

Bardia Public School Annual Report



2016



4311

Introduction

The Annual Report for **2016** is provided to the community of **Bardia Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

2016 will be remembered by the Bardia Public school teachers as the year the Bardia Teaching Model was formulated. After two years of our reading and evaluating educational research, we decided on our pedagogical directions. This was no mean feat. Our teachers as research evaluators, which commenced in 2015, was broadened. This model of professional development demands a high degree of effort and skill on the part of our teachers. Using a cycle of inquiry approach where research considered pertinent to our central purpose is identified, practical aspects of this research considered instep with our collective teaching philosophy is then evaluated in the best possible laboratory, the classroom. Only after rigorous analysis and discussion are selected practices then merged with the Bardia Teaching Model. This vital work will continue in 2017.

While anecdotal evidence has supported the view that the innovative practices undertaken at Bardia Public School are having a positive impact of student outcomes, it was heartening to see objective evidence by way of value added NAPLAN data that shows this school is performing exceptionally well. In fact, Bardia Public School is at the 90th percentile for student academic growth Kindergarten to Year 3 and at the 86th percentile for student academic growth Year 3 to Year 5.

2016 will also be remembered as the year our expected sharp increase in enrolments began in earnest. To compensate for this growth two more demountable classrooms were provided to our school. Such rapid growth saw the need to employ two new permanent classroom teachers and another Assistant Principal. We are expected to start 2017 with over 300 students and at least 64 of these will be in kindergarten.

Brett Moseley

Principal

School contact details

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School background

School vision statement

The central purpose in everything we do at Bardia Public School is to help every student become a responsible and successful global citizen. That is, someone who is a curious and passionate life-long learner; someone who shows resilience when faced with hardship; someone who measures success in their every undertaking with effort; someone who shows respect, compassion and empathy toward others; someone who takes personal responsibility for the environment and the betterment of society; and someone who champions cooperation over conflict, assertiveness over aggression and democracy over tyranny.

Following a thorough review of objective, peer reviewed educational research, it was found that Visible Learning, an evidence-based approach emphasising teachers improving their impact on student academic growth and students managing their learning, provides both a mode and means to our achieving our central purpose.

School context

Bardia Public School was built to provide for the education of children whose parents were based at Ingleburn Army Base. Once the army base closed, the area around the school became semi-rural and student numbers dwindled. Current exponential urban growth will see Bardia Public School continue to grow for many years to come. It is expected that Bardia Public School will eventually provide for the education of more than 1000 children. Even so, the school's current community-minded culture, one usually associated with small country schools, is something which our parents, students and teachers are very committed to retaining.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

As the first year of the School Excellence Framework it is certainly true that because of our limited knowledge of this framework we were no doubt overly enthusiastic in our determinations. Even so, the process was illuminating and we now possess a much clearer understanding of our performance against the school Excellence Framework. Our 2017 self assessment will be all the more accurate for our having undertaken this path. Despite this qualifying statement, we are rightly proud of our achievements.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Develop and Enhance Community Partnerships

Purpose

The responsibility for developing the Bardia Public School students as successful global citizens is one that is shared by parents, carers, teachers, members of the wider community and the students themselves. It is imperative that we devise and enhance partnerships that are mutually supportive and that engage through conduits of information and resource sharing; only then will our future leaders, our children, reap the benefits of a holistic education.

Overall summary of progress

At the heart of this strategic direction is our firm commitment to engage the community in helping to ensure the success of our central purpose beyond our school gates. To this end we have provided detailed information to the community about the Bardia Teaching Model, an innovative model of teaching and learning founded on the latest evidence based research.

Our connections with Ingleburn High School have grown to the point where we are now sharing a writing program that identifies, at the individual student level, where students are situated along a learning continuum and allows for student self-management of learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|----------------------------|
| Students reveal improvements in self-regulation at high school. | Initial survey data is promising however the small cohort make it difficult to extrapolate trends. The growing student enrolment at BPS will be helpful in this regard. | NA |
| Selected teachers build capacity through their involvement with the Systems Leadership Project. | The Writing Assessment Portfolio was presented to staff (including staff from Ingleburn High School). Unanimously, it was agreed that this program would be of tremendous benefit the visible teaching and learning of writing. The high school has indicated that they will trial the WAP in 2017. At BPS all teachers will commence using the WAP from day one, term one. In 2017 the WAP will allow for effect size calculation. | \$2000 |
| Parents/carers will possess a greater understanding of the school's goals and therefore will be better able to support their child's learning at home. | Parent / Carer surveys indicated that the Pedagogy for Parents sessions were highly valued and considered very useful in providing information about visible teaching and learning and growth mindset. | \$500 |
| Playgroup will allow pre-school children in the community to be supported in their socialising and learning in readiness for kindergarten through group play and a transition to kindergarten program. | Because of Mark Jackson's input, Playgroup was a success. The number of parents attending increased and a survey of parents attending indicated that the service was highly valued. | \$500 |

Next Steps

Student autonomy and the self-management of their learning require a sophisticated skill set. While there has been steady progress in this, we have much more work to do if we are to ensure that learning is truly visible and that students are competent managers of their learning. In 2017 a team of teachers will be provided a minimum of 20 hours to identify evidence based research that provides practical teaching and learning strategies in student autonomy. These practices will then be evaluated in a classroom setting before presentation an a staff professional development night.

Strategic Direction 2

Develop and Sustain a Professional Learning Community

Purpose

The innovative pedagogical practices of Visible Learning, chosen to achieve the Bardia Public School central purpose, present a number of professional challenges. It is crucial to our success in this endeavour that we develop and sustain a professional learning community. Such a community will augment our pooling of intellectual resources, the sharing of research findings and in providing practical support and advice at the classroom level.

