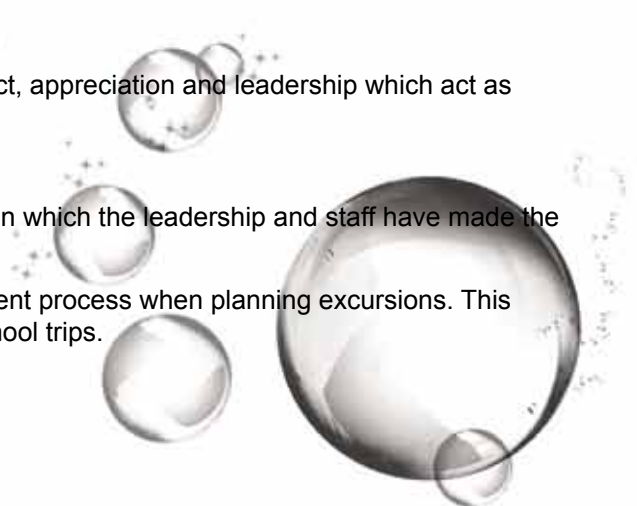


Council of International Schools (CIS):

In January 2011, Bradbury School began the process of the Council of International Schools (CIS) Accreditation with a visit from Margaret Alvarez and Ray Davis, who submitted a Preliminary Visitors' Report to the Board of Trustees of the Council of International Schools, the CIS Accreditation Service and its Advisors. On completion and acceptance of their consideration of the January 2011 Report, Bradbury School was granted candidate status for CIS accreditation.

The visitors reported on many positive school features which supported the recommendation for accreditation candidacy. These included:

- The review of the school's Guiding Statements appears to have created a deep understanding of the school's values and beliefs, has energized staff, and has resulted in strong personal commitments to the Guiding Statements.
- Ample evidence, both documentary and observational, points to the clear alignment of the written curriculum, taught curriculum and student learning which strongly supports the school's Mission and Vision.
- It was evident to the visitors that Bradbury School is a learning focused school engaging both students and staff, and that the concentration given to students' learning is a major strength of the school.
- The visitors were impressed by the lively and highly productive professional staff dialogue concerning curriculum design, curriculum delivery and student learning. Teachers and managers demonstrated great enthusiasm towards continuous curriculum improvement.
- Impressive curriculum mapping documentation has been created by the school to ensure that full curriculum coverage is maintained within the transdisciplinary curriculum links.
- The school is highly committed to developing a greater awareness amongst its students of global issues, including the Bradbury School initiated Library for Library project.
- Bradbury School provides an impressive programme of professional development geared towards supporting initiatives and developments contained in the three year strategic overview and geared to supporting individual teacher development.
- Technology has been embraced as an effective learning tool.
- The school effectively supports students to develop self-evaluation skills that will increase the management of their own learning.
- There appears to be a good working relationship between the School Council and the Principal.
- The Principal's leadership has created a vibrant learning environment which is highly appreciated by members of the school community.
- A healthy climate of open dialogue and debate seems to exist amongst the senior leaders in the school.
- The visitors were impressed with the school atmosphere and the overriding ethos in which the qualities of respect, care, purposefulness and enjoyment form an integral part of a rigorous and vibrant learning community.
- Bradbury School is a very 'happy' school, and staff have created a sense of purposeful fun that encourages student enjoyment of school.
- A supportive home / school partnership has been developed.
- There appears to be strong shared values of teamwork, respect, appreciation and leadership which act as foundational drivers to creating a positive school ethos.
- Observed student behaviour is exceptionally good.
- One of the special features of Bradbury School is the manner in which the leadership and staff have made the building aesthetically pleasing.
- The school utilizes an ESF-wide comprehensive risk assessment process when planning excursions. This supports the comfort and well being of staff and students on school trips.



