

Bardia Public School

2019 Annual Report



4311

Introduction

The Annual Report for 2019 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

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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.

At the beginning of 2019 the teachers and students at Bardia Public School took possession of our newly constructed state-of-the-art facilities. Traditional classrooms have been replaced with innovative 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Teachers new to Bardia Public School will possess at the least a *sound* understanding of the Bardia Teaching and Learning Model and core programs.

All teachers' implementation of the Bardia Teaching and Learning Model and core programs will be assessed at the least as *sound* in quality and fidelity.

Teachers' understanding and implementation of *7Dispositions* and the *critical and creative thinking* "language" will be assessed at the least as *sound*.

75% of students will achieve, at the least, a sound understanding and use of the *7Dispositions* and the *critical and creative thinking* "language".

Hub teams will achieve an *outstanding* level of cohesiveness and transition from independent, to shared, to blended teaching.

Progress towards achieving improvement measures

Process 1: The Assistant Principal Implementation, who will be funded as off class 2018 to 2020, will support experienced teachers and especially beginning teachers and teachers new to Bardia Public School in implementing the Bardia Teaching and Learning Model and core programs.

Evaluation	Funds Expended (Resources)
Anecdotal evidence, reinforced with a teacher survey, indicate clearly that this has been an invaluable development at Bardia Public School. The teachers have reported this level of support has helped them make a speedy and efficient transition to the school's innovative teaching and learning practices. The beneficiaries of this are the students.	To fund this teacher as off class, \$109,000 has been allocated from general expenditure..

Process 2: All teachers will attend two professional development nights, run by the company **Minds Wide Open**, on *critical and creative thinking* and the *7Dispositions*, seven mindset skills that students are taught to self-manage. Following this, all teachers will devise a *7Dispositions* teaching program and incorporate *critical and creative thinking* with their teaching programs (including Guided Inquiry).

Evaluation	Funds Expended (Resources)
It was decided that this type of program was too time consuming and confusing for students and teachers alike. The school will continue to teach critical and creative thinking through a more integrated approach, especially during collaborative learning.	NA

Process 3: Hub teams will be provided time off class to work through the *Hub Team Agreement*. This document allows teachers to enunciate and organise with clarity the complexities of hub team teaching. Initially, hub teams will establish a home class culture before developing a whole hub culture. Teachers will develop a repertoire of learning and teaching skills that are site specific and establish site specific routines and expected behaviours for students.

Evaluation	Funds Expended (Resources)
This was an exciting year as it is our first in our brand new hubs. We learnt a	NA

Progress towards achieving improvement measures

lot. It was found that the more quickly the teachers make the transition to blended teaching the quicker the teachers are able to take advantage of the innovative learning environments and improve student learning outcomes.

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.

Improvement Measures

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.

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.

Parent satisfaction with communication and the teaching practices at Bardia Public School will be assessed as high.

The number of students reaching Master will increase each year, indicating a growing level of student skill with self-regulation.

Progress towards achieving improvement measures

Process 1: From mid-Term 1 to mid-Term 2 each year the Principal will offer the Bardia Teaching and Learning Model Orientation Program to teachers new to Bardia Public School.

Evaluation	Funds Expended (Resources)
Eleven teachers attended the orientation program. The program focused on the research that underpins the Bardia Teaching and Learning Model and the journey the teachers have made to reach the current state of teaching expertise. The eleven teachers reported the program to be highly informative and crucial to understanding the "why" of how we teach and the students learn at Bardia Public School.	NA

Process 2: Class Parent invites the parents of each class to form a parent cell for developing positive relationships, sharing information and contributing to their child's school. The Class Parent Coordinator will oversee organisation and promote parent led activities.

Evaluation	Funds Expended (Resources)
Class Parent was an initiative that used BUZZY as a communication platform. It was very successful with some groups of parents and less so with others. Picnics on the weekend were organised by the parents of three hubs and many parents used Class Parent to communicate their questions about aspects of school operation.	NA

Process 3: The SeeSaw app will be made available to parents to provide real-time information about their child's learning and facilitate communication with their child's teacher. Volunteer teachers will hold a series of *Pedagogy for Parents* sessions that focus on simple and practical teaching methods in reading, writing and numeracy. A Communications Officer, along with parent volunteers, will manage the school's website and Facebook page.