Overall summary of progress

The development of professional learning community at Bardia Public School has been an extraordinary success. Every teacher at Bardia Public School engages with research and evaluates the usefulness of this research against our collective educational philosophy; that is, that visible learning and teaching will lead to the greatest gains in student outcomes and lead to students being best prepared to meet the challenges of the 21st century.

The depth of pedagogical understanding displayed by the teachers at Bardia Public School is very impressive. This growing depth of knowledge has contributed greatly to our continually developing the Bardia Teaching Model.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|----------------------------|
| All teachers will develop their skills as research evaluators and contribute to the development of quick guides. | This has been an extraordinarily successful form of professional learning. Every teacher at BPS has taken part in the process of identifying evidence practice that complements the school plan and evaluating that practice in the classroom. | \$4000 |
| School based professional development will be researched, developed and led by BPS every teacher. | This approach has seen 100% of the teachers at BPS develop and present professional learning for their peers. | \$1000 |
| The focus of all professional development at BPS is primarily to ensure success in: <ul style="list-style-type: none">• Every teacher possessing a sophisticated understanding of the Bardia Teaching Model• Every teacher becoming expert at implementing the Bardia Teaching Model• Improving the collective efficacy of the BPS teachers | The success of our teachers in achieving these three goals has been, for many, the highlight of their careers. According to a teacher survey, 76% of all lessons at BPS have learning intentions and success criteria clearly enunciated. | \$1000 |

Next Steps

Maximising the collective efficacy of the Bardia Public School staff is a goal that we will never reach. Instead, we will continually move the goal posts as every teacher transitions from newly appointed to experienced to expert. In 2017 four "development teams" will research four crucial areas of our Bardia Teaching Model:

1. Surface to Deep Knowledge and Understanding
2. Student Autonomy
3. Collaborative Learning
4. Innovative Learning Environments

Strategic Direction 3

Develop and Sustain Visible Learning and Teaching

Purpose

At the heart of the Bardia Public School central purpose is the development of the whole child: a self-regulated, capable and confident independent learner. For that reason the school will undergo a shift in pedagogy that places Visible Learning (teachers as learners of their teaching and students as teachers of their learning) as the mode and the means of delivering our central purpose.

Overall summary of progress

As long ago as 2012 the staff at Bardia Public School recognised that by simply providing our students with more of the same in regards to teaching and learning would not meet our central purpose of helping every student to become successful 21st century learner. The progress we have made culminated in 2016 with the Bardia Teaching Model, an amalgam of evidence based practice that supports visible learning and teaching. While we have certainly made excellent progress in every teacher using the Bardia Teaching Model to support teaching and learning, we have a long way to go before we can claim to be expert in its execution.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|----------------------------|
| Students will be able to plot their progress against the literacy continuum clusters and reveal a solid understanding of their position along the learning journey in writing. | Two teachers leading this process have conducted professional learning for their peers about the using the Writing Assessment Portfolio (WAP). All teachers are well position to commence using the WAP in 2017 and | NA |
| Teachers will be more accurate in assessing student writing against the continuum, their grading of students will reveal consistency of teacher judgement. | Using a common rubric, one designed by our teachers, has proved very helpful in ensuring consistency of teacher judgement. | NA |
| All students develop a growth mindset; they relish the challenge of learning and readily apply strategies to self-manage their learning. | Anecdotal evidence suggests that students understand the concepts behind Growth Mindset and are embracing the challenge of learning. | NA |
| Students, more so in Stage 3, will work both independently and collaboratively in producing excellent work products through Guided Inquiry. | Guided Inquiry has in fact proved highly successful K-6 in providing an organised structure for analysing information. Student work products have been of exceptional quality. | NA |

Next Steps

The Bardia Teaching Model is dynamic in that every aspect is to be evaluated and adapted following additional understanding of evidence based practice. In 2017 the staff will engage in a major analysis of research. Specifically, staff will seek research and practices which support the SOLO Taxonomy, collaborative learning and student autonomy.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|---|
| Aboriginal background loading | All Aboriginal students have achieved the milestone of at least 12 months growth for 12 months learning. | • Aboriginal background loading (\$3 525.00) |
| English language proficiency | Initial data reveal that students managing their learning by referring to the "I Can Statements" has improved their writing products. It is early days in the use of Growth Mindset and the Learning Pit, but anecdotally, teachers report that a majority of students understand the principles of having a growth mindset and have demonstrated rudimentary skill in applying the Learning Pit. | • English language proficiency (\$37 701.00) |
| Low level adjustment for disability | Students requiring low level adjustment for disabilities consistently rank as those students making the greatest academic progress at BPS, A number of students reveal up to four years academic growth for each 12 months of learning. The flexible component of funding is used to run Quick Smart, an extremely effective program for students requiring additional support in mathematics. | • Low level adjustment for disability (\$75 729.00) |
| Quality Teaching, Successful Students (QTSS) | Teachers report that QTSS support is highly valued in providing additional support and in class professional development. | • Quality Teaching, Successful Students (QTSS) (\$714.00) |
| Socio-economic background | Initial data reveal that students managing their learning by referring to the "I Can Statements" has improved their writing products. It is early days in the use of Growth Mindset and the Learning Pit, but anecdotally, teachers report that a majority of students understand the principles of having a growth mindset and have demonstrated rudimentary skill in applying the Learning Pit. | • Socio-economic background (\$14 492.00) |
| Support for beginning teachers | The early career teachers and their mentors agree that this model of support is hugely successful. The early career teachers have been provided additional professional development and in-class support that has proved invaluable in these early difficult years of teaching. | • Support for beginning teachers (\$30 836.51) |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 88 | 92 | 110 | 132 |
| Girls | 83 | 83 | 105 | 121 |

