

Bardia Public School Annual Report



2017



4311

Introduction

The Annual Report for **2017** is provided to the community of **Bardia Public School** as an account of the school's operations and achievements throughout the year.

While this report is comprehensive, sadly, there is insufficient space to cover all of the wonderful achievements at Bardia Public School in 2017. It does, however, provide 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.

Three occurrences in 2017 were certainly standouts and need mentioning:

For the fifth year in a row the school has improved its overall value added results. While this is a complex topic, put simply, if the NAPLAN results are somewhat influenced by factors outside the school's control, the value added results are an indication of the quality of the teaching at this school. It is pleasing to recognise that for **all** schools in NSW, Bardia Public School is in the top 20% for academic growth between year three and year five and in the top 10% for academic growth between kindergarten and year three.

The Term 4 Professional Development night was extraordinary; every teacher at Bardia Public School presented their findings from contemporary evidence based practice. In attendance that night were representatives from Ingleburn High School and Junee High School and the School Education Director, Mrs Maria Serafim.

This year saw the commencement of the Bardia Public School rebuild, a \$35 million project that should conclude early in 2019. This state of the art facility comes complete with the latest in classroom design, interactive learning environments (hubs). In preparation for this, the teachers at Bardia Public School have conducted an extensive review of associated research, practised the associated skills in our two makeshift hubs and developed a quick guide to hub practice.

We are excited by the prospect of working in these 21st century flexible learning environments and the positive impact this will have on our students' learning.

Mr Brett Moseley

Principal

School contact details

Bardia Public School
Macdonald Rd
Bardia, 2565
www.bardia-p.schools.nsw.edu.au
bardia-p.school@det.nsw.edu.au
9605 2459

Message from the students

Life at Bardia is great! For many students it is a second home. At Bardia it is easy to make lasting friends. After only a week, new students feel as if they have been here since kindergarten. At Bardia there are teachers who connect with you and your educational goals and who make you passionate about learning.

Everyone fits in at Bardia and everyone is included in every activity. Gala days, lunchtime clubs, fundraisers and carnivals are among the best activities at Bardia. On gala days you get to go to sports fields away from school and learn new games with students from other schools while having lots of fun. Carnivals are great for showing off your sporting skills or for just having fun and trying your best. Lunchtime clubs are great for discovering new skills, for socialising and just to have fun. Fundraisers are a mix of things; you get to buy lots of yummy foods, dress in mufti or costumes and lots more.

Bardia is certainly a wonderful place to be!

Jorja Smith and Miles Maestri, School Captains.

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.

We found that, unsurprisingly, our performance in the Learning Domain is quite strong, with Learning Culture, Reporting and Student Performance Measures at the sustaining and growing level, and Wellbeing, Curriculum and Assessment at the excelling level.

Similarly, we found our performance in the Teaching Domain to be quite impressive. We determined that with Data Skills and Use we are at the delivering level, with Effective Classroom Practice we are at the sustaining and growing level and with Professional Standards and Learning and Development we are at the excelling level.

In the Leading Domain, we found that with Educational Leadership, School Planning Implementation and Reporting, School Resources and Management Practices and Processes we are at the sustaining and growing level.

Overall, while this is an impressive result, there are a number of factors which are impeding our progress in the School Excellence Framework. First, we are growing very rapidly and this has brought about a constant need to adapt our practices to a changing school environment. Second, we have been preparing for our move to the school's new facilities. This has impacted upon all three domains in various ways. Despite this, we have numerous aspects of learning, teaching and management which are in the early stages of being upgraded and improved. The future for Bardia Public School is bright indeed!

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Ingleburn High School and Bardia Public School are now using the Writing Assessment Portfolios. The high school is also adopting its own learning model, based on the Bardia model. These developments will improve continuity of teaching and learning between the schools. Friends of Bardia has replaced the P&C and has had a successful introductory year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students reveal improvements in self-regulation at high school.	Nil	At this stage the number of students attending Ingleburn High School is too small to ascertain objectively an overall impact. Anecdotal evidence has been positive.
Selected teachers build capacity through their involvement with the Systems Leadership Project.	Nil	The development of the Writing Assessment Portfolio across the community of schools has exceeded expectations and is having a positive impact on student learning.
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.	Nil	The Friends of Bardia and sessions known as Pedagogy for Parents have led to parents possessing a more sophisticated understanding of the school's teaching and learning methods.
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.	\$500	This was a terrific success with a growing number of parents and preschool children attending the Thursday Playgroup.