Evaluation	Funds Expended (Resources)
A parent satisfaction survey revealed that most parents value highly the school website, the school Facebook page, the SeeSaw app and Pedagogy for Parents as conduits of information sharing.	NA

Progress towards achieving improvement measures

Process 4: Students will be taught explicitly the skills of self-regulation (monitoring their learning, applying the critical and creative thinking “language”, applying the 7Dispositions, responding appropriately to teacher feedback and being responsible for appropriate self and peer assessment) and working collaboratively (being responsible for producing learning products of quality and quantity, being a productive and supportive team member).

Evaluation	Funds Expended (Resources)
Teachers found quickly that overcomplicating the transition to the hubs with programs such as the 7Dispositions and tools such as the Learner's Licence led to inefficiencies in teaching and learning. The decision was made to focus on site specific routines and simple rules for collaboration. The deferred programs may be resumed next year.	NA

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Stakeholder's opinions and attitudes will be sought through the *Tell Them from Me Survey*, which will be available to students, parents and teachers. The results of this survey will be compared with the results of past *Tell Them from Me Surveys*.

Evaluation	Funds Expended (Resources)
Parents' attitudes and opinions about communication, teaching and learning, school culture and other relevant topics were sought through a survey. The survey results were provided to all parents for consideration. The results were very interesting and indicated a growing gap between the parents' understanding of teaching and the practice of teaching at Bardia Public School.	NA

Process 2: Four sources of objective data will be sought: Writing Assessment Portfolio (WAP) – students will complete a narrative under identical test conditions at two points in time throughout the year; students Years 3 to 5 will sit PAT–R tests in comprehension, general ability and numeracy in Term 1 each year; in Term 3 of each year, longitudinal NAPLAN data effect sizes will be calculated for Year 5 in reading, writing and numeracy; PLAN and progression data will be tabulated.

Evaluation	Funds Expended (Resources)
The effectiveness of writing programs at the individual, cohort and program levels was analysed. Following this improvements to individual, cohort and program delivery were devised. The 2019 NAPLAN data show that the school is well above the state average in academic growth in writing.	NA

Process 3: Teacher teams consisting of three teachers will evaluate the teaching and learning of the 7Dispositions and the language of the Critical and Creative Thinking Learning Curriculum as it is applied generically by students to the learning process. Recommendations from the teacher teams will be combined.

Evaluation	Funds Expended (Resources)
Soon after occupying the new facilities it was realised that with so many new career teachers and teachers new to Bardia Public School who did not have experience in Visible Learning, we would focus our Teacher Teams on the four pillars of Visible Learning: learning intentions, success criteria, formative assessment and feedback. The Teacher Team project as always was a huge success and the evaluations and data gathered by the teachers will go toward revising the Quick Guides to practice.	\$20,000 taken from Teacher Professional Learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,000 Indigenous Perspectives Committee \$3,000 SLSO \$1,439 Student support	The range of support provided to classroom teachers and individual students led to improved student self-esteem, school-wide recognition of ATSI cultural perspectives and improved integration of ATSI cultural perspectives within the curriculum.
English language proficiency	\$149,402 1.4 FTE staffing \$30,789 Flexible – additional 0.4 staffing	Despite the large number of non-English speaking background students at the school and the large percentage of these new to the English language, the EaLD teachers were able to help the large majority of these students achieve excellent academic growth.
Low level adjustment for disability	\$64,030 FTE 0.6 Learning Support teacher \$30,789 Flexible funding – SLSO	School based data reveal that students at Bardia Public School not meeting expected stage outcomes demonstrate academic growth well above their peers. This is evidence that the programs to address this cohort's needs are excellent.
Quality Teaching, Successful Students (QTSS)	\$64,350 QTSS – FTE 0.6 Assistant Principal off class	A teacher survey has found that all teachers report the level of support offered by the off class Assistant Principal highly beneficial to their implementing innovative practice in the classroom.
Socio-economic background	\$35,489 Flexible funding	School based data reveal that students at Bardia Public School not meeting expected stage outcomes demonstrate academic growth well above their peers. This is evidence that the programs to address this cohort's needs are excellent.
Support for beginning teachers	\$83,457	The varied support offered to our early career teachers has seen their adapting to working in innovative learning environments quickly. Anecdotal evidence suggests that the early career teachers at Bardia Public School find the level of support provided extremely beneficial to their quickly becoming competent classroom teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	132	165	194	272
Girls	121	155	176	238