As the table above shows, Bardia Public School is growing and the speed of this growth is increasing. The expected enrolment at the start of 2017 is approximately 310 students. How long it will take for the school to reach its capacity of 1000 students is dependent on the speed that the housing developments around us take to conclude. Whatever the future holds, ever student, parent, carer and member of the Bardia Public School staff are committed to us retaining our delightful school culture.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95.4 | 95.8 | 95.4 | 92.7 |
| 1 | 95.1 | 94.7 | 93.8 | 92.5 |
| 2 | 92.8 | 96.1 | 91.5 | 93.8 |
| 3 | 94.1 | 94.9 | 93.5 | 95.5 |
| 4 | 93.8 | 95.7 | 92.5 | 93.2 |
| 5 | 92.3 | 91.1 | 92.6 | 94.2 |
| 6 | 94.6 | 90.5 | 89.5 | 93.7 |
| All Years | 94 | 94.3 | 93 | 93.5 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

While Bardia Public School attendance figures have always been close to or above the DoE average, the number of students we now have who visit relatives in other countries is growing rapidly and this certainly affects our attendance statistics.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 8.82 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.6 |
| School Administration & Support Staff | 2.42 |
| Other Positions | 0 |

*Full Time Equivalent

One staff member at Bardia Public School identifies as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 89 |
| Postgraduate degree | 11 |

Professional learning and teacher accreditation

Teachers Professional Development Plans (PDPs) consist of between three and five professional goals for each calendar year. One of these goals is directed toward the teacher fulfilling a chosen aspect of the School Plan. One goal is directed toward fulfilling teacher accreditation. One goal is directed toward a professional development area of the teacher's choice.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the

school Annual Financial Statement.

At Bardia Public School all funds possible are directed toward student learning. Because our school is to undergo a rebuild very little of our funding is directed toward bricks and mortar projects.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 101 256.25 |
| Global funds | 125 680.14 |
| Tied funds | 188 426.99 |
| School & community sources | 86 368.56 |
| Interest | 2 702.63 |
| Trust receipts | 16 506.60 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 13 241.11 |
| Excursions | 24 914.13 |
| Extracurricular dissections | 50 576.70 |
| Library | 7 457.57 |
| Training & development | 5 336.40 |
| Tied funds | 142 100.91 |
| Short term relief | 24 311.00 |
| Administration & office | 32 034.44 |
| School-operated canteen | 0.00 |
| Utilities | 8 327.49 |
| Maintenance | 5 765.65 |
| Trust accounts | 15 949.76 |
| Capital programs | 0.00 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 207 358.98 |
| (2a) Appropriation | 191 986.85 |
| (2b) Sale of Goods and Services | 2 538.71 |
| (2c) Grants and Contributions | 12 703.95 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 129.47 |
| Expenses | -82 428.20 |
| Recurrent Expenses | -82 428.20 |
| (3a) Employee Related | -52 175.91 |
| (3b) Operating Expenses | -30 252.29 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 124 930.78 |
| Balance Carried Forward | 124 930.78 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school's budget is presented to staff and the P&C. The amount carried over includes \$25,509.49 unpaid invoices, \$11,668.44 unpaid salaries and \$21,000 being held for an inter-school project. Much of that remaining is tied monies to be spent in 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 1 686 069.72 |
| Base Per Capita | 11 629.70 |
| Base Location | 0.00 |
| Other Base | 1 674 440.02 |
| Equity Total | 131 437.59 |
| Equity Aboriginal | 3 525.18 |
| Equity Socio economic | 14 492.03 |
| Equity Language | 37 700.85 |
| Equity Disability | 75 719.53 |
| Targeted Total | 36 820.00 |
| Other Total | 51 217.23 |
| Grand Total | 1 905 544.54 |