Next Steps

In 2018 it is proposed that Class Parent is introduced. This model encourages parents to connect with the parents of their child's classmates and to form cells of communication and fundraising opportunities. A reformed community of schools the IBIS CoS will focus on improved communication and a cross school student writing project.

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 key to improving student academic outcomes is in ensuring that every teacher at Bardia Public School remains or becomes a teacher of the highest quality. At Bardia Public School this goal is close to achievement. Every teacher at this school has evaluated research, presented their findings to their peers and improved their practice; an extraordinary achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will develop their skills as research evaluators and contribute to the development of quick guides.	\$6000	In teams of three (teacher teams) all teachers evaluated chosen practice in the classroom and "road tested" draft versions of the associated quick guides.
School based professional development will be researched, developed and led by BPS every teacher.	\$6000	As members of development teams every teacher undertook a detailed analysis of evidence based practice and presented their findings at an interschool professional development night.
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	\$6000	A teacher survey found that both the understanding and the implementation of the Bardia Teaching and Learning Model has been excellent.

Next Steps

In 2018 the final "pieces" of the Bardia Teaching and Learning Model, the Seven Dispositions, the Critical and Creative Thinking Learning Curriculum and the practice of teaching in innovative learning environments, will be researched, implemented and evaluated. The Assistant Principal Implementation will be appointed to support teachers in the quality and the fidelity of their implementing all aspects of the Bardia Teaching and Learning Model.

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

Students as self-regulated learners, also described as students who manage their own learning by taking ownership of the learning goal and seeing it through to achievement is crucial to visible learning Progress this year in our students achieving this has been excellent.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Nil	Along with the I Can Statements, students have been using the Writing Assessment Portfolio to plot their progress in writing and set short term goals for improvement.
Teachers will be more accurate in assessing student writing against the continuum, their grading of students will reveal consistency of teacher judgement.	Nil	The Writing Assessment Rubric provides teachers and students a means of ensuring consistency of judgement, crucial in meaningful assessment.
All students develop a growth mindset; they relish the challenge of learning and readily apply strategies to self-manage their learning.	Nil	Students understanding of growth mindset and the learning pit have progressed exceptionally quickly. Having parents reinforce these skills at home has proved difficult.
Students, more so in Stage 3, will work both independently and collaboratively in producing excellent work products through Guided Inquiry.	Nil	While the impact of Guided Inquiry is difficult to measure objectively, its effect on students learning critical and creative thinking is excellent.

Next Steps

In 2018 the "language" of critical and creative thinking and the application of the 7 Dispositions, seven mindset skills used by students to negotiate their learning, particularly when "in the learning pit" will be implemented and evaluated.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,440	The school has ensured that Individual Learning Plans are reinforced with support teacher time and where appropriate Quick Smart intervention.
English language proficiency	\$54,950	Additional support teacher time has been purchased to provide targeted support.
Low level adjustment for disability	\$79,709	Along with Learning Support Teacher time additional teacher aide and learning support teacher time has been purchased to provide targeted support.
Quality Teaching, Successful Students (QTSS)	\$18,283	Assistant Principal time has been purchased to provide mentoring and coaching for all teachers.
Socio-economic background	\$40,025	Additional support teacher time has been purchased to provide targeted support.
Support for beginning teachers	\$41,751	Additional release time for beginning teachers to plan, observe other teachers in the classroom as well as additional professional development time has been purchased.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	92	110	132	165
Girls	83	105	121	155

The pace at which enrolments is growing, while rapid, is at this time well within the abilities of the school to manage while ensuring that we maintain our consistently high academic standards.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	95.4	92.7	92.3
1	94.7	93.8	92.5	94.9
2	96.1	91.5	93.8	94.2
3	94.9	93.5	95.5	96.4
4	95.7	92.5	93.2	92.1
5	91.1	92.6	94.2	93.2
6	90.5	89.5	93.7	94
All Years	94.3	93	93.5	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school uses SENTRAL software to monitor student attendance. The Home School Liaison Officer alerts the school regularly to statistical anomalies in attendance. A three level letter home system has proved quite positive in communicating the need for consistent student attendance and in alerting the school to additional pertinent information.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.18
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

One member of staff 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	100
Postgraduate degree	20

Professional learning and teacher accreditation

Seven teachers are at Provisional, 17 teachers are at Proficient, one teacher is working toward Lead and three teachers are about to commence accreditation at Highly Accomplished.

The school is allocated \$22,500 for professional learning and a further \$15,000 is taken from global funding to support additional professional learning. Beginning teachers who are funded may attend additional professional development at the Principal's discretion.

One beginning teacher is completing the Professional Certificate in Instructional Leadership at the University of Melbourne at a cost of \$6,500 (taken from beginning teacher funds). One teacher is completing the Master of Instructional Leadership at the University of Melbourne and apart from casual relief, this teacher is

meeting all costs personally.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	124,931
Revenue	2,845,207
Appropriation	2,619,539
Sale of Goods and Services	63,936
Grants and Contributions	159,761
Gain and Loss	0
Other Revenue	0
Investment Income	1,971
Expenses	-2,721,787
Recurrent Expenses	-2,721,787
Employee Related	-2,496,095
Operating Expenses	-225,692
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	123,421
Balance Carried Forward	248,351

Besides inclusion in this report, the school's budget is discussed at Financial Committee meetings made up of our three Assistant Principals and the School Administrative Manager. A draft copy of the budget is presented to the community at a Friends of Bardia meeting. The Assistant Principals, the librarian and the School Administrative Manager are responsible for managing sections of the budget. The Principal oversees this expenditure.

The balance carried forward includes \$20,000 for the Urban Rural Project (the funds are held by Bardia Public School only) and \$60,000 raised by the community, which will be spent when we take possession of our new facilities. Most of the balance carried forward is awaiting payment to various entities following purchases made in Term 4 of 2017.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,030,280
Base Per Capita	38,665
Base Location	0
Other Base	1,991,615
Equity Total	182,155
Equity Aboriginal	7,470
Equity Socio economic	40,025
Equity Language	54,950
Equity Disability	79,709
Targeted Total	59,515
Other Total	62,088
Grand Total	2,334,038

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

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.

While Bardia Public School is rightly proud of its NAPLAN results, it is when the focus shifts to academic growth that the school's amazing success is understood. Academic growth is a direct reflection of the quality of the teaching and learning at the school. The following compare scaled growth scores between all schools (including private schools) and Bardia Public School:

Reading: ALL schools = 78.2 / Bardia Public School = 90.6

Writing: ALL schools = 55.1 / Bardia Public School = 82.7

Spelling: ALL schools = 89.6 / Bardia Public School = 102.6

Grammar & Punctuation: ALL schools = 66.6 / Bardia Public School = 120.2

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	4.3	6.4	8.5	8.5	34.0	38.3
School avg 2015-2017	2.3	3.8	15.1	11.6	33.8	33.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	2.1	2.1	8.5	40.4	27.7	19.2
School avg 2015-2017	1.6	5.9	15.2	28.9	25.4	23.0

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	6.4	10.6	10.6	31.9	40.4
School avg 2015-2017	0.0	10.2	13.1	17.0	24.3	35.3

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	2.1	2.1	21.3	19.2	38.3	17.0
School avg 2015-2017	1.5	5.3	13.3	21.8	43.9	14.2

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	2.4	11.9	14.3	16.7	16.7	38.1
School avg 2015-2017	3.5	11.5	20.7	16.1	21.4	26.8

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	7.1	9.5	16.7	21.4	31.0	14.3
School avg 2015-2017	2.4	12.5	21.8	29.5	22.4	11.4

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	2.4	0.0	19.1	31.0	26.2	21.4
School avg 2015-2017	3.7	4.5	25.2	24.5	23.6	18.6

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	4.8	4.8	31.0	38.1	19.1	2.4
School avg 2015-2017	4.5	16.5	30.9	34.5	10.1	3.5

While Bardia Public School is rightly proud of its NAPLAN results, it is when the focus shifts to academic growth that the school's amazing success is understood. Academic growth is a direct reflection of the quality of the teaching and learning at the school. The following compare the scaled growth scores for in NSW and :

Numeracy: ALL schools = 96.8 / Bardia Public School = 100.2

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	2.1	21.3	38.3	17.0	21.3
School avg 2015-2017	0.9	7.6	25.5	26.3	22.1	17.7

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	2.4	19.1	11.9	38.1	16.7	11.9
School avg 2015-2017	3.7	10.9	26.7	24.0	21.4	13.5

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Because of the school's very small number of Aboriginal students it would be inappropriate to reveal data that may lead to the identification of individuals. Even so, it is appropriate to say that at Bardia Public School the academic performance of our Aboriginal students is very pleasing.

Parent/caregiver, student, teacher satisfaction

In 2017 parents were invited to complete the Tell Them from Me Survey. The results were:

Parents feel welcome at Bardia Public School. (NSW Government school average 7.4)

I feel welcome at when I visit the school – Bardia average 8.3

I can easily speak with my child's teachers – Bardia average 8.3

I can easily speak with the school principal – Bardia average 8.0

Written information from the school is in clear, plain language – Bardia average 8.5

The school's administrative staff are helpful when I have a question or problem – Bardia average 8.1

Parents are informed. (NSW Government school average 7.0)

Reports on my child are written in terms I understand – Bardia average 8.0

Parents support learning in the home. (NSW Government school average 5.5)

I encourage my child to do well at school – Bardia average 6.6

The school supports my child's learning. (NSW Government school average 7.1)

My child is encouraged to do his or her best work – Bardia average 8.0

The school supports positive behaviour. (NSW

Government school average 7.7)

Teachers expect my child to pay attention in class – Bardia average 8.2

My child is clear about the rules for school behaviour – Bardia average 8.7

The school provides a safe environment. (NSW Government school average 7.4)

My child feels safe at school – Bardia average 7.8

The school is an inclusive school. (NSW Government school average 7.1)

Teachers help students develop positive friendships – Bardia average 7.6

School staff take an active role in ensuring all students are included in activities – Bardia average 7.5

Parents talked with a teacher: two or three times = 40% of parents; more than three times = 45% of parents.

Parents attended meetings at the school more than two or three times = 65%

Parents involved in school committees = 19%

Parents who expect their child to go to university = 81%

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, students joined friendship groups to move between classrooms to complete activities highlighting aspects of 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 other cultures and enjoy activities that highlight rich Aboriginal culture.

Multicultural and anti-racism education

Harmony Day

This year, Harmony Day provided an excellent opportunity for us to celebrate the wonderful tapestry of multiculturalism on display at our great school. Children, and teachers gained knowledge about the diversity of backgrounds at Bardia PS, from our first Australians right through to those who arrived in subsequent waves. Many activities were offered to allow students to experience many different cultures. Through dance, music, storytelling, sport and art, we learnt about the many cultures at Bardia. Students also learnt how important it is to work together to create, celebrate and maintain to a sense of tolerance, acceptance, social cohesion and above all harmony. It was made quite clear after "travelling the world" on Harmony Day, that each and every student at Bardia wants to learn about each other's differences and embrace different cultures as something positive.

Andrea Gavrielatos

Other school programs

Public Speaking Competition

During Term 3 all students at Bardia Public School competed in the annual Public Speaking Competition. Students prepared for the competition by learning how to plan and deliver speeches during English classes. They were also given opportunities to deliver impromptu speeches in front of their peers. Finalists were selected from each class who then presented their prepared speeches at the Bardia Public School Speaking Competition finals. After being judged by the teachers, winners were selected from stage 1, 2 & 3 to represent Bardia Public School at the Glenfield Network Public Speaking Final. This learning experience was incredibly valuable for all students, enabling them to work on their confidence and public speaking skills. The finalists who made it to the Glenfield Network Public Speaking Final were outstanding and great representatives of BPS.

Sarah McCabe

School Camp

During Term 3, 60 students from Year 5/6 went on a school camp. The camp was to Bathurst Goldfields and was a two-night, three-day learning experience. It involved a variety of mini excursions, the highlights

being panning for gold, making damper and a highly entertaining barn dance. The camp was a great way to expand on and cement classroom learning. It also enabled students to further develop social skills and independence. Mr McMaugh, Mrs White and I attended the camp. We were impressed with the quality of the camp and the staff we dealt with throughout the trip. All of the students exhibited exemplary behaviour and are a credit to the teachers at Bardia PS and to their parents.

Sarah McCabe

Craft Club

Every Friday, throughout the school year, students from K-6 at Bardia Public School have had the opportunity to attend a Craft Club that has been run by myself and Mrs White. Craft Club has provided students with an opportunity to pursue creative interests and give back to the community. Students have participated in a variety of activities including sewing, ceramics, jewellery making and paper craft. All items that have been made by students have been sold to raise money for different charities including 'Kids of Macarthur.' Craft Club is extremely popular with between 20 and 40 students in attendance each week. Craft Club provides a safe, secure and stimulating environment for its members. It promotes student welfare by creating a sense of belonging, acts as an avenue for students who may not have friends and helps students to express themselves creatively. We look forward to offering Craft Club again in 2018.

Sarah McCabe & Katherine White

Battle of the Arts

For the second consecutive year, four students attended the 'Battle of the Arts' competition at Ingleburn High School. This enabled students with talent in visual arts to compete against other schools in the district. This involved the four students working as a team and completing a variety of visual arts challenges. Students thoroughly enjoyed participating in this event and we look forward to Battle of the Arts 2018.

As part of this event, our school was able to submit 20 pieces of artwork from student in K-6 at Bardia PS to be entered into a community art competition. The quality of art work submitted was outstanding and four students from Bardia Public School won awards for their submissions.

Sarah McCabe

Year 6 Fundraising

Year 6 students at Bardia PS have organised a range of fundraising events throughout the year to raise money for the Year 6 Graduation. These include 'Cake and Spider' day, 'Jersey and Gelato' day, a 'Line of Coins' competition and a pie drive. These fundraising efforts were extremely successful and raised enough money to cover all costs for Year 6 students to attend

graduation, as well as put some money aside to purchase resources for future students.

Sarah McCabe

Number Crunchers

For the second year in a row, two Year 6 students represented Bardia Public School at the Annual Number Crunchers competition, an exciting and challenging mathematics event. Both students proudly represented Bardia Public School, with one student going on to participate in the district championship event.

Sarah McCabe

Bunnings Community Links

At the beginning of the year students in Stage 3 were involved in a gardening project sponsored by Bunnings (Casula.) Bunnings provided all supplies necessary to revamp the school garden that surrounds the flags. Students learned some hands-on gardening skills and have been able to enjoy the result of their hard work throughout the year. At the end of the year, students from 5/6M collaboratively created a Christmas tree to be displayed at the Bunnings (Casula) Family Evening. As a reward for their hard work, students at Bardia can look forward to another exciting gardening project sponsored by Bunnings.

Sarah McCabe

Premier's Sporting Challenge

This year, Bardia Public School students took part in the Premier's Sporting Challenge for the first time. The Premier's Sporting Challenge provided the opportunity for all students to take part in physical activity every day. This, alongside daily Crunch 'n' Sip, encouraged students to keep active, fit and healthy. Throughout the 10 week program, most students made excellent achievements and participated in many hours of exercise per week. On the whole, Bardia Public School proved to be extremely active with most classes achieving a Gold Award for their efforts. Well done Bardia!

Andrea Gavrielatos

School Choir

In 2017, the Bardia Public School Choir was comprised of 20 students from years 1 – 6. Students learned a variety of vocal warm ups and techniques, as well as a variety of songs from children's musicals. The choir performed at a number of assemblies, including the Education Week assembly and Presentation Day. Twelve students from years 4–6 auditioned for the Schools Spectacular Combined Choir, however we were unsuccessful, but will try again in 2018.

Laura O'Brien

Reading Recovery

Reading Recovery is an early intervention literacy program designed to bring students up to the expected grade level in reading and writing. Bardia Public School once again offered Reading Recovery lessons throughout 2017. I continued as the Reading Recovery teacher in 2017. A total of nine year 1 students were taught this year, with eight of them graduating in 2017. One student is having their program transferred to a school based support program because Reading Recovery will not be available in 2018.

Tanya Parker

L2

I was trained as an L2 facilitator in 2017. The focus of L2 is on developing a deeper understanding of texts through discussion, developing a deeper understanding of the language of texts and further developing a student's vocabulary using a selection of both quality literature and levelled texts. Writing is another focus of L2. Students learn to create texts with varied sentence structure with a focus on developing language and vocabulary. Two students were taught for half an hour each day during one-on-one lessons in Terms 2 and 3. The students achieved very pleasing results and improvements were made in their reading level, reading comprehension, writing skills and spelling.

Tanya Parker

QuickSmart

QuickSmart is an academic skills program for primary aged students. The program encourages fast and accurate basic skills in numeracy. QuickSmart lessons provide a learning environment to improve information retrieval times and strategies for solving various number problems. Students work in pairs with a trained QuickSmart instructor for half an hour, three times per week. QuickSmart was offered for the fourth year at Bardia Public School during 2017 and a total of 17 students were able to benefit from the program.

Tanya Parker

Sport

Bardia PS has had another wonderful year on the sporting field. Here are some of our achievements:

Swimming – small schools zone champions

Swimming – Ilori Platten was awarded senior girls champion at the zone swimming carnival

Athletics – Max Dawson was awarded junior boys champion at the zone athletics carnival

Zone teams – Many of our students were successful in trialling for zone sporting teams which included basketball, soccer, AFL, netball, hockey, softball, cricket and water polo

We had students attend the zone and regional carnivals in swimming, athletics and cross country, and some of our students reached the NSW level in swimming and

athletics. We had one student represent our region at the state netball competition. One student received a special invitation to play in the zone rugby league team and, outside of the school, we had two students receive medals at the state trampoline championships.

Tanya Parker

Tournament of Minds

This year Bardia Public School sent a team of seven children from years 5 and 6 to compete in the Tournament of Minds. Tournament of Minds is a problem solving event that involves both a long and short term challenge. Students have six weeks to prepare a solution to a given problem, and on the day of the event, they are also given a three minute challenge to solve. There are four disciplines, Social Sciences, Language Literature, Engineering Mathematics, and Science and Technology. Our team competed in the Social Sciences challenge. We competed in the largest division for the event, with over 70 teams entered. Our students did an amazing job and managed to receive an Honours award. This was an outstanding achievement for Bardia Public School.

Samantha Lind and Sarah McCabe

English Language Proficiency Funding

Specialised EAL/D targeted support was provided to identified students to ensure all students could access the curriculum and acquire language skills. Programs had a strong emphasis on the development of reading skills, strategies and comprehension as well as vocabulary development. An additional SLSO was employed three days per week to support the implementation of EAL/D programs.

Targeted student support for new arrivals: all new arrival students received extensive targeted support to acquire language skills.

Tara Jones

K–2 Infants Report

2017 has been a busy year for the K–2 students, full of a variety of learning experiences. Students have worked hard in their classrooms to improve their literacy and numeracy skills. Guided reading groups have been a focus in each classroom along with the Jolly Phonics and Jolly Grammar programs. Targeting Early Numeracy (TEN) has continued to be implemented in each classroom with students eagerly looking forward to their maths group activity each day and developing a range of mental strategies to solve addition and subtraction problems. Students used the guided inquiry process as part of their studies in science, geography and history. Guided Inquiry allows students to formulate and answer their own questions about a topic and work collaboratively in small groups. 2017 saw the introduction of a new geography syllabus and the implementation of the history syllabus. Students studied topics such as My School Grounds, Local Places and Spaces, Australia and its Location, Personal and Family Histories and Present and Past

Family Life.

Term 2 saw the Stage 1 students visit Wooglemai Environmental Education Centre at Oakdale to support their unit of work about insects and natural environments. Students had a terrific day in the outdoors, participating in activities such as dip netting in the pond, bushwalking, searching for animal homes in the bush and learning about Aboriginal culture. In Term 3, students walked to Bardia Park as part of their investigation of how people use spaces. The students had a great time discovering all the features of the park and playing on the play ground equipment.

Kindergarten students went on an excursion to Featherdale Wildlife Park during Term 2 as part of their What's Alive unit of work. Unfortunately, the weather was not so kind that day however the students got to see and learn about a variety of Australian animals.

Students were provided with a number of sporting programs and physical activities over the year. In addition to our weekly sport program, this year Dance Fever provided us with three programs run over Terms 1, 2 and 4. Students enthusiastically participated in the Gymnastics program each week during Term 1. Term 3 saw students learning a variety of modern and classical dances through the ever popular Dance Fever dance program. Skipping was a new program introduced during Term 4 and saw students learn a variety of skipping techniques and improve their athletic skills. Little Athletics provided students with instruction about the correct way to participate in many field events, such as discus, shotput, long jump and high jump, in the lead up to our Athletics Carnival in Term 3. Year 2 students also had the opportunity to participate in the Learn to Swim program at Macquarie Fields pool during Term 4.

Creative Arts was a feature over the year with all classes given the opportunity to perform at assemblies, Education Week and Presentation Day to showcase their talents. The junior dance group met weekly to learn a dance routine to perform at Presentation Day and students from the choir entertained audiences throughout the year. Students learnt new songs to sing with the whole school at our Education Week and fortnightly assemblies. Students entered various pieces of artwork in the Sarah Redfern HS art competition which was held during Education Week.

A variety of agencies visited the school throughout the year to educate our students. This year saw a visit from the Responsible Pet Ownership program, promoting awareness around the responsibilities of looking after a pet and staying safe around dogs. The Start Smartmoney program taught students about saving for their needs and wants.

Congratulations to all students on a successful 2017.

Tanya Lewis – Assistant Principal Infants

3 – 6 Primary Report

The Primary teachers and students have had a busy year both with in–school and extra–curricular activities. This year we have been focusing on building our skills

as autonomous learners. Students have enjoyed exploring the Learning Pit and a wide range of visible learning activities. Each learner at Bardia has analysed their own writing samples to gauge where they are in terms of writing goals. The Writing Assessment Portfolio will follow them through school in order for each student to see their individual progress. Students have been using the same 'writing recipes' which has resulted in an increase in consistency across the school.

All lessons incorporate the We Are Learning To (WALT) and What I'm Looking For (WILF) model of learning intentions and success criteria. All primary classes took part in the Jolly Grammar program as well as Short, Sharp, Frequent (SSF) mathematics activities.

Classes have collaborated in Science, History and Geography and used the Guided Inquiry process to investigate questions they found during the study of different topics. Technology has been key to developing students' research skills.

We have had 25% of our year 6 students gain places in selective high schools. One of our students has gained a scholarship into the self-select class at Ingleburn High School. Students have had the opportunity to take part in School Learn to Swim Program. Many students participated in PSSA sports Newcombe Ball, soccer and netball. We have had a number of students participate at the NSW level in some of these sports. Students have also had the opportunity to participate in Tigar Tag, NRL clinic and Live Life Well health activities. For the first time we had a number of students accepted into the Area Water Polo Team.

Staff have taken the opportunity to do extra Professional Development courses outside school hours on a range of Personal Development, Health and Physical Education (PDHPE) subjects in order to increase students' knowledge and skills and promote active lifestyles.

Kathryn Duffy – Assistant Principal Primary

Library Report

Mission Statement

At Bardia PS we aim through our library 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 in becoming capable and confident readers and independent, critical, efficient and successful users of information who develop a life-long love of reading and learning.

Curriculum Highlights

With each class coming to the library for a minimum of one hour per week, the library program provides valuable learning experiences that support and enhance regular classroom teaching and teach

important life-long learning skills.

Our infants students develop their literacy skills through reading picture books and discussing the texts by relying on Focus on Reading Comprehension strategies, learning the difference between fiction and non-fiction and finding information.

Finding a book at their instructional level was the focus in years 3 and 4. They used the Five Finger Method. With this method the children make a fist with one hand per one page of the book. When they come across a word they cannot read or understand they put up one finger. If by the end of the page they have zero or one finger up, the book is too easy for them. If they have two or three fingers up, then the book is just right and if they have 4 or 5 fingers up then the book is too hard. This method has allowed the students to self-select successfully for their home reading folders.

The importance of reading for enjoyment becomes more prominent in the upper grades. Stage 3 students were encouraged to share and discuss their favourite books and recommend texts for each other. The students also enjoyed choosing a book for their friend to widen their reading experiences. Throughout library sessions students have the opportunity to speak with the librarian so that they can move to texts outside of their current range. It is wonderful to see students actively seeking out the librarian for recommendations.

The Bardia PS library program also reflects the core principals and direction of the Bardia Teaching and Learning Model and the Bardia School plan, with Visible Learning and Growth Mindset integrated throughout lessons.

Information and Communication Technologies (ICT) Team-Teaching

The goal of the Bardia Public School ICT Program is to embrace new models for interacting with our 21st century learners through technology and inclusive, whole school, digital literacy programs. This ever-popular component of the library program continued with students and teachers learning and sharing ICT skills together. Each class had five sessions per term to use the computer lab in integrating classroom themes and topics in a collaborative team-teaching setting. The year began as usual with each class reviewing the importance of digital safety and the responsible usage of the internet at the school. Although this is a focus at the beginning of the year it is reinforced during all ICT lessons and in the classrooms throughout the year.

Kindergarten learned about the parts of the computer, how to login to Mathletics, use tux paint, create a poster in Word using Word art, clip art and auto shapes. They also learnt about measuring plants in the vegetable garden and recording their findings. While years 1 & 2 also built on their basic keyboard and word processing skills they also developed their information literacy skills by working through a web quest which required them to research the needs of some escaped zoo animals and choose a mode of transport to return them safely to the zoo.

Stage 2 & 3 conducted internet searches using keywords while learning how to navigate web pages to locate information. To create a graph showing the percentage of colours in a small packet of MMs, students used SmartArt and Wordle to present their learning and then emailed their peers their findings.

Collection and Circulation

This year stocktake was conducted on the student's resources housed in the library. Over 7100 books were scanned with the help of Mrs Freeman with many older or damaged books being disposed of, ready for new purchases next year. The students were also actively involved in the stock take this year, helping to clean books and shelves.

Library Borrowing

2017 was another successful year for library borrowing and this certainly reflects in the consistently high reading scores at our school. Kindergarten students remain the best borrowers and yet they have the smallest classes. Year 6 students are those that borrow the least from the library and this is largely due to the students reading their own books and the texts are longer and therefore they do not need to borrow as many books.

Volunteers

I rely on volunteers to shelve and process books. I was fortunate this year to have talented and reliable parents who volunteered regularly to help in the library. I am grateful to Mrs Freeman and Mrs Egan for their dedication to the library. The student volunteers, our Library Monitors, had an outstanding year. Eight students in year 6 volunteered to be trained to help in the library. They tackled shelving and processing, cleaning and tending to the goldfish. Without the help of the parents, library monitors and other students who regularly help me in the library it would not run effectively. Thank you

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 2018 was "Escape to Everywhere" and was celebrated between 21st to 25th August. To celebrate we held our ever-popular whole school Treasure Hunt, Book Character Mufti, Dad's Reading Afternoon, Author visit and Book Fair and a whole school assembly with a flash mob. The week began with our Character Mufti and whole school Treasure Hunt. This year the Treasure Hunt had a Possum Magic theme in K-2 and a famous book setting theme for years 3-6. Students listened to a Voki through email to receive their first clue, then two volunteers from each class went to search for the next seven clues. 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 dads who were able to take time out from their busy schedules to read.

Thursday was Book Fair with students and parents purchasing over \$3000 worth of books, which led to our gaining \$1000 worth of new books for our library.

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.

Lunch Time Activities

Every day at lunch the library is open to the students. Some days we have over 40 children enjoying books, playing games, drawing, playing chess or using the computers. 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 they will develop positive attitudes to books and reading and therefore read more!

Premier's Reading Challenge

The Premier's Reading Challenge had another fantastic year. Approximately 85% of our students participated and completed the Challenge. The Premier's Reading Challenge is a literacy engagement program that was introduced by the Premier in 2004 to encourage students to read more books and enjoy reading. The students in K-2 participated in class and read a total of 30 books, while the students in 3-6 read 20 books. All certificates went home with the end of semester reports.

Our library is a friendly and busy place that exists to encourage children to read, reflect, wonder, question and learn. The library supports the teaching and learning of classroom programs and aims to foster a love of reading for pleasure. Our collection is constantly growing and changing as we try to keep it fresh, relevant.

Kathy Wyber – Teacher Librarian