

Bardia Public School Annual Report



2018



4311

Introduction

The Annual Report for **2018** 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.

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 Principal

Dear Bardia Public School Community,

No doubt 2018 will go down in Bardia Public School history as one of its most difficult. With construction happening at 360 degrees around the school, we had to endure dust so thick and heavy that the filters on the interactive white boards required cleaning weekly, sometimes daily, constant noise, small, cramped playgrounds, extremely annoying traffic conditions and then there was the sewerage system breaking down on multiple occasions. And these were just a few of the difficulties we had to face. Despite this we continued to provide outstanding teaching and the students continued to engage in impressive learning. Once again our NAPLAN results were excellent.

Of course we endured these tribulations for a very good reason; we will soon take occupation of state-of-the-art 21st century facilities. A very exciting prospect. These facilities do not have traditional classrooms. In preparation for this for the past four years we have been reviewing research, evaluating selected practice and implementing only those practices that complement teaching in innovative learning environments and are effective in raising student academic and social outcomes.

Thank you one and all for your efforts in 2018. The staff were just amazing and incredibly professional. The students did much better than the adults in adapting to the conditions and displayed a level of responsible behaviour that should make their parents and carers proud. And finally there was the response from you, the community. Thank you for being so understanding and supportive.

Brett Moseley

Principal

School background

School vision statement

The central purpose in everything we do at Bardia Public School is to support every student in becoming 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 against their personal best; someone who has respect, compassion and empathy for 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.

The enactment of this vision for our students is revealed through the Bardia Teaching and Learning Model. This model in effect is a guide to the development of the self-regulated and collaborative learner, someone who works productively with their peers in the pursuit of knowledge, who chooses a growth mindset, who possesses the language for analysing learning and the tools to act upon teacher feedback. The product, the empowered learner, is someone very likely to achieve self-actualisation.

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 1000 children. Even so, the school's current community-minded culture, one usually associated with small country schools, is something which the parents, students and teachers are very committed to retaining.

In Term 4, 2018, the teachers and students at Bardia Public School will take occupation of newly constructed state-of-the-art facilities. Traditional classrooms will be replaced with interactive learning environments (ILEs). The Bardia Teaching and Learning Model has been purposefully designed to take full advantage of these flexible learning "hubs", thereby maximising student academic outcomes.

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across **Learning, Teaching and Leading**. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The framework identifies 14 domains of school operation for assessment. We gathered evidence to determine where the school is operating *currently* against four possible levels of achievement:

1. Working Towards Delivering,
2. Delivering
3. Sustaining and Growing
4. Excelling

Of the 14 domains of school operation for assessment, the panel determined that Bardia Public School is currently achieving seven domains at Sustaining and Growing and seven domains at Excelling.

This is a fantastic outcome for our school and testament to the dedication of our very professional staff.

Our self-assessment and the external validation process will assist the school to refine our school plan and lead to further improvements in the delivery of education to our students.

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

EMBED

Purpose

The Bardia Teaching and Learning Model, an evolving synthesis of evidence based practice has been designed to take full advantage of flexible learning spaces and deliver outstanding student outcomes in literacy and numeracy. It is crucial that this model of learning and teaching is implemented fully and is open to ongoing evaluation and iteration. It is believed that student academic gains will be maximised only if implementation is of the highest fidelity and quality.

Overall summary of progress

This year there were a number of impediments to our achieving our goals (ongoing construction work, staff very unwell, changes to staffing); however, the overall progress of Strategic Direction 1 is very impressive. An Assistant Principal Implementation (API), an off-class, above establishment appointment, has been an excellent initiative. The API has worked directly with classroom teachers modelling/observing practice which adheres to the Bardia Teaching and Learning Model. In 2019 classes will be paired to form hubs. The two teachers assigned to hubs were provided a day off class to work through the Hub Team Agreement. This day was a crucial first step in ensuring that the hub teams work together to embed the Bardia Teaching and Learning Model.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers new to Bardia Public School will possess at the least a <i>sound</i> understanding of the Bardia Teaching and Learning Model and core programs.	Teachers new to Bardia Public School now possess at the least a <i>sound</i> understanding of the Bardia Teaching and Learning Model and core programs.	Following the Orientation Program teachers demonstrate a thorough understanding of the Bardia Teaching and Learning Model.
All teachers' implementation of the Bardia Teaching and Learning Model and core programs will be assessed at the least as <i>sound</i> in quality and fidelity.	All teachers' implementation of the Bardia Teaching and Learning Model and core programs have been assessed at the least as <i>sound</i> in quality and fidelity.	The Assistant Principal Implementation has assessed teachers' implementation of the Bardia Teaching and Learning Model as being sound or above – an impressive result.
Teachers' understanding and implementation of <i>7Dispositions</i> and the <i>critical and creative thinking</i> "language" will be assessed at the least as <i>sound</i> .	Teachers' understanding and implementation of the <i>7Dispositions</i> and the <i>critical and creative thinking</i> "language" have been assessed at the least as <i>sound</i> .	All teachers have a sound understanding of the <i>7Dispositions</i> and the <i>critical and creative thinking</i> "language". These have been integrated with the curriculum.
75% of students will achieve, at the least, a sound understanding and use of the <i>7Dispositions</i> and the <i>critical and creative thinking</i> "language".	The <i>7Dispositions</i> and the <i>critical and creative thinking</i> "language" have been introduced to students.	This target has not been achieved. Teaching of these will continue next year and further embedding is required.
Hub teams will achieve an <i>outstanding</i> level of cohesiveness and transition from independent, to shared, to blended teaching.	Because the new facilities were not ready, we were unable to commence hub teaching.	Not applicable

Next Steps

In 2019 we will occupy our new facilities. All teachers will employ the Bardia Teaching and Learning Model in our fabulous new facilities. We have been preparing for this for five years and look forward to the transition.