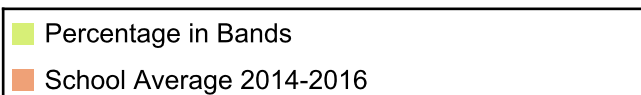
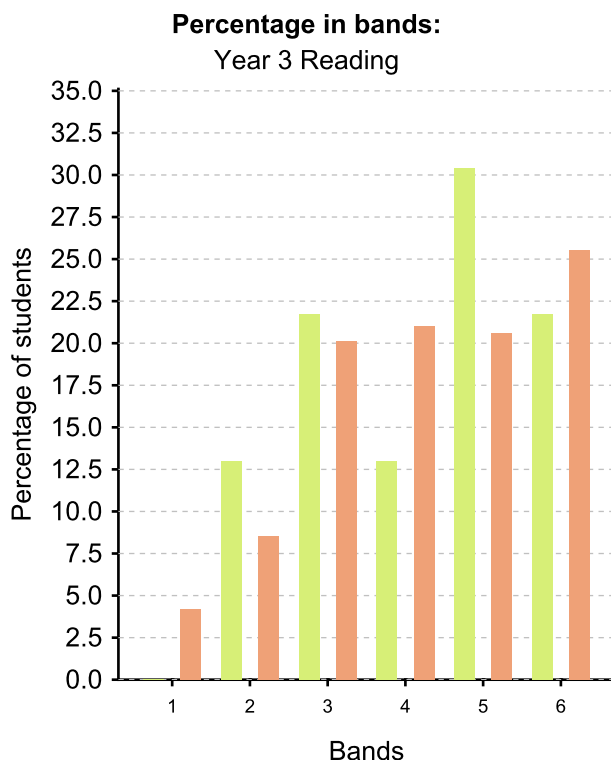
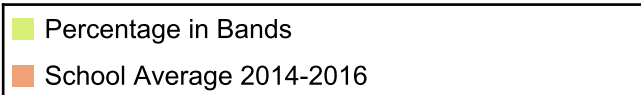
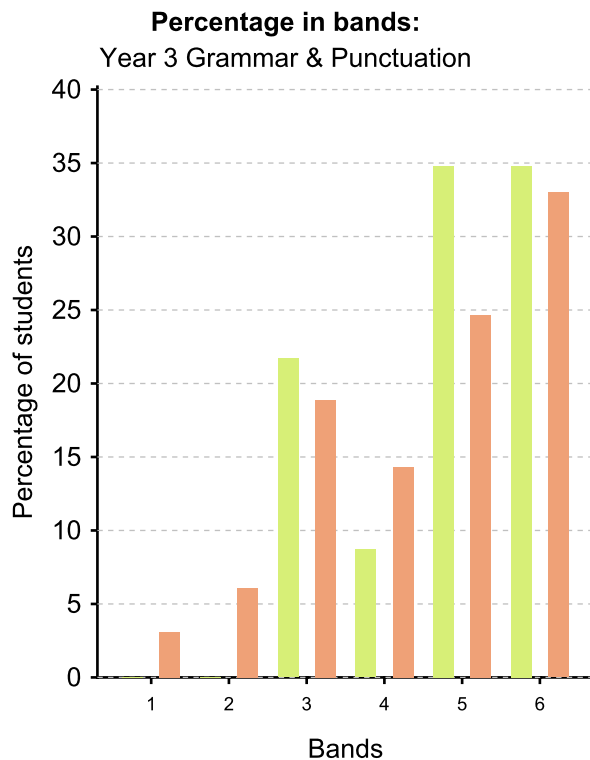
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

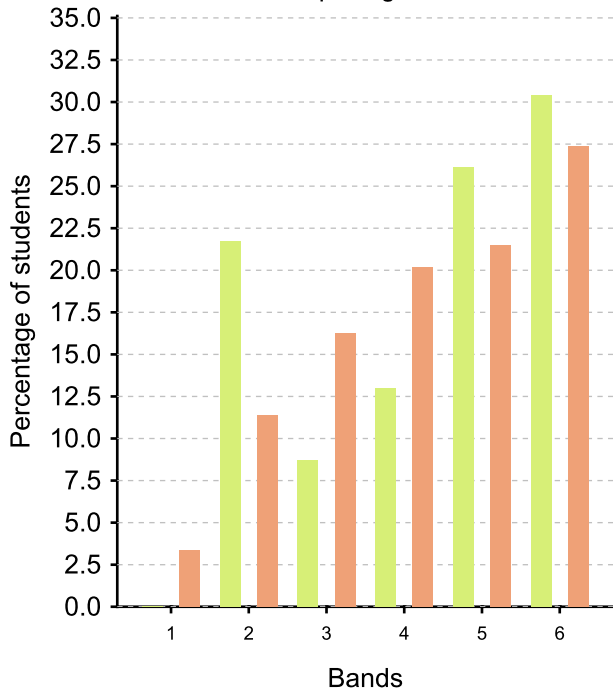
NAPLAN

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.

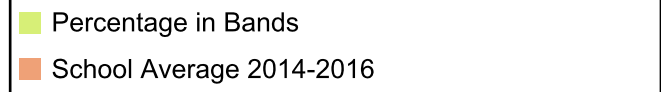
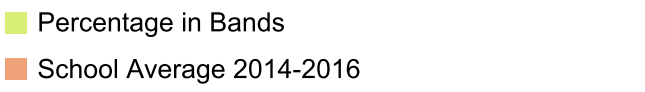
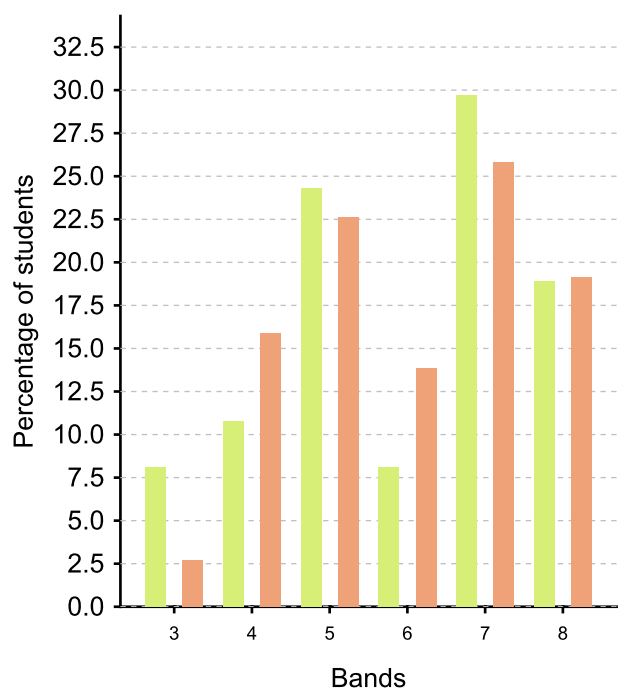
It is a long held policy at Bardia Public School that 100% of the students sit the four NAPLAN tests. At this school teachers do not "teach to the test". Instead, teachers at Bardia Public School teach a comprehensive program that implements the NSW syllabus. The aim at this school is to provide our students a holistic education. Only by doing so can we possibly prepare our students for a rapidly changing world. It is therefore very pleasing that through his approach, the students at Bardia Public School NAPLAN performance is consistently excellent.