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	92.3	92.7	89.8
1	92.5	94.9	91.1	92.2
2	93.8	94.2	92.9	91.4
3	95.5	96.4	92.3	92.2
4	93.2	92.1	93.3	92.3
5	94.2	93.2	88.6	93.7
6	93.7	94	89.5	92.4
All Years	93.5	94	91.9	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	20.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	0.7
School Administration and Support Staff	5.23

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	635,650
Revenue	5,005,507
Appropriation	4,792,275
Sale of Goods and Services	53,803
Grants and contributions	156,880
Investment income	2,248
Other revenue	300
Expenses	-4,662,577
Employee related	-4,335,484
Operating expenses	-327,093
Surplus / deficit for the year	342,931

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	481,191
Equity Total	331,260
Equity - Aboriginal	7,439
Equity - Socio-economic	35,489
Equity - Language	193,512
Equity - Disability	94,819
Base Total	3,114,506
Base - Per Capita	88,229
Base - Location	0
Base - Other	3,026,277
Other Total	306,469
Grand Total	4,233,427

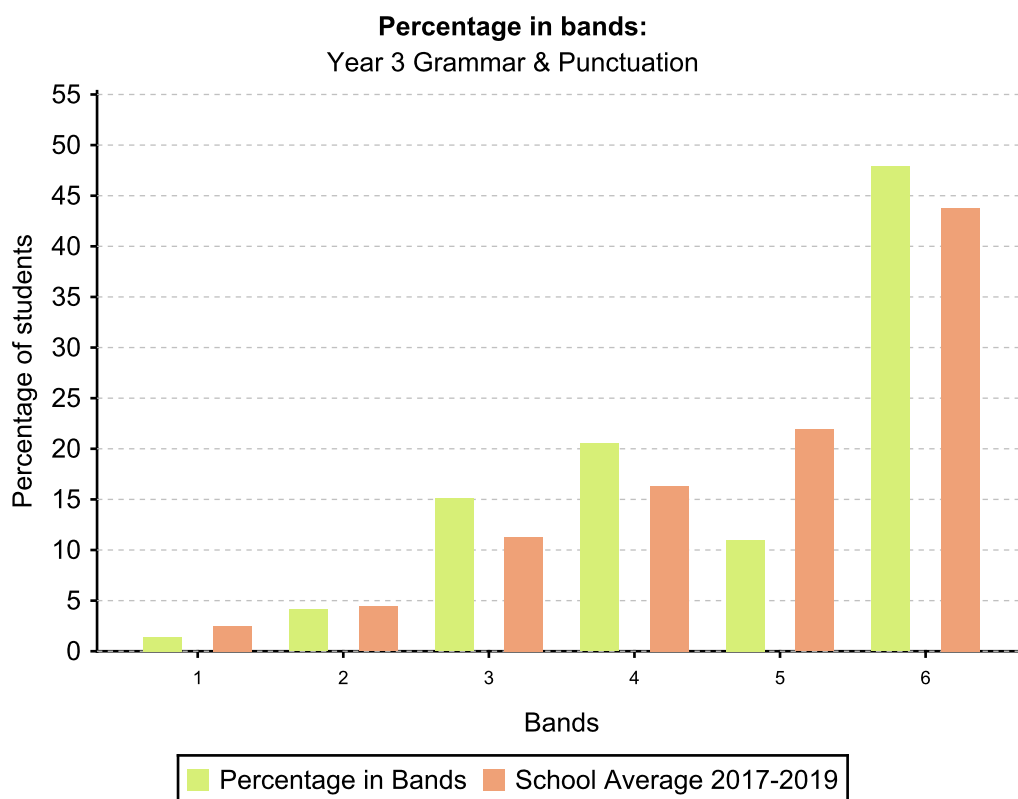
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

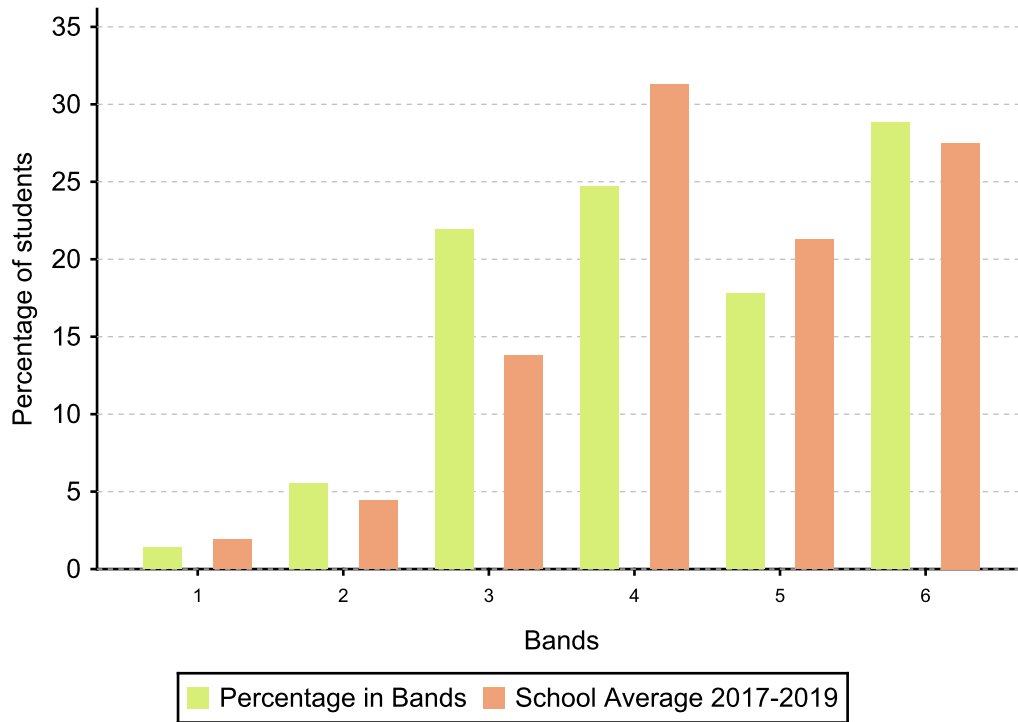
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



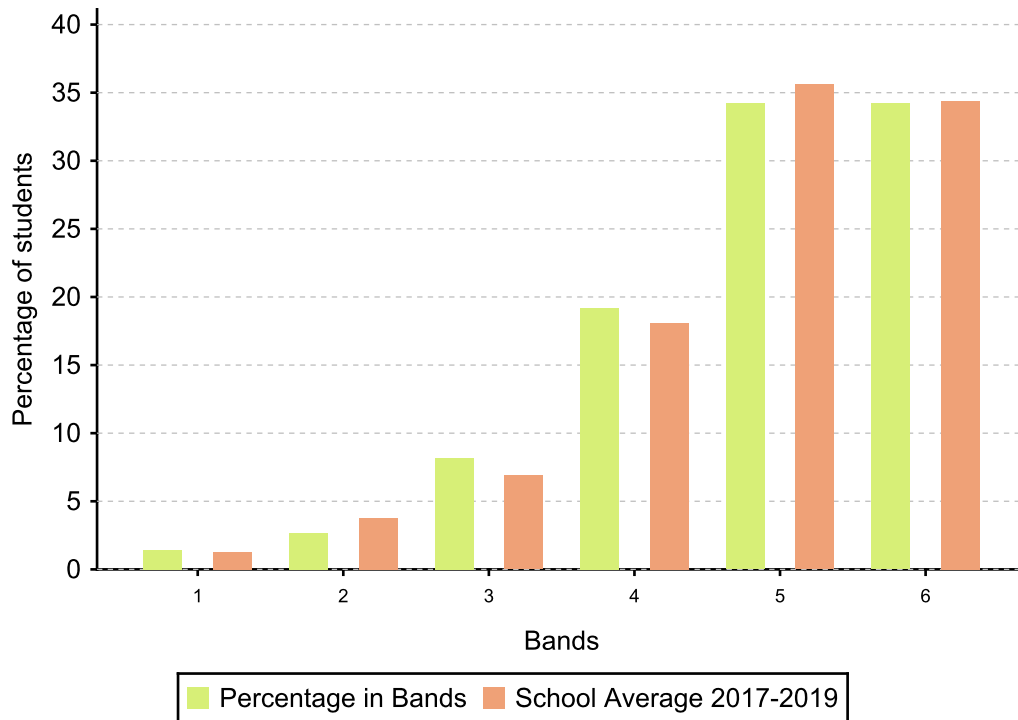
Band	1	2	3	4	5	6
Percentage of students	1.4	4.1	15.1	20.5	11.0	47.9
School avg -2019	2.5	4.4	11.3	16.3	21.9	43.8

**Percentage in bands:
Year 3 Reading**



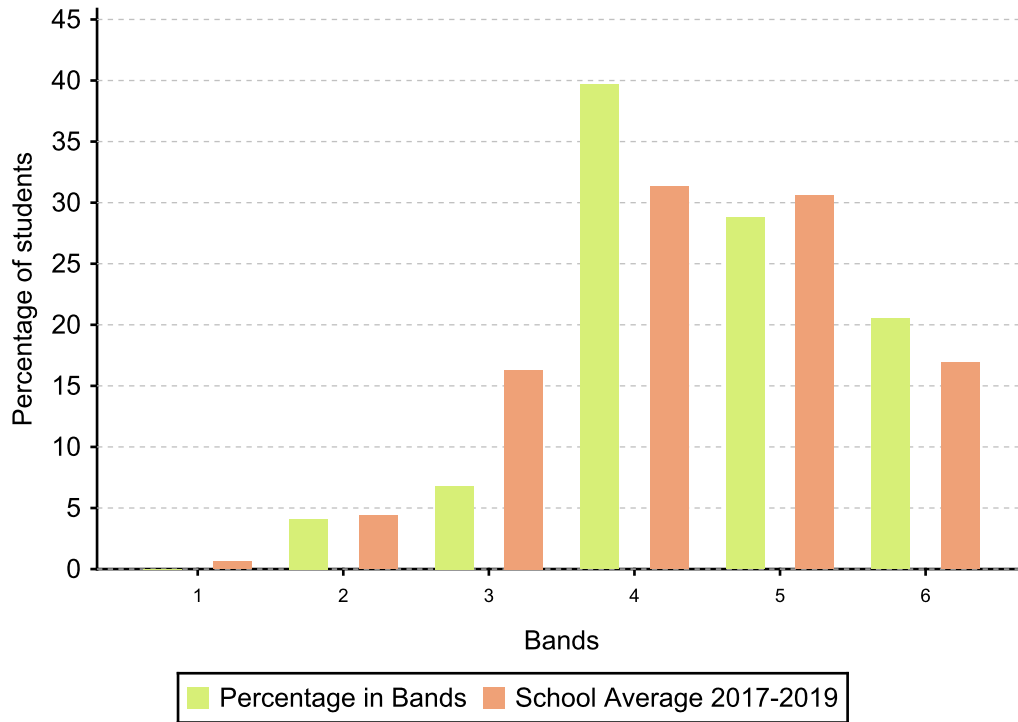
Band	1	2	3	4	5	6
Percentage of students	1.4	5.5	21.9	24.7	17.8	28.8
School avg -2019	1.9	4.4	13.8	31.3	21.3	27.5

**Percentage in bands:
Year 3 Spelling**