CIS Recommendations Included:

- It will be important to create a formal mechanism/system to assess the school's success in achieving its objectives as laid out in its Guiding Statements.
- In order to ensure and demonstrate that the school's planning tools are driven by its mission, vision and objectives, it is suggested that the school create a link within the school development plan to the Guiding Statements.
- It will be important to create a Bradbury School definition of internationalism/interculturalism which will help create a common understanding of what these concepts mean in the school context.
- Ensure that the development of scope and sequence within all learning areas becomes fully established to provide a comprehensive vertically articulated curriculum.
- Develop methods by which individual student achievement can be identified, tracked and mapped across the whole curriculum.
- Continue to develop an inquiry based approach to the teaching of Mandarin and adopt a more differentiated delivery of the curriculum.
- Continue to develop ways in which the cultures of Hong Kong and mainland China can be further incorporated into the curriculum.
- Investigate ways in which mother tongue languages can be further supported within the school and the local community.
- Review the provision of support for students for whom English is not their first language in order that they may more effectively participate in classroom inquiry learning activities.
- The school carry out a review of its ESL support provision.
- Investigate ways in which mother tongue languages can be further supported within the school and the local community.
- The school review its provision of pastoral care and social and emotional support for students.
- For the school to fulfil its Mission of 'empowering learners to be socially and globally responsible' additional emphasis should be placed upon the active promotion of global environmental awareness.
- The school should schedule periodic formal reviews of its complementary programmes to assess their alignment with, and success in promoting, its Mission and Vision.
- The visitors support the school's intention to develop and implement a three year rolling budgeting process.
- It is recommended that the school review the layout of the playground to ensure that students in a wheel chair have adequate access.
- It is important that the school continue to review the use of space in the light of student learning needs and well being.
- It will be important to fully implement the school's lockdown procedure.



CIS Self - Study Survey Report:

As a part of the CIS process, a stakeholder survey was commissioned to be carried out by The Endicott Research Centre in May 2011, the results giving the school further information about areas of strength and of those needing further attention. The survey was administered to four groups within the school community: staff, students, parents and the School Council. Each group was asked a set of questions appropriate to their role and linked to the CIS standards and indicators. Feedback was given in terms of a percentage of Total in Agreement.

Some areas of strength highlighted by the survey:

- I regularly reflect upon and evaluate my own teaching/work- 100% (staff)
- Teachers respect students- 100% (staff)
- I feel I provide help to students as needed- 100% (staff)
- The school leadership promotes an atmosphere of collaboration and mutual respect – 100%(Council)
- I am made aware of the results of any standardised achievement tests given by the school- 100% (Council)
- The school management complies with all applicable statutes- 100% (Council)
- Effective means for communication with students and parents are in place – 100% (parents)
- I trust that my child is safe in educational trips- 100% (parents)
- My child's school is a welcoming and friendly place- 99.4% (parents)
- What I learned in my classes last year is helping me this year – 95.2% (students)
- I believe that my teachers are knowledgeable about their subjects 98.2% (students)

Some responses that indicate areas that needs to be strengthened or reviewed (positive response rate of less than 75%):

- I incorporate aspects of the local language and culture into my teaching- 60% (staff)
- Guidance counselling is available to students for a variety of student needs – 45.5% (staff)
- There is a clear evaluation system to regularly appraise the performance of the governing body against its duties and predetermined goals- 50% (Council)
- After appropriate consultation and debate, the governing body sets fee levels, which ensure the ongoing financial stability of the school.- 25% (Council)
- My classes challenge me- 74.6% (students) NB/ This was the only student response with a positive response rate of less than 75%



Curriculum Enrichment

Over the last year, we have enriched and extended our curriculum provision to include:

Camps:

Year 4 – three days at Cheung Chau.

Year 5- four days at Chong Hing Water Sport, Sai Kung

Year 6- five days at Outward Bound Camp, Sai Kung



Student Action:

Year 1

In Year 1, children demonstrated action throughout our inquiry 'I can be a person who helps' under the transdisciplinary theme of 'How We Organise Ourselves'. The children inquired into how they help others, who helps them and how they can be people who help. As people who can help, the children raised money for different organisations by doing jobs at home, selling some of their books and toys to friends, and carrying out sponsored activities. Lots of ideas were generated and discussed in the classroom before action was taken at home. The organisations that received money were Animals Asia, World Vision and KIVA.

Year 2

Whilst inquiring into 'Forces Impact on Movement' under the transdisciplinary theme 'How the world works' students created their own videos at home demonstrating the different forces impacting a car when it goes down a ramp. Students had been exploring this concept in class and students went home and further explored this using a range of different ramps. They videoed their findings and presented them to the class. These videos were incorporated into our class assemblies.

Year 3

Year 3 students were given the opportunity to create and design three advertising boards for the number 15 bus stop on Stubbs Rd close to Bradbury School. They decided to use the three statements from the mission statement and they designed their own ideas with this. Using their IT and photographic skills they were able to create some posters which embodied their understandings of these statements. These were then magnified by the printers and posted on the number 15 bus stop boards for two weeks in May 2010.

Year 4

The concept of 'alien species' was fascinating for many pupils and questions arose around why settlers originally introduced species now considered to be a pest. Actions included the independent creation of a PowerPoint about different animals' ecosystems and pupils demonstrating an awareness of the ways in which their actions (e.g. littering) can destroy ecosystems.

Year 5

The children in Year 5 grew plants as part of the action they wanted to take in the unit on 'Living Things'. They worked with a horticulturist to gather native seedlings, identify them and they studied seed dispersal methods. They then grew a collection of these to replant around the school.

Year 6

During their 'Who We Are' unit last year, Year6 focussed on factors that affect their well being. They explored puberty issues as well as food, self esteem, drugs. The students all looked into their own eating/sleeping/healthy living habits and identified areas they could improve. They then tracked a week to see if they'd made any changes.

LSC

Students from the LSC visited the Taste supermarket in Wanchai where they bought their lunch and prepared it back at school.



School Trips:

A variety of trips took place throughout the year for each year level. Each of these trips supported, reinforced and enhanced the learning in the classroom and were designed to support concepts being presented. These trips were planned well in advance and strict adherence and attention to health and safety guidelines were followed, including the completion of the required permission, risk analysis and documentation.

The following is a sample of the trips undertaken:

Year 1:

As part of the inquiry into 'I can be a person who helps us', all Year 1 students took part in a school trip to Stanley Markets. This was an opportunity for pupils to continue their action of how they can help others. The purpose of this trip was for the children to purchase Christmas presents for other children, such as toys, books etc. These presents were then wrapped at school and given to Crossroads. Crossroads passed these presents on to children of the same age.

Year 2:

In the Year 2 inquiry, 'Communities reflect the needs of people' under the transdisciplinary theme 'How we organise ourselves' students compared and contrasted two different communities. The students went to Cheung Chau Island and Wan Chai and looked at the different facilities, landscape, buildings and population. They then reflected on the similarities and differences between these communities as well as the community in which they live.

Year 3:

For the unit of inquiry with the central idea 'The choices we make as consumers are influenced by the marketing of products' the Year 3 students looked into the needs and wants of consumers. The transdisciplinary theme 'How we organize ourselves' looked into the ways in which products are advertised and how advertising can influence our choice of products. The students took an advertising walk through Causeway Bay to experience first hand the variety of advertising methods in our community. In small groups they collected photographic evidence throughout the walk.

Year 4:

Within the Transdisciplinary theme 'Sharing the planet', Year 4's Central Idea was 'Ecosystems can be changed by a variety of factors'. All classes participated in a field trip to the Hong Kong Wetlands Park, where they were able to study a variety of ecosystems.

Year 5:

In the transdisciplinary theme 'How the world works', Year 5 studied water. For this unit of inquiry we visited the Pak Tam Cheung River in Sai Kung where we learned about rivers, took water samples, studied living creatures and the sedimentation process. The students also learned how to use a compass and read a map. A group of students also visited the Sai Kung Water Treatment Plant to learn how Hong Kong's water is cleaned for drinking.

Year 6:

During the unit about Hong Kong History that focussed on using different sources of information, Year 6 students went on a trip to the Hong Kong Museum of History. While there they learned about the history of Hong Kong and investigated how effective it was as a source of information. They also looked at how the information was displayed to help them with the 'Bradbury History Museum' that was developed to display their learning to students and parents.



In School Enrichment:

- Production- Ata- okolo-inona
- Book Week
- School Choir, including participation in the ESF Choral concert- 'Raise the Roof' 7th April 2011
- Battle of the Books
- HK Young Writers Awards
- Film Club - We won Best Non- Fiction Film, Best Collaborative Film in the annual ESF Film Awards.
- Y1 language enrichment group
- Y1 Thinking Skills Group
- Maths Extension in Years 4 & 6
- Tournament of Minds



Our Physical Education (P.E) Programme:

During P.E lessons, students were exposed to a broad and balanced variety of skills that built on their past experiences. With the P.E. teacher the students focused on swimming and water safety, athletics, dance, gymnastics, karate and outdoor and adventurous education. The lessons with the class teachers focused on games. Due to significant financial support from the PTA, these lessons were led by specialist coaches. The games taught included; soccer, basketball, netball tennis, rugby, rounders, cricket and field hockey. The coaches that the staff and children were privileged to work with all had impressive coaching histories, ranging from national level coaching experience to coach education officers in their specific sport. Each games unit culminated in a year group tournament, many of which took place at specialist venues off the school premises.