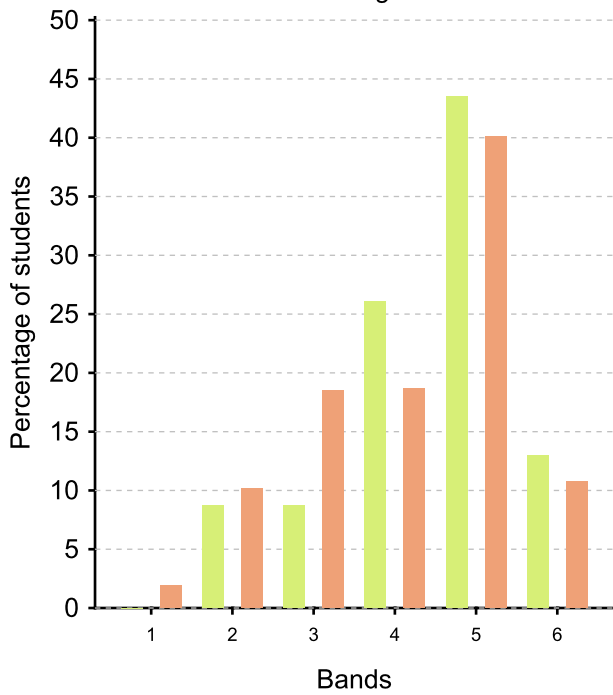
Percentage in bands:
Year 3 Spelling



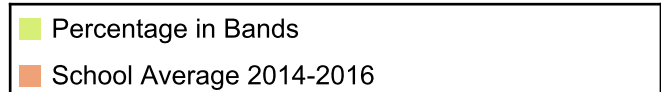
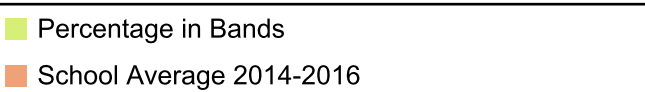
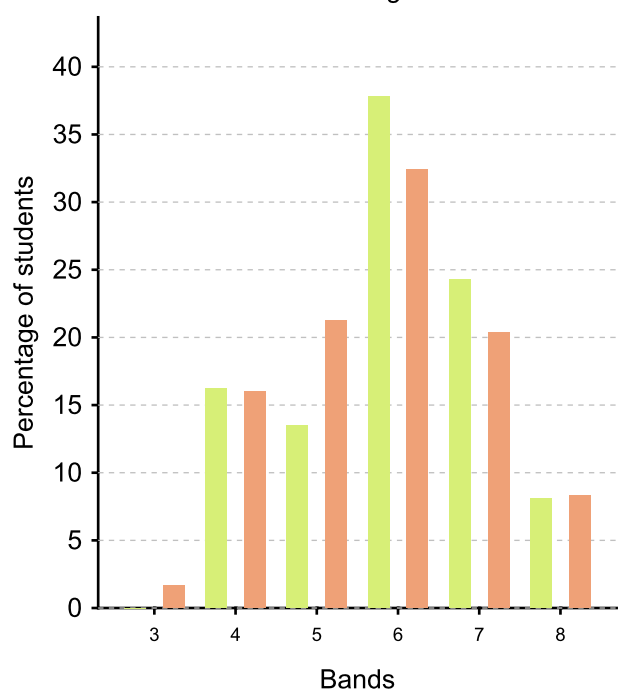
Percentage in bands:
Year 5 Grammar & Punctuation