Strategic Direction 2

COMMUNICATE

Purpose

It is important that the programs / practices selected to maximise student academic growth, those that form the Bardia Teaching and Learning Model, are communicated effectively to teachers new to Bardia Public School, to the students and to their parents. Where respectively appropriate, such communication will be reinforced with explicit instruction. Moreover, it is equally important that a variety of interactive communication platforms are used to effectively promulgate the school's achievements and to engage the community.

Overall summary of progress

Class Parent, Friends of Bardia and Buzzy are three excellent developments at Bardia Public School. Class Parent allows for a group of parents associated with one class to get to know each other and support each other by providing information about common problems facing the parents of children attending school. Friends of Bardia has proved to be a far superior model of parent involvement in their child's school compared to our old P&C. The completely democratic processes that surround FoB organisation and the "no stress" approach to volunteering has encouraged large numbers of parents to attend FoB meetings. We are currently trialling a new app for parent–school communication. It is hoped that next year this app will prove to be a terrific way for us to streamline communication – the bane of busy parent's lives!

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers new to Bardia Public School will be assessed by the Assistant Principal Implementation as having a sound understanding of the Bardia Teaching and Learning Model.	Teachers new to Bardia Public School will attend an orientation program conducted by the Principal This will introduce the BTLM.	Ten teachers attended this program and the feedback was very positive.
There will be an increase satisfaction with Class Parent and the number of parents taking part in parent led activities at the school will increase markedly.	There has been an increased satisfaction with Class Parent and the number of parents taking part in parent led activities at the school has increased markedly.	Class Parent is proving to be a much more successful model for parent engagement in school life.
Parent satisfaction with communication and the teaching practices at Bardia Public School will be assessed as high.	Parent satisfaction with communication and the teaching practices at Bardia Public School has been assessed as consistently high.	Parents and carers have shown overwhelming support for our endeavours in this regard.
The number of students reaching Master will increase each year, indicating a growing level of student skill with self–regulation.	We have decided to hold off on implementing the Learner's Licence until next year.	Not applicable

Next Steps

Buzzy represents a fantastic opportunity for us to change dramatically the way we communicate with parents. It is hoped that once Buzzy is up and running with a simple tap on one's smart phone all the complex issues of paying for excursions and replying to school generated notes will be eased markedly.

Strategic Direction 3

EVALUATE

Purpose

Relying on anecdotal evidence only or on evidence external to the Bardia Public School context is unlikely to lead to an accurate evaluation of program / practice impact. Only when a range of qualitative and quantitative data are systematically collected within the Bardia context can the full impact of the school's teaching and learning practice be ascertained. Such analyses are an important aspect of iteration and embedding only those practices / programs which lead to above average academic growth.

Overall summary of progress

Teachers are now very skilled at using the Writing Assessment Portfolios (WAPs) to ascertain students' strengths and weaknesses in writing. What is more, this program allows for a deep tracking student progress in writing. This information is invaluable to teachers at the beginning of the year in particular. Longitudinal NAPLAN data allow for us to accurately determine student, cohort and whole school levels of academic growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will demonstrate increases to their sense of belonging, behaviour at school, attitude to learning, relations with teachers and engagement in learning. Parents will report increases to their feeling welcome, being informed and belief that the school supports learning, positive behaviour and safety. Teachers will demonstrate increases to their confidence in the school leadership and belief the school encourages collaboration, a positive learning culture, that data informs practice and the teaching strategies employed at the school are excellent.	Students will demonstrate increases to their sense of belonging, behaviour at school, attitude to learning, relations with teachers and engagement in learning. Parents will report increases to their feeling welcome, being informed and belief that the school supports learning, positive behaviour and safety. Teachers will demonstrate increases to their confidence in the school leadership and belief the school encourages collaboration, a positive learning culture, that data informs practice and the teaching strategies employed at the school are excellent.	All targets have been met and the high expectations held at the school in regards to the importance of a positive school culture have been exceeded. Bardia Public School is regarded by all as an excellent school.

Next Steps

In 2019 the teachers will occupy innovative learning environments. This transition from traditional learning spaces to flexible learning spaces will require support implemented strategically and consistently – especially in 2019 and 2020 as the school learns to become adept exponents of blended teaching. Adding to the complexity of this undertaking will be the constant increase in student enrolments and the new staff this will generate.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	110	132	165	194
Girls	105	121	155	176

The student enrolment profile shows clearly that the school is growing, fast! Our current enrolment is expected to double in the next two years. Next year we will commence with 465 students, an increase of 80 students on our current enrolment! It is anticipated that by 2022 the school will reach its capacity of 950 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.4	92.7	92.3	92.7
1	93.8	92.5	94.9	91.1
2	91.5	93.8	94.2	92.9
3	93.5	95.5	96.4	92.3
4	92.5	93.2	92.1	93.3
5	92.6	94.2	93.2	88.6
6	89.5	93.7	94	89.5
All Years	93	93.5	94	91.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The good attendance of students is taken very seriously at Bardia Public School. This year with construction work and dust being an ongoing source of disruption, non-attendance was slightly greater than years past. Also, with an increasing number of NESB students, more and more families are taking the

opportunity to visit relatives overseas for extended periods.

Generally, when parents are reminded of the serious effect nonattendance has on learning they are quick to respond and address any issues. Only very rarely has the school resorted to referring students to a Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.81
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.8
School Administration and Support Staff	3.82

*Full Time Equivalent

Currently the school has one Aboriginal member of staff.

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	30

Professional learning and teacher accreditation

All teachers at Bardia PS meet NESA requirements for accreditation. One teacher is at Conditional, one is Working Towards Provisional, five are at Provisional and 16 are at Proficient. In 2019 two teachers have indicated a desire to undertake accreditation at Highly Accomplished and one teacher will commence accreditation at Lead.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	248,351
Revenue	3,757,488
Appropriation	3,599,844
Sale of Goods and Services	63,340
Grants and Contributions	91,507
Gain and Loss	0
Other Revenue	100
Investment Income	2,697
Expenses	-3,370,189
Recurrent Expenses	-3,370,189
Employee Related	-3,133,683
Operating Expenses	-236,506
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	387,299
Balance Carried Forward	635,650

For the past two years we have endeavoured to spend as little as possible as we prepare to take possession of our new facilities in 2019. Resourcing a much larger and more complex school and accommodating for our influx of enrolments will place considerable strain on school finances.

The money being carried over into 2019 includes:

- Tied funds – these are funds that can only be spent on specific purposes, such as beginning teacher support
- Funds put aside to pay for purchases already made
- The 2019 staffing allocation for our school Counsellor
- The establishment grant for the new facilities
- The establishment grant for a new support class
- Community funds from fundraising
- Excess funds

We intend on using our excess funds to purchase:

- Laptops and I-Pads for our students \$35,000
- A permanent awning to provide shade for our students in the "quiet area" \$20,000
- A new printer, one that will cater for our rapidly growing school \$10,000
- Sports equipment \$10,000
- Robotics equipment \$20,000
- Musical instruments and resources \$35,000

- Art and craft resources \$10,000
- Classroom resources \$20,000

School finances and budgeting considerations are discussed at Friends of Bardia meetings and at staff meetings.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,496,284
Base Per Capita	61,878
Base Location	0
Other Base	2,434,406
Equity Total	246,033
Equity Aboriginal	6,564
Equity Socio economic	41,181
Equity Language	113,587
Equity Disability	84,702
Targeted Total	264,383
Other Total	98,336
Grand Total	3,105,036

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

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.

A number of factors had an impact on our NAPLAN results in 2018.

- The school is experiencing a very rapid increase in enrolments. The students are coming from various schools and have had various educational experiences.
- A large percentage of students new to our schools are also new to the English language or

• speak a language other than English at home.

- In 2018 we had an exceptionally small cohort in Year 5.

Even so, despite these factors, overall **our students' NAPLAN results have been excellent yet again!**

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The data below reveals that Bardia PS students perform extremely well in the higher bands; also, the school has very few students in the lower bands. Our hard working students and teachers and our supportive parents are all to be congratulated on our achieving these results.

Year 5 Grammar and Punctuation: (Band 8 – State = 16.3% / **BPS = 17.6%**) (Band 1 – **BPS = 0%**) (Band 2 – **BPS = 0%**)

Year 5 Reading: (Band 8 – State = 15.6% / **BPS = 23.5%**) (Band 1 – **BPS = 0%**) (Band 2 – **BPS = 0%**)

Year 5 Spelling: (Band 8 – State = 13.9% / **BPS = 29.4%**) (Band 1 – **BPS = 0%**) (Band 2 – **BPS = 0%**)

Year 5 Writing: (Band 8 – State = 4.2% / **BPS = 5.9%**) (Band 1 – **BPS = 0%**) (Band 2 – **BPS = 5%**)

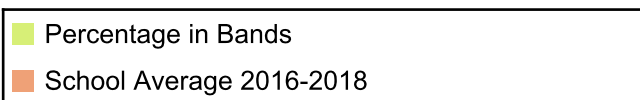
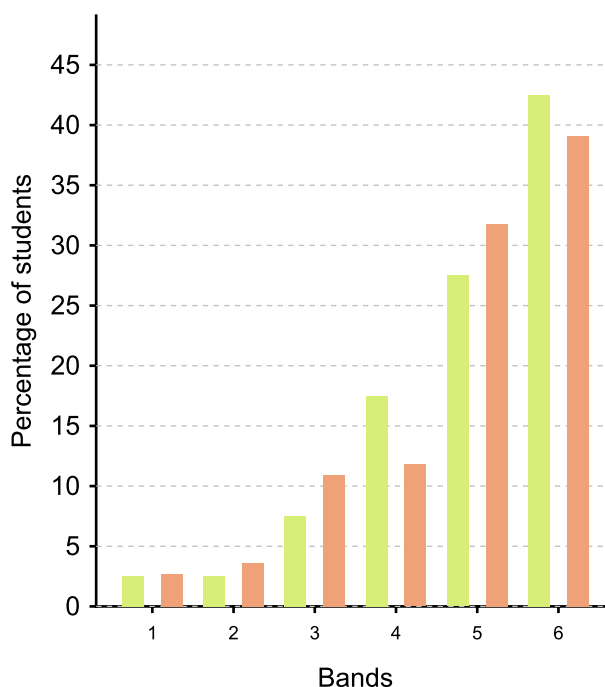
Year 3 Grammar and Punctuation: (Band 8 – State = 28.1% / **BPS = 42.5%**) (Band 1 – **BPS = 2.5%**) (Band 2 – **BPS = 2.5%**)

Year 3 Reading: (Band 8 – State = 25.2% / **BPS = 35.0%**) (Band 1 – **BPS = 0%**) (Band 2 – **BPS = 0%**)

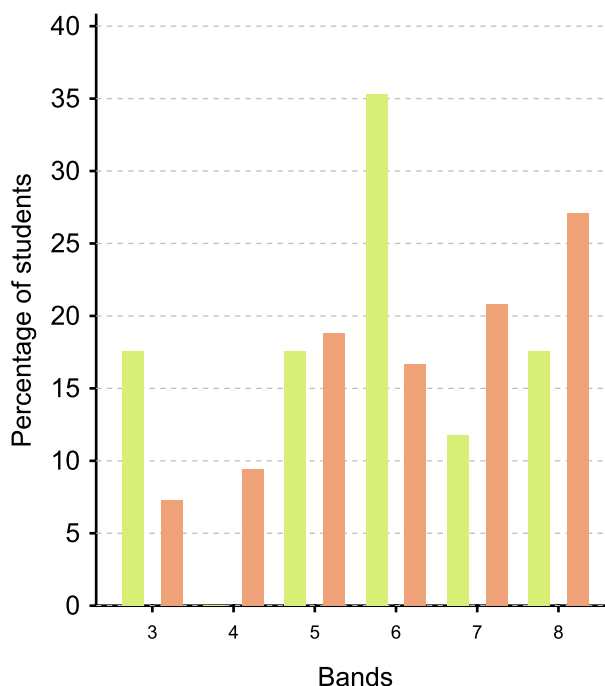
Year 3 Spelling: (Band 8 – State = 24.4% / **BPS = 27.5%**) (Band 1 – **BPS = 0%**) (Band 2 – **BPS = 0%**)

Year 5 Writing: (Band 8 – State = 9.9% / **BPS = 7.5%**) (Band 1 – **BPS = 0%**) (Band 2 – **BPS = 5%**)

Percentage in bands:
Year 3 Grammar & Punctuation



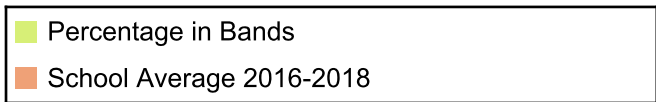
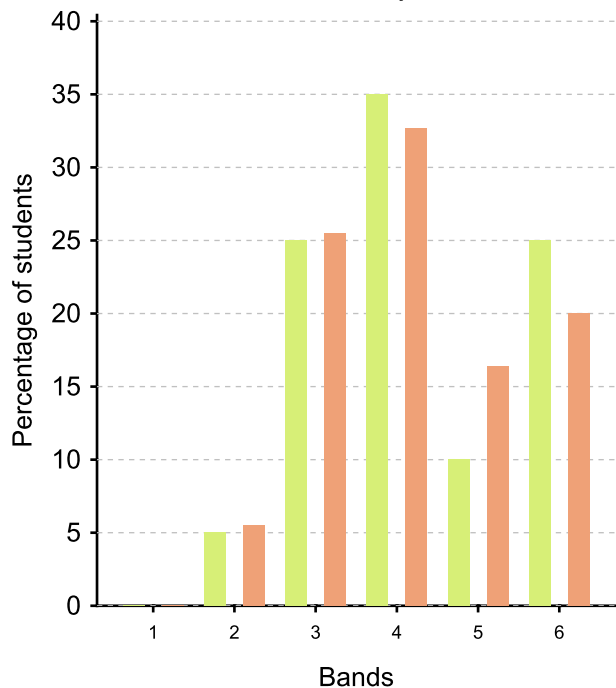
Percentage in bands:
Year 5 Grammar & Punctuation



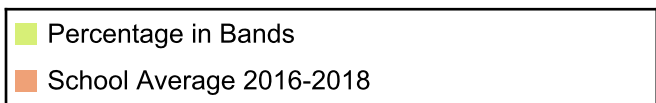
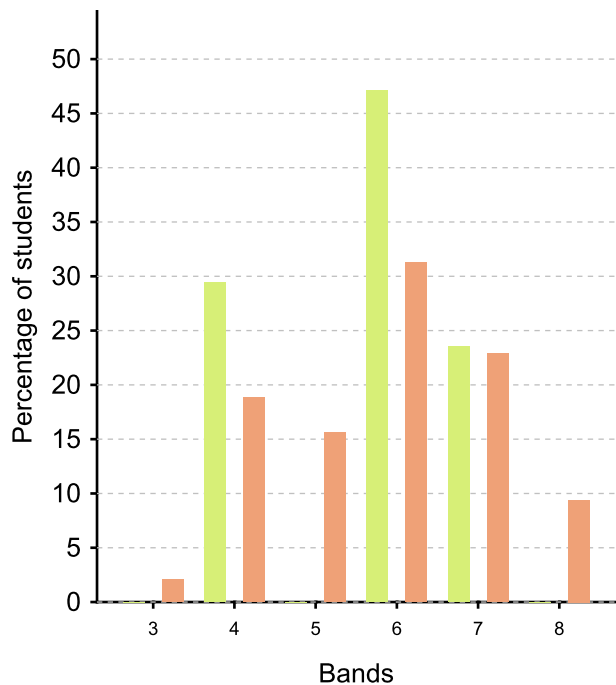
Year 5 Numeracy: (Band 8 – State = 15.6% / **BPS = 0%**) (Band 7 – State = 17.6% / **BPS = 23.5%**) (Band 3 – State = 3.4% / **BPS = 0%**) (Band 2 – State = 8% / **BPS = 0%**) (Band 1 – State = 8% / **BPS = 0%**)

Year 3 Numeracy: (Band 6 – State = 15.8% / **BPS = 25.0%**) (Band 1 – State = 8% / **BPS = 0%**) (Band 2 –

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



While the academic performance of the Bardia Public School students is very pleasing, it is the academic growth of our students that truly impresses. Academic growth is the measure of student academic improvement. At Bardia Public School for every 12

The average academic growth for **BPS** students K–3 has been above the State average for the last three years. The average academic growth for our 3 – 5 students has been above the State average for the last five years. Academic growth is the measure of student improvement. Schools high in academic growth are those with excellent teaching and learning.

Parent/caregiver, student, teacher satisfaction

STUDENTS

Students were asked to rate the item. The average of students' responses is recorded as a percentage.

Students with positive behaviour at school:

Year 4 – NSW = 82% – Bardia PS = 92%

Year 5 – NSW = 83% – Bardia PS = 100%

Year 6 – NSW = 83% – Bardia PS = 97%

Students self-report on their effort as a percentage:

Year 4 – NSW = 87% – Bardia PS = 93%

Year 5 – NSW = 88% – Bardia PS = 93%

Year 6 – NSW = 88% – Bardia PS = 95%

Equality of student engagement among different socioeconomic groups:

Year 4 – NSW = 81% – Bardia PS = 92%

Year 5 – NSW = 91% – Bardia PS = 98%

Year 6 – NSW = 94% – Bardia PS = 100%

Percentage of students intellectually engaged at school:

Year 4 – NSW = 78% – Bardia PS = 79%

Year 5 – NSW = 88% – Bardia PS = 91%

Year 6 – NSW = 93% – Bardia PS = 94%

Effective learning time:

NSW = 8.2

Bardia PS = 8.5

Classrooms are well organised and students are provided immediate feedback:

NSW = 8.2

Bardia PS = 8.4

Students expectations of going to university:

Strongly disagree – 0%

Neither agree nor disagree – 14%

Agree – 21%

Strongly agree – 61%

TEACHERS

Teachers were asked to rate the item. The average of teachers' responses is recorded as a percentage.

Inclusive school – 89%

Leadership – 93%

Parent involvement – 69% (note that the construction work impacted negatively on parent involvement)

Staff collaboration – 88%

Learning culture – 84%

Data informs practice – 85%

Supported in overcoming obstacles to learning – 82%

Leadership

School leaders have helped me establish challenging and visible learning goals for students. 8.3

School leaders have helped me create new learning opportunities for students. 7.8

School leaders have provided me with useful feedback about my teaching. 8.3

School leaders have helped me improve my teaching. 8.6

School leaders have provided guidance for monitoring student progress. 8.1

I work with school leaders to create a safe and orderly school environment. 9.2

School leaders have taken time to observe my teaching. 8.6

School leaders have supported me during stressful times. 8.6

Collaboration

I work with other teachers in developing cross-curricular or common learning opportunities. 8.6

Teachers have given me helpful feedback about my teaching. 8.6

I talk with other teachers about strategies that increase student engagement. 8.6

Other teachers have shared their learning goals for students with me. 8.9

Teachers in our school share their lesson plans and other materials with me. 9.4

I discuss my assessment strategies with other teachers. 8.3

I discuss learning problems of particular students with other teachers. 9.4

I discuss my learning goals with other teachers. 8.3

Data Informs Practice

My assessments help me understand where students are having difficulty. 9.4

I use formal assessment tasks to help students set challenging goals. 8.3

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.

8.1

I use formal assessment tasks to discuss with students where common mistakes are made. 7.8

When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an

opportunity to improve.

8.8

I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 8.1

I use results from formal assessment tasks to inform my lesson planning. 9.1

I give students feedback on how to improve their performance on formal assessment tasks. 7.8

Inclusive School

I am regularly available to help students with special learning needs. 8.1

I strive to understand the learning needs of students with special learning needs. 9.7

I establish clear expectations for classroom behaviour. 9.4

I help low-performing students plan their assignments. 7.1

I make sure that students with special learning needs receive meaningful feedback on their work. 8.6

I make an effort to include students with special learning needs in class activities. 9.7

I use individual education plans to set goals for students with special learning needs. 9.3

I create opportunities for success for students who are learning at a slower pace. 8.6

PARENTS

Parents were asked to rate the item. The average parents' responses is recorded as a percentage.

Parents feel welcome

School Mean (NSW Govt Norm) 7.8 (7.4)

I feel welcome when I visit the school. 8.3

I can easily speak with my child's teachers. 8.3

I am well informed about school activities. 7.5

Teachers listen to concerns I have. 7.7

I can easily speak with the school principal. 8.0

Written information from the school is in clear, plain language. 8.5

Parent activities are scheduled at times when I can attend. 5.8

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

Parents are informed

School Mean (NSW Govt Norm) 7.0 (6.6)

Reports on my child's progress are written in terms I understand. 8.1

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.3

I am informed about my child's behaviour at school, whether positive or negative. 6.8

The teachers would inform me if my child were not making adequate progress in school subjects. 7.4

I am well informed about my child's progress in school subjects. 6.6

I am informed about opportunities concerning my child's future. 6.1

I am informed about my child's social and emotional development. 6.7

Parents support student learning at home

School Mean (NSW Govt Norm) 5.5 (6.3)

Discuss how well your child is doing in his or her classes. 4.5

Talk about how important schoolwork is. 5.0

Ask about any challenges your child might have at school. 4.6

Encourage your child to do well at school. 6.6

Praise your child for doing well at school. 6.3

Talk with your child about feelings towards other children at school. 5.1

Take an interest in your child's school assignments. 6.1

Parents have talked with a teacher about their child

Zero – 5%

Once – 10%

Two or three times – 40%

More than three times – 45%

Parents have attended meetings or social functions at the school

Zero – 10%

Once – 25%

Two or three times – 40%

More than three times – 25%

Policy requirements

Aboriginal education

Community of Schools NAIDOC Celebration

During NAIDOC Week, students at Bardia Public School who identify as Aboriginal and Torres Strait Islander attended the Community of Schools NAIDOC Celebration at Guise Public School. The event involved Aboriginal and Torres Strait Islander students from 13 local public schools and provided an opportunity to acknowledge and celebrate Indigenous culture, with an emphasis on the 2018 theme – 'Because of her, we can!' The day began with a formal assembly, which included a Water Blessing by Aunty Kay. Indigenous Elders then guided students through a range of rotational activities and workshops. Some of the activities that

students participated in included Aboriginal storytelling symbols, Dreamtime stories, Aboriginal message stones, Aboriginal body painting and a virtual excursion to the outback, using virtual reality technology. The event was a fantastic way to celebrate and build an understanding and respect for the histories, languages, cultures and achievements of Aboriginal and Torres Strait Islander peoples. We look forward to attending the Community of Schools celebration next year.

Aboriginal perspectives are taught across all years and incorporated with all key learning areas where appropriate. In 2018 2% of Bardia PS students identified as being Aboriginal or Torres Strait Islander.

Kerry–Ann Lynch

Multicultural and anti-racism education

In 2018, 228 (64%) students were identified as having a language background other than English (LBOTE) with the school's population consisting of 36 different cultural backgrounds.

Bardia Public School was allocated an EAL/D teacher 4 days per week and, in addition, employed an SLSO 2 days per week to support the implementation of EAL/D programs. Extensive informal and formal assessments were used, and in collaboration with classroom teachers, specific learning goals were established for our EAL/D students. Programs were implemented through a variety of in class support and withdrawal groups. EAL/D and SLSO teachers also worked collaboratively with classroom teachers to share professional knowledge, resources and teaching strategies to provide support in accommodating their students' learning needs. Improvement in student outcomes was recognised with most EAL/D students achieving their learning goals over the course of the year.

In 2018 Bardia Public School recorded no incidents of racism. One teacher was trained to be an Anti–Racism Contact Officer.

Harmony Day is a day to celebrate Australian multiculturalism, based on the successful integration of migrants into our community. Harmony Day is about inclusiveness, respect and belonging for all Australians, regardless of cultural background. At Bardia PS we celebrated Harmony Day on the 15th March with the children visiting classrooms to experience different cultures through, dance, games, stories and crafts.

Tara Jones, EAL/D Teacher

Kieran McMaugh, ARCO

Kathy Wyber, Librarian

Other school programs

Public Speaking

During Term 3, all students at Bardia Public School competed in the annual Public Speaking Competition. The competition provides students with an opportunity to present a formal talk to an audience and the opportunity to participate in public speaking competitions at a district level. Students in each stage were given a list of topics to choose from and were asked to write, prepare and practise their speech at home. Finalists were selected from each class who then presented their prepared speeches at the Bardia Public School Public Speaking Competition Finals. Teachers used a marking rubric to score each competitor and winners from each stage were selected to represent Bardia Public School at the Glenfield Network Public Speaking Final. This learning experience was extremely valuable for all students as it enabled them to develop their confidence and public speaking skills. The finalists who attended the Glenfield Network Public Speaking Final were outstanding and fantastic representatives of Bardia Public School.

Kerry Lynch, Public Speaking Coordinator

K–2 Report

2018 has been a busy year for the K–2 students, one 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) is 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 had the opportunity to work with Mrs Wyber to develop their ICT skills during guided inquiry. Guided inquiry allows students to formulate and answer their own questions about a topic and work collaboratively in small groups.

Term 2 saw the Stage 1 students visit Fairfield City Museum to support their unit of work about life in the past. Here students gained first–hand knowledge of what life was like 100 years ago. Students took part in a lesson in an old school classroom with a very strict teacher, saw a blacksmith at work, went inside old cottages to see how people used to live and dressed up in clothes that people wore in the past. Students also had the opportunity to play some games that children used to play and visit the general store to learn how people went about their shopping.

Kindergarten students went on an excursion to Calmsley Hill Farm during Term 2 as part of their Living and Non–Living unit of work. The students got to see and hold many farmyard animals and even milked a

cow. Students learnt about food that is grown on a farm, saw the whip cracking and working dog shows and watched a sheep being sheared. Students gained a greater understanding of the different types of farm animals and how they meet our needs.

Students were provided with a number of sporting programs and physical activities over the year. In addition to our weekly sport program, Dance Fever ran programs in Terms 1 and 3. Students enthusiastically participated in the Gymnastics program each week during Term 1 and Term 3 saw the return of the popular skipping program. Little Athletics provided students with instruction about the correct way to participate in many field events, such as discus, shot put, long jump and high jump, in the lead up to our Athletics Carnival in Term 2. 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 also a feature over the year with all classes given the opportunity to perform at assemblies, Education Week and Presentation Day to showcase their talents. Students entertained their audiences with dancing, singing and drama. Students learnt new songs to sing with the whole school at our Education Week and fortnightly assemblies.

Tanya Lewis Assistant Principal

Quicksmart

The Quicksmart Mathematics intervention program is in its 5th year of implementation at Bardia Public School and has once again produced some outstanding results and crucial academic gains. The Quicksmart program aims to increase students' strategies in using and improving the automatic recall of basic number facts across all four operations of mathematics through a variety of explicitly taught activities. This year, Miss Morgan and Mrs White were fortunate enough to work three times a week with a group of 16 students from grades 4, 5 and 6. All students reported an increase in their confidence and overall number sense. Furthermore, 87% of students on the Quicksmart Program showed growth in their understanding and use of number facts and achieved an average number fact recall time of less than two seconds.

Carly Morgan and Katherine White

A Day to Remember– Remembrance Day Service

On Friday, 9th November four children accompanied by Miss Morgan travelled to Mawson Park, Campbelltown to participate in a Remembrance Day Commemorative Service for Schools, called *A Day to Remember*. This ceremony was held in the lead up to Remembrance Day on Sunday 11th November, which carried additional meaning this year as it marked a century since the guns fell silent on the Western Front. The four students involved took part in the laying of wreaths and spoke about the history and origins of Remembrance Day in front of an audience which included Mayor of Campbelltown, Cr George Brticevic. This solemn and poignant occasion also provided students the

opportunity to participate in educational workshops, see replica setups from World War One, have a photo opportunity with military vehicles and talk to those in our community with a greater understanding of the war and hear their stories.

Carly Morgan

Craft Club:

Every Friday throughout the school year, students from K–6 at Bardia PS have had the opportunity to attend a Craft Club run by Mrs White and Mrs McCabe. 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, being an avenue for students to make friends and express themselves creatively. We look forward to offering Craft Club again in 2019.

Sarah McCabe & Katherine White

Bardia School Choir

In 2018, the Bardia School Choir was comprised of 22 students from Year 3 to Year 6. Students learned a variety of vocal warm ups and techniques, as well as a number of songs from children's musicals. The choir performed at the Education Week Assembly held in August. They also performed in the *Cantabile Music Festival* held at the Sydney Opera House on the 30th August, 2018. They performed amongst 800 students singing songs in English and other languages. Eleven students from Years 4 to Year 6 were included in the Combined Choir at the *Schools Spectacular*, held on the 23rd and 24th November, 2018. They attended rehearsals in the city and participated in four performances at Qudos Bank Arena in Sydney Olympic Park. Our choir joined the Arena Choir, and sang 32 songs in English and other languages. What a wonderful year of learning in the performing arts for Bardia Public School!

Laura O'Brien, Choir Coordinator

Dance Groups

Dance at Bardia P.S aims to provide a positive and an enjoyable experience so that they develop a passion for the joy and freedom of dance.

This year Bardia Public School offered an Infants Dance Group for students in Kindergarten to Year 3, and a Primary Dance Group for students in Years 3 to 6. Students participating in dance group attended lunch time dance lessons once a week with Miss Walters and Miss Koromilas. Lessons ran for the whole school year during which time the students learnt and rehearsed

dance routines. The dance lessons teach students skills and technique development, while promoting students health and wellbeing. Dance group lessons enhance students co-ordination, concentration, focus, communication, co-operation and creative expression. Students practised courtesy, manners and respect for self and others and most importantly built self-esteem and confidence.

Earlier in the year the dance students auditioned to be a part of the combined dance section of the Schools Spectacular. Unfortunately, they were unsuccessful, however, they are determined to try again next year.

During the end of year Presentation Day Assembly both the Infants and Primary Dance Groups performed their routines, providing entertainment to the many parents, teachers, guests and children who attended the assembly.

The students thoroughly enjoyed taking part in this year's dance group and found it to be an incredibly valuable experience.

Kate Walters & Holly Koromilas

Sport

In 2018, Bardia Public School continued to provide students with a variety of opportunities to participate in sport. We entered teams in various sports for PSSA Gala Day Competitions as well as individual students in various Field Zone sporting teams.

Students in Years 3–6 took part in three successful carnivals: Swimming, Cross Country and Athletics. This was the first year Bardia Public Schools Athletics Carnival was held off site at Campbelltown Athletics Centre. We had students attend the zone and regional carnivals in swimming, athletics and cross country. Our school won the Small School Zone Champion Shield for all three carnivals.

Students in K–2 also had opportunities to participate in weekly sporting activities and the Cross Country and Athletics Carnivals.

All students in Years 3–6 were offered the opportunity to participate in Winter Gala Days in soccer, netball or newcombe ball. All students experienced success in their endeavours and our Junior Soccer team won their competition.

In term 4, 60 students from Years 2–6 attended a school swimming and safety program at Macquarie Fields Leisure Centre. Each student who participated in the program improved their swimming skills and water safety knowledge.

Megan Saxon and Kieran McMaugh

Library

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, confident readers; independent, critical, efficient users of information; and people who develop a lifelong love of reading.

General Statement

A child's attitude to reading and learning are directly linked to their early experiences and views of how they see themselves as a reader and as a learner. It is therefore important that the library program develops positive attitudes to reading and learning. This is achieved through:

- Providing a safe emotional and educational learning environment where students feel comfortable enough to take risks.
- Finding the interests of the child and providing books which are at their reading level.
- Making learning and reading fun and enjoyable through shared reading and Book Week activities.
- Educating the wider community about reading through the newsletter and presentations at Kindergarten Orientation.
- Modelling an enthusiasm for reading

The face of our library is changing and 2018 saw the transition begin. With new classes and sharing the library facilities with Camp Australia, as well as having the library open every day of the week, the library was well utilised this year. The Bardia PS Library has had another busy year and we look forward to improving our current library program in our new library in 2019!

Borrowing

The students had the opportunity to attend the library for a whole class borrowing session each week for 30 minutes. During this time they could borrow two books when they brought in their library bag. Students in 3–6 were encouraged to have a book on their desk at all times and could borrow one book for class without bringing their library bag.

Borrowing from the school library ensures the students are:

- Given encouragement to learn to read and love reading.
- Introduced to a wide variety of literature.
- Able to select appropriate books for their own personal interest.
- Developing skills in using materials and caring for our library

Borrowing by Grade

The aim of the library is to provide resources that meet the needs of its customers. Bardia PS library continues to do this and this is reflected in our strong borrowing culture. Kindergarten were the best borrowers in 2018

followed by grades 3 & 4, due to their strong home reading program. Years 5 & 6 read longer books and began to bring in books from their own collections and this is reflected in their lower borrowing rate. The Year 2 classes had their borrowing day on Monday and as such this is the hardest day for families to remember their library bag. This year the library has lent 4624 items to teachers and 9419 items to students, totalling 14,063 resources borrowed throughout the year. The equates to 66% of the library collection has been borrowed this year.

Resources

The library is continually looking for new resources to meet the student's interests and curriculum needs. This year the library catalogued 12,588 items with many of these going into our reading resources for home reading and guided reading in the classrooms.

The library is also continually renewing the resources to keep the collection fresh and appealing. This year we culled 1507 items from the system. Many of these items were given to the students at our annual book swap.

Library Teaching Program

We are well and truly in the information age and this brings new and exciting opportunities and challenges. Now more than ever our students need the skills to use information with critical eyes. It is the responsibility of our schools to educate students in this process. Bardia PS library does this through our team teaching programs in Information and Communication Technologies and Guided Inquiry.

During Term 1 (and reinforced throughout the year) we ran digital citizenship lessons to teach the students about their digital responsibility. The junior classes learned how to login and how to use basic word processing skills along with the use of an online program called Typing Club.

The Guided Inquiry program included history and science units. The students learnt the skills of thinking critically about information by:

- Asking and answering questions
- Selecting and evaluating information, especially with the use of the internet
- Note taking and summarizing
- Combining information and different sources
- Presenting the most relevant information
- Recognizing ownership of ideas
- Presenting information suitable for an audience

Lunchtime Activities

The library was open every day for students to read quietly, play games, play chess and draw. A maximum of 40 students were permitted in the library at one time for safety reasons. We look forward to having more space and continuing lunchtime access for the students in 2019.

Parent Helpers

Our library cannot function without the help of our parent community. This year one of our parents was given recognition by Anne Stanley for her dedication to our school. Wendy Freeman has given hours of her time to help in the library and cover many of the 1200 new books. We thank all our helpers including the students who carefully return and care for our books.

Book Week

Congratulations Bardia for another wonderful Book Week. The children and teachers had a fun filled week celebrating reading. The theme for Children's Book Week this year was "Find Your Treasure" and we did this, in each other and the books we love to read. Book Week is far more than just a few fun activities, it is about how we can instil a love of reading and learning in our children, this is the real treasure. Thank you Bardia community our children are being set up for success.

Book Swap

Yet again, the playground was a swarm of children and adults buzzing around to find the book they could settle on. The children all loved being able to take home a new old book and there was a large number of children who brought their own books from home to swap. I love that we can ensure everyone has a new book and that costs nothing!

Dress-up/ Mufti

Wow! I am not sure if it was the teachers or the students who had more fun dressing up. The staff definitely went above and beyond with their costumes. This enthusiasm passes quickly onto the students and again it is not just about dressing up but the laughter and joy from being silly in costume and the positive associations with reading.

Whole School Scavenger Hunt

Our scavenger hunt was again a resounding success. This year we conducted the hunt in our classrooms and then all the classes assembled to hear who had won. Each of the classes were given envelopes with clues hidden around the classroom and they needed to follow the clues and find the gold coins and then bring them to Captain Pirate Wyber. Congratulations to the classes who won. Everyone had fun including Mr Moseley who had the opportunity to participate for the first time with class 20.

Dads' Reading Arvo

Fits of laughter and huge smiles are all that could be heard and seen when our dad's, grandads and uncles came to the classrooms to read. Thank you from the staff, children and to the all the men who participated, over 60 was the last count. We were able to capture some beautiful pictures and lasting memories. I can't emphasise how important it is to model reading to our children and especially our boys. Bardia PS has exceptional reading scores for a good reason.

Thank you everyone, staff, parents and children for their support and enthusiasm for Children's Book Week 2018!

Class Parent Program

This year saw the introduction of the Class Parent program with the mission to help make our growing school continue to feel like a small school through the building a strong class communities.

The parent volunteer for each class had the opportunity to support their class families by:

- Sending messages directly to the parents
- Organising social events outside of school for the class
- Asking for volunteers from their class to support fundraising events

Class Parents surveyed commented that the program was a great way to keep everyone informed of school activities and that a direct message was very effective. They also liked the community building aspect of the program. Next year the program will be incorporated within the Buzzy App. Thank you to the Class Parents for their ongoing support in making Bardia PS a welcoming place for our families.

Kathy Wyber

Teacher Librarian