Alongside the P.E. curriculum we offered an extensive range of after school activities. These included long distance running, netball, rugby, soccer, field hockey, biathlon, pilates, yoga, rounders, swimming and cricket. All children involved in these activities competed in events against a vast number of other schools.

This year we also supported a number of charities through our P.E. programme. In March the Asian Barbarian Rugby squad all visited the school and coached a session with each of the classes. The photographs and autographed items from this event were all sold in aid of the relief work in Japan. We have also worked with both Escapade Sports and IFS and donated old football boots, kit and trainers to children in Africa and Cambodia.

The student's achievements in both curriculum P.E. lessons and the after school activities were highlighted on The Buzz and through the four P.E. assemblies that the children led during the year.



Reporting to Parents

Over the past year, a variety of strategies were utilised to report on the curriculum, learning, levels of progress and achievements of our students back to our parent body. These included:

- Parent Introductory evenings
- Parent – Teacher Conferences
- Student Led Conferences
- Assemblies
- End of year formal report
- Class presentations to parents
- Mathematics and Literacy Open Mornings
- Curriculum Information Sessions



School Council:

The governing body of Bradbury School, the School Council, had representation of our partner stakeholder groups, comprising of:

The Board Chair - an ESF appointee who is independent of all stakeholder groups
The Principal
Community representatives
Parent representatives
Staff representatives
Support Staff representative

Meetings were held on a regular basis throughout the year. A feature of our Council was the very effective way that sub committees were used to drill down and examine areas of mandate at a deep level. Sub committees operated in the following areas:

- Curriculum
- Finance
- Staffing

Our Chair, Eleni Istavridis continues in her role since December 2009.



Parent Teacher Association (PTA)

Bradbury School PTA Limited - Director's Report 2010/11

The principal role of the PTA is to promote cooperation between parents of students in the school, and teachers, for promotion of education to the benefit of students of Bradbury School.

During the year, the PTA ran 15 bus routes on which more than 610 students travelled to and from school every day. This is more than 85% of the school body. Almost all areas within the Bradbury catchment are covered by school bus routes, and we believe this is one of the largest and most comprehensive school bus services provided in Hong Kong. The costs for running school buses have increased sharply, due to both increases in fuel prices and other associated costs, however, the PTA has attempted to minimise the impact on parents. For the last 3 years, the fee has remained the same, however in 2011/12 it is expected that a small increase will occur.

The school shop, which is run by the PTA, provides uniforms, stationery and other supplies for students. It is open 3 mornings per week and caters to the needs of students and their parents. As with the school bus service, suppliers (of uniforms) have recently increased the cost of manufacture, thus the school shop has sought to minimise the impact of these cost increases by either renegotiating clothing supply contracts, or seeking alternative suppliers as appropriate. Minor increases in uniform costs occurred in 2010/11 which were unfortunately inevitable.

During the school year 2010/11, the PTA ran a number of social events for the benefit of parents, students and teachers and to raise funds. These included:

Bradbury Night Market – this has become the major fund-raising event on the PTA calendar. This year it raised over HK\$200,000. In conjunction with the Night Market, the school Talent Show was held, which proved to be very popular with students.

Family Fun Day – this has now been run for a couple of years and is increasingly popular as a way for parents to meet each other in social surroundings on the school premises, whilst also raising money for PTA projects. This year over HK\$20,000 was raised from this event.

Pizza and Cake Sales Days – throughout the school year the PTA organises pizza and cake sales days, where students can purchase pizza or cakes for lunch or snacks. The proceeds are directly used to support educational activities for each of the 6 school year groups. Over HK\$60,000 was raised during the year from this activity, all of which was subsequently donated to each year group.

The successful fund-raising by the PTA allows it to make worthwhile donations to the school to enhance the educational experience of students during their time at Bradbury. In previous years the PTA has made a major contribution to upgrade the playgrounds. There continues to be improvement work that can be done in this area, and funds are set aside for this purpose. In 2010/11 the PTA financed the employment of an additional sports coach for the PE Department which help improve the ball skills of most students. Other donations included:

Learning Centre Books – HK\$55,000

Year 6 Graduation Party – HK\$30,000

Carpeting - HK\$46,000

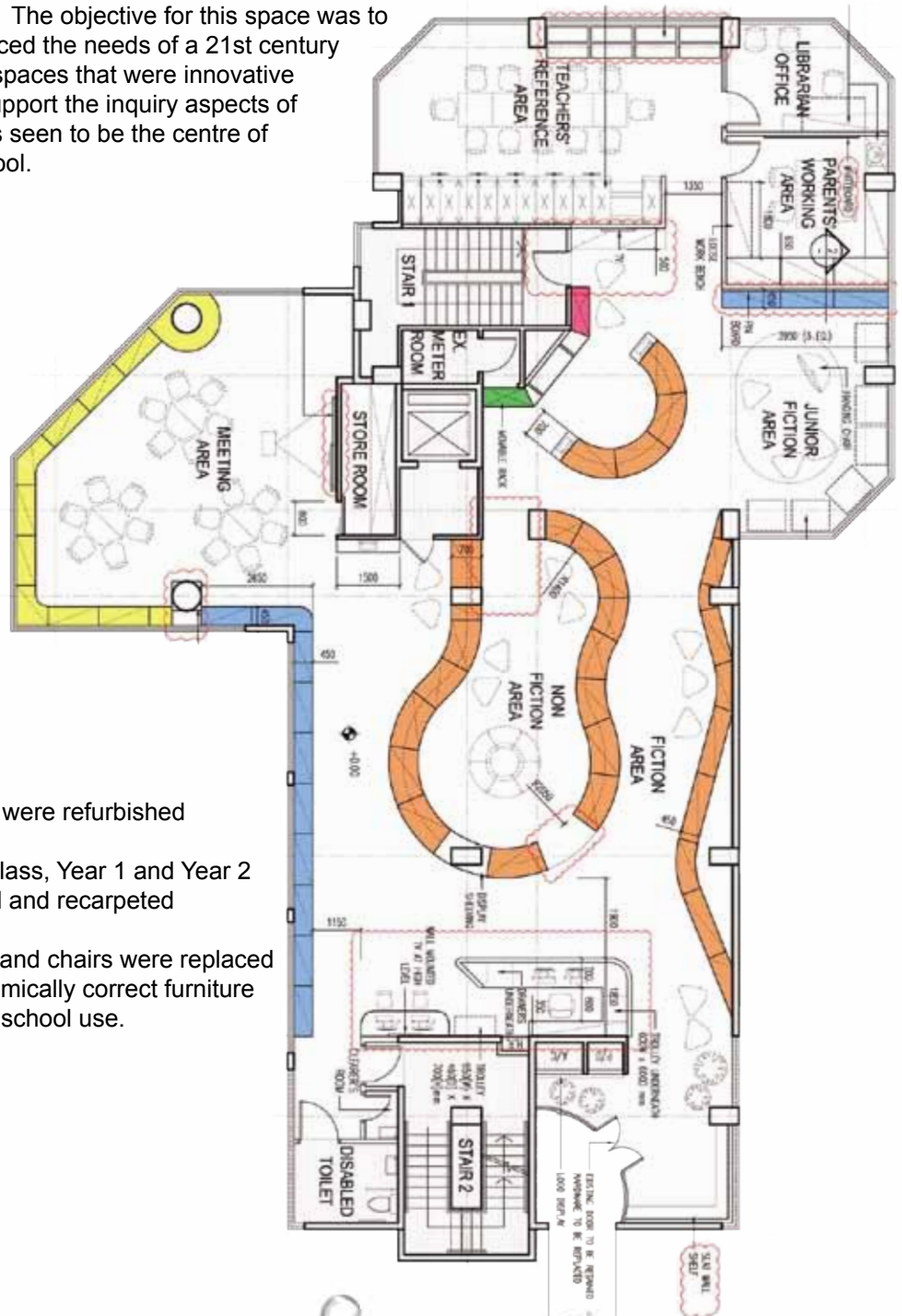
Additional Playground costs – HK\$30,000

Each year the PTA receives many requests for donations from the school, each of which is carefully evaluated before approval. In general, the main principal adopted for granting a donation is whether, as a result of the donation, the students of Bradbury will benefit or not. The PTA Executive Committee takes time to understand the needs of the school, and ensures that any donation made could not have been resourced from either the school's own assets or the ESF itself.

The PTA Executive Committee plans to continue to work on improving fund-raising efforts through frequent social events that provide opportunities for contact between members of the Association. The PTA also welcomes new ideas and suggestions from parent and teacher members on how it can continue to enhance the life of students in Bradbury.

Buildings and Facilities

Over this 2010/11 school year, plans were drawn up for the development of a new library, to be housed in the adjoining building and following on from the relocation of four classrooms and a 'link' bridge completed the previous year to accommodate this. A dedicated library working party was established and they worked in tandem with a team of architects to ensure that the new space would accurately meet the needs of our school. The objective for this space was to have a library that fully embraced the needs of a 21st century learner, with flexible learning spaces that were innovative and non traditional so as to support the inquiry aspects of learning. This new space was seen to be the centre of information literacy in the school.



- Two more sets of toilets were refurbished
- The Learning Support Class, Year 1 and Year 2 classrooms were relined and recarpeted
- All of the student tables and chairs were replaced with high quality, ergonomically correct furniture especially designed for school use.



Library for a Library Project

With the plans for a new Bradbury Library underway and with global action and responsibility being a part of our mission and vision, a major one year fundraising initiative to support the building of a new library in Cambodia was launched to the students and parent community. A partnership venture with Room to Read (RtR) was determined with RtR taking a whole school assembly and presenting at a parent information evening. The idea was embraced by the whole community and target funds were \$HKD150k. Our first fundraising event for this was a Read- a – thon. As it turned out, it was also our only event, as this raised \$HKD197K! This amount was then enough not only to sponsor the building of a completely new library, it was also enough to support the refurbishing of an existing building into a functioning library, including stocking it with books. The libraries are expected to open in 2012 and it is planned to send a representative to the opening of the libraries.



Map of Cambodia. Siem Reap is indicated in green.



Kor Trakest Primary School.



Financial Summary

School Annual Report

	Actual 2010/11	Budget 2010/11
<u>Non-cash Funding</u>		
Staff funding	38,921,409	38,680,738
Others	727,326	0
Total non-cash funding	39,648,735	38,680,738
<u>Cash Funding</u>		
Capitation & ICT Funding	3,076,116	3,068,310
Grants	6,886	6,886
Rental and other income	463,048	417,600
School Activities	1,350,774	135,840
Donation	253,042	89,000
Total cash funding	5,149,866	3,717,636
Total Funding	44,798,601	42,398,374
<u>Expenditure</u>		
Staff expenses	37,445,685	38,680,738
Other expenses - Operational	4,564,479	2,660,600
Other expenses - Capital	691,704	-
Total Expenditure	42,701,868	41,341,338
Surplus / (Deficit)	2,096,733	1,057,036



InCAS Statistics 2011

Year 3

119 students completed the test

	No. Students	%
>2yrs Above	16	13
On or Above	85	71
Below	34	29
>2yrs below	4	3

Reading

Year 6

117 students completed the test

	No. Students	%
>2yrs Above	37	32
On or Above	95	81
Below	22	19
>2yrs below	2	1.7

General Maths

	No. Students	%
>2yrs Above	7	6
On or Above	63	53
Below	56	47
>2yrs below	6	5

	No. Students	%
>2yrs Above	15	13
On or Above	78	67
Below	39	33
>2yrs below	1	0.8

Mental Arithmetic

	No. Students	%
>2yrs Above	12	10
On or Above	66	55
Below	53	45
>2yrs below	8	7

	No. Students	%
>2yrs Above	17	15
On or Above	67	57
Below	50	43
>2yrs below	2	1.7

Developed Ability

	No. Students	%
>2yrs Above	32	27
On or Above	98	82
Below	21	18
>2yrs below	2	1.6

	No. Students	%
>2yrs Above	60	51
On or Above	104	89
Below	13	11
>2yrs below	3	2.6

Bradbury School

Annual Report

2010 - 2011



Clear Vision