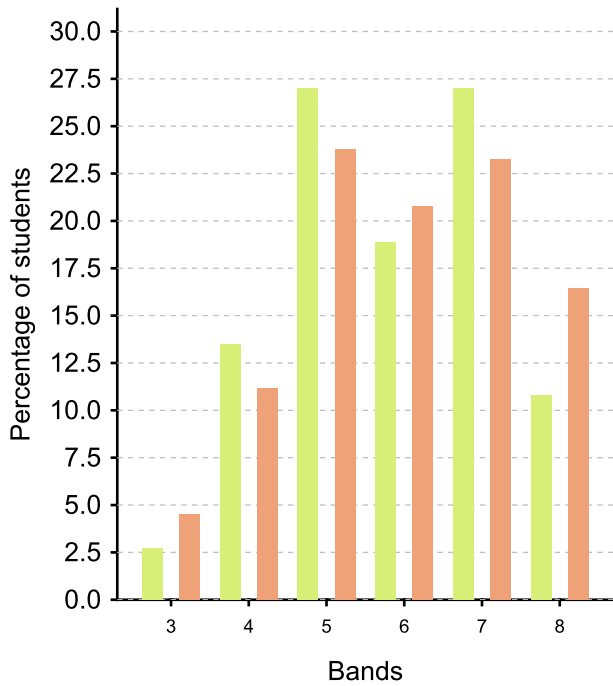
Percentage in bands:
Year 3 Writing



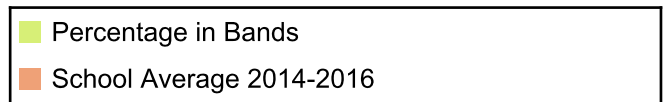
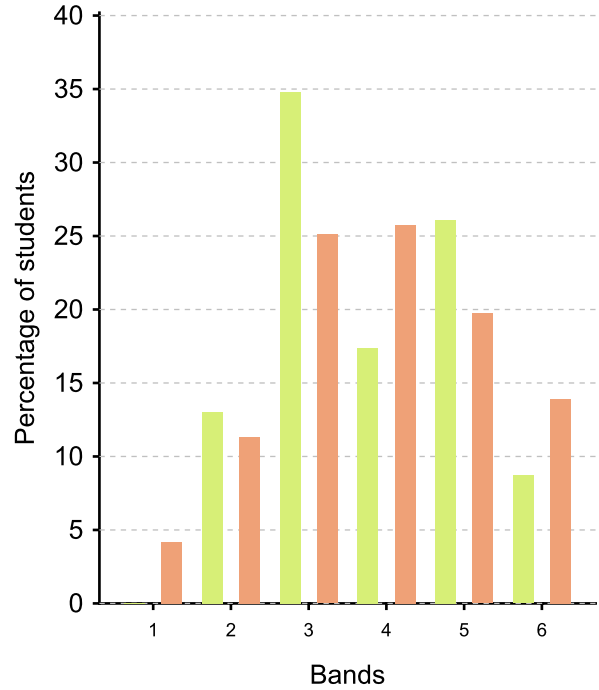
Percentage in bands:
Year 5 Reading



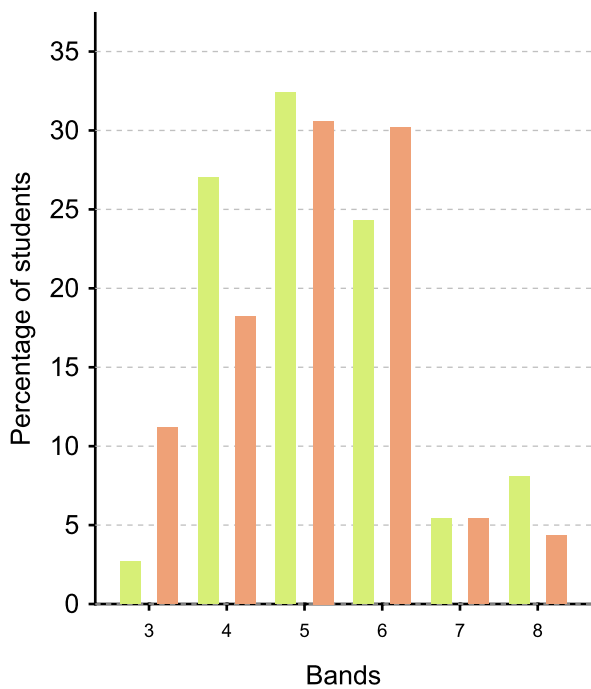
Percentage in bands:
Year 5 Spelling



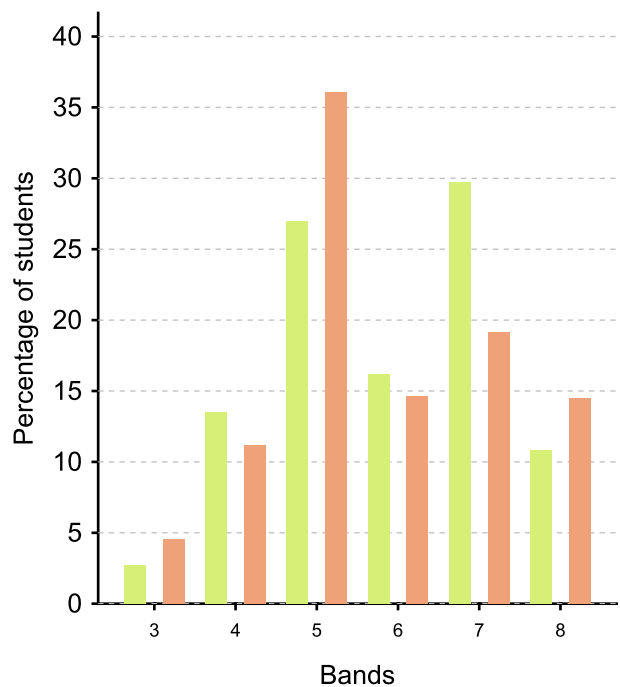
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.>

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Reporting to the community is comprehensive at Bardia Public School:

- Term One Interim Report
- Term One Parent Teacher Night
- First Semester Report
- Term Three Interim Report
- Second Semester Report

The first and second semester reports contain student grading that adheres to an A to E equivalent.

Parent/caregiver, student, teacher satisfaction

2016 Teacher Survey Results

All teachers were asked to rate understanding and application of key elements of Visible Learning. Scores were averaged. An average score of 1 = Outstanding understanding and application; 2 = Excellent understanding and application; 3 = Proficient understanding and application; and 4 = Initial understanding and application. Results were then ranked with teachers agreeing that they have an excellent understanding of Learning Intentions, etc.

1. Learning Intentions = 2.0
 2. Success Criteria = 2.2
 3. Formative Assessment = 2.4
 4. 45% Explicit Teaching = 2.4
 5. Feedback = 2.5
 6. Collaboration = 2.5
 7. Dialogue Classrooms = 2.6
 8. Habits of Mind = 2.7
 9. 45% Deep Knowledge and Understanding = 2.8
 10. Growth Mindset = 2.9
 11. Visible Thinking = 3.0
 12. Critical Thinking = 3.1
 13. Self-Regulated Learner = 3.1
 14. Guided Inquiry = 3.3
 15. Effect Size = 3.6
- On average teachers ensure that 79% of lessons have the learning intentions clearly enunciated for the students.
 - On average teachers ensure that formative assessment is used in 76% of lessons.
 - On average teachers ensure that feedback is provided to each student 7.6 times per week.
 - In order of need, teachers would like to learn more about: 1. Feedback, 2. Formative Assessment, 3. Success criteria, 4. Learning Intentions.
 - While all teachers value the teacher research practitioner approach to professional development, most agreed that the time needed to do so was a critical factor, given a teacher's workload.
 - 89% of teachers at BPS have read the BPS School Plan.

- 66% of the teachers at BPS refer to the Quick Guides regularly.

Teacher Comments: This is all new to me but I am enjoying the learning! Important to make sure everyone understands all of the above. Sharing with other teachers is imperative – so enjoying the new model. These concepts work well in the classroom and I can't wait to be proficient with them.

2016 Parent and Carer Survey Results

The students are the school's main concern.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 67 | 16 | 0 | 1 |

Parents support what is happening at the school.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 30 | 46 | 7 | 2 |

I am proud of my child's school.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 71 | 12 | 0 | 1 |

The school encourages new students and their families to be involved in school activities.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 1 | 48 | 31 | 4 |

The school appreciates having my child as a student.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 61 | 18 | 1 | 2 |

The school encourages students to achieve their best.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 60 | 22 | 2 | 0 |

The school encourages everyone to learn.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| | | | |

66 17 1 0

The school caters for the learning needs of all students.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 51 | 26 | 5 | 1 |

The school is continually finding ways to improve what it does.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 48 | 29 | 5 | 0 |

When necessary, the school makes important changes to what it does.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 45 | 30 | 7 | 1 |

2016 Student Survey Results

What I am asked to learn is important.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 67 | 38 | 4 | 3 |

My teachers plan class activities that are interesting and help me learn.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 60 | 34 | 13 | 3 |

My teachers tell me what I am learning and why.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 66 | 34 | 8 | 1 |

The way the teachers manage the class helps me learn.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 62 | 33 | 14 | 1 |

My teachers know what I can do and what I need to learn.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 64 | 33 | 9 | 2 |

My teachers keep records and samples of my work to include in my school report or portfolio.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 60 | 32 | 12 | 4 |

I understand how my learning will be assessed.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 31 | 53 | 20 | 2 |

School reports and parent interviews provide information about my learning.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 79 | 19 | 7 | 4 |

Student Survey – School Culture

The school knows about the parents and community in which it serves.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 44 | 47 | 13 | 2 |

School leaders have a positive influence on the school culture.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 72 | 26 | 12 | 1 |

The school often praises and rewards students who are successful.

| | | | |
|---------------|---------|-----------|--------|
| Almost Always | Usually | Sometimes | Rarely |
| 49 | 38 | 16 | 3 |

The students are the school's main concern.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 61 | 30 | 6 | 6 |

Students support what is happening at the school.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 52 | 41 | 16 | 2 |

I am proud of my school.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 78 | 21 | 5 | 5 |

New students are made welcome.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 82 | 20 | 7 | 1 |

The school appreciates having me as a student.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 59 | 31 | 9 | 4 |

The school encourages students to achieve their best.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 81 | 21 | 4 | 4 |

The school encourages everyone to learn.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 90 | 13 | 2 | 3 |

The school caters for the learning needs of all students.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 60 | 31 | 8 | 3 |

The school is continually finding ways to improve what

it does.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 50 | 49 | 10 | 2 |

When necessary, the school makes important changes to what it does.

| Almost Always | Usually | Sometimes | Rarely |
|---------------|---------|-----------|--------|
| 57 | 31 | 16 | 6 |

Policy requirements

Aboriginal education

NAIDOC Week

NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life. The week is a great opportunity to participate in a range of activities and to support your local Aboriginal and Torres Strait Islander community.

At Bardia Public School, on the 21st of July, the students joined friendship groups to move between classrooms to complete activities highlighting aspects of Aboriginal and Aboriginal and Torres Strait Islander peoples. Some of the activities they enjoyed were dot painting, Aboriginal games, Dreamtime stories and dance.

Aboriginal Perspectives

In the teaching of all Key Learning Areas students are introduced to Aboriginal perspectives. Art, music, dance, history and reading in particular provide opportunities to teach students about Aboriginal culture. Students at Bardia Public School show a relatively sophisticated understanding of Aboriginal culture and enjoy activities that highlight rich Aboriginal culture.

Multicultural and anti-racism education

Firstly thank you to the students and teachers for making our Harmony Day a great celebration of our diversity. Thank you to Mrs Hansel & Olivia who sewed together all the patches we made last year to make our Harmony Quilt. It will take pride of place in our new school.

The children spent the middle session of the day visiting different "countries" and learning about that

country. They used their passports to go to Greece, Vietnam, Indonesia, Japan, Netherlands, Samoa, Japan, France, Germany, Malta and India

At Bardia we often say how lucky we are to have such a harmonious school, when really, luck has nothing to do with it. It is harmonious because of our students, parents and teachers. The teachers at Bardia Public School are dedicated to promoting and teaching cooperation, harmony, kindness and empathy on a daily basis. This does not mean that our school is perfect. There are times when arguments occur, hurtful words are said, misguided comments are made and stereotypes developed in the larger world outside our school creep in, but it is what we do when these things occur that make our school work. We challenge them, educate, counsel and guide and hope that this in turn will affect all who come into contact with our school and our students.

Other school programs

Bardia Public School Library Report

Mission Statement

Via our library we aim to make available the best possible resources, so the staff in collaboration with the teacher librarian can provide learning experiences for the students to achieve their full potential, while becoming capable and confident readers and independent, critical, efficient and successful users of information.

The library is a busy hub with weekly class library sessions, lunchtime activities, kinder orientation, and Guided Inquiry classes. But most importantly, the joy of reading is alive and present and students visit the library regularly to enjoy finding interesting books and reading.

Each year we endeavour to have visiting authors; on Thursday 24 March, award-winning author Jacqueline Harvey came to visit the school (for free!) to talk to students about what it is like to be an author. It was a fantastic opportunity to get to know the ins-and-outs of writing stories! Jacqueline has spent most of her working life in schools and her talk was educational, inspiring and lots of fun.

Borrowing

The library program ran over four days a week this year with Guided inquiry being team taught in all grades. Also, each class had a one hour session per week in which they could borrow for home or class.

During the second half of the year we moved to a new library administration system called, Oliver. The students were introduced to its features including how to reserve books and write reviews.

Throughout the year the students have been explicitly taught how to self-select books at their instructional level. In the junior classes they have been encouraged to look at the size of the words and whether the book

has pictures to support their reading, while students in the 3–6 classes have been taught the five finger rule. Although it is important for the students to read for themselves, being read to by an adult is invaluable throughout all of a child's primary years.

Premier's Readers' Challenge

Well done Bardia! This is the ninth year we have seen almost 100% participation and completion of the Premier's Readers' Challenge in which the juniors needed to read 30 books and the primary students needed to read 20 books. This year the students from year 3–6 entered their own data directly onto their own entry sheet online, thus improving their data entry skills. Many of the primary students have received their silver, gold and platinum awards.

Lunchtime Activities

Each Tuesday and Thursday at lunch the library is open to the students. Some days we have over 40 children enjoying books, playing games, drawing, playing chess or doing craft. Lunchtime activities make the library a fun and inclusive place for children to have a break from the playground. If the library is a fun place students will develop positive attitudes to books and reading and therefore read more!

Children's Book Week

Book Week is the longest running children's festival in Australia. Each year, schools and public libraries from all over Australia spend a week celebrating books, Australian authors and illustrators. The theme for Children's Book Week in 2016 was "Australia: Story Country". To celebrate we held a whole school Treasure Hunt, Book Character Mufti, Dad's Reading Afternoon, Book Swap, special assembly with a flash mob and Book Fair.

The week began with Book Fair and over \$3000 worth of books being purchased, meaning we could choose \$1000 worth of new books for our library. Tuesday saw the children enjoying our author visit from Toula Papadam who wrote "Oh My, Said the Fly!" Toula was able to show the students the process of writing and illustrating a book right through to publishing. In the afternoon we had our Book Swap (the fourth year we have done so) and again this was a great success, with each student taking home a new old book to read. Wednesday afternoon saw our popular Dad's Reading Afternoon take place with waves of laughter coming from the classrooms and that was just the Dads. Thank you to the crew of Dad's who were able to take time out from their busy schedules to read. On Thursday we finished off the celebrations with our Character Mufti and whole school Treasure Hunt. This year the Treasure Hunt had a Big Friendly Giant theme with the students listening to a Voki through email to receive their first clue, then two students from each class went to search for the next seven clues and finally locate the Dream Jar. The victorious class was 4/5M and well-deserving of their lunch time computer lab prize the following week. The finale of Book Week was at the assembly when the students performed a flash mob to "Happy" by Pharrel Williams.

As usual Book Week was a great celebration and a time to highlight some of the best in Australian children's literature. Students read or heard many of the shortlisted titles and were keen to borrow these focus books. A positive attitude and a strong literature focus increases children's reading interest and ability. Many of the Book Week books have become firm favourites for students over the years.

Overall the library has had a very busy and successful year. It is hoped that the library will continue to be an integral part of all aspects of the school's programs in supporting the goals and vision of the school to help each student reach their potential.

Kathleen Wyber

Teacher Librarian

Dads' Reading Afternoon

Many recent studies have shown that boys in particular have improved reading results when they see other males reading. This is the motivation behind our Dads' Reading Afternoon. There was great anticipation when the Dad's came to read with several of the classes in fits of laughter. This year we had 25 Dads, Grandpas and uncles and we hope this event will continue to grow.

Guided Inquiry

"Guided Inquiry is a carefully planned, closely supervised targeted intervention of an instructional team... to guide students through curriculum based inquiry units that build deep knowledge and deep understanding of a curriculum topic, and gradually lead towards independent learning." (Carol Kuhlthau and Ross Todd, 2015)

Guided Inquiry has been a focus this year with most classes being teamed up with another class to have a weekly session in the library in a team teaching setting. Kindergarten enjoyed discovering small creatures through the unit Living and Non-living, making toys from recycled materials in Toy world and finally, learning about the beach in Places We Know. In Stage 1 the students also learnt about animals when they explored the need for shelter and in another unit made transport from recycled materials. Stage 2 had the opportunity to touch real objects from the past during their unit on Change and Continuity and created a PowerPoint to showcase their learning from the unit, State and National Parks. Stage 3 explored light through hands-on experiments to answer their big questions and finished with designing their own experiments to showcase to the other senior class and Mr Moseley.

All of the units developed the student's ability to ask real life big questions and work in partnerships and teams to research and then present their findings to the group. All of the skills learnt are essential to our students as they head towards high school and a world filled with information. The Guided Inquiry program proved to be a highlight of the week for both students and teachers.

Volunteers

Every year our library is lucky enough to have a dedicated crew of volunteers who make our library an ordered and well run place. It would be impossible to maintain the high service to our students, teachers and parents without their help. Thank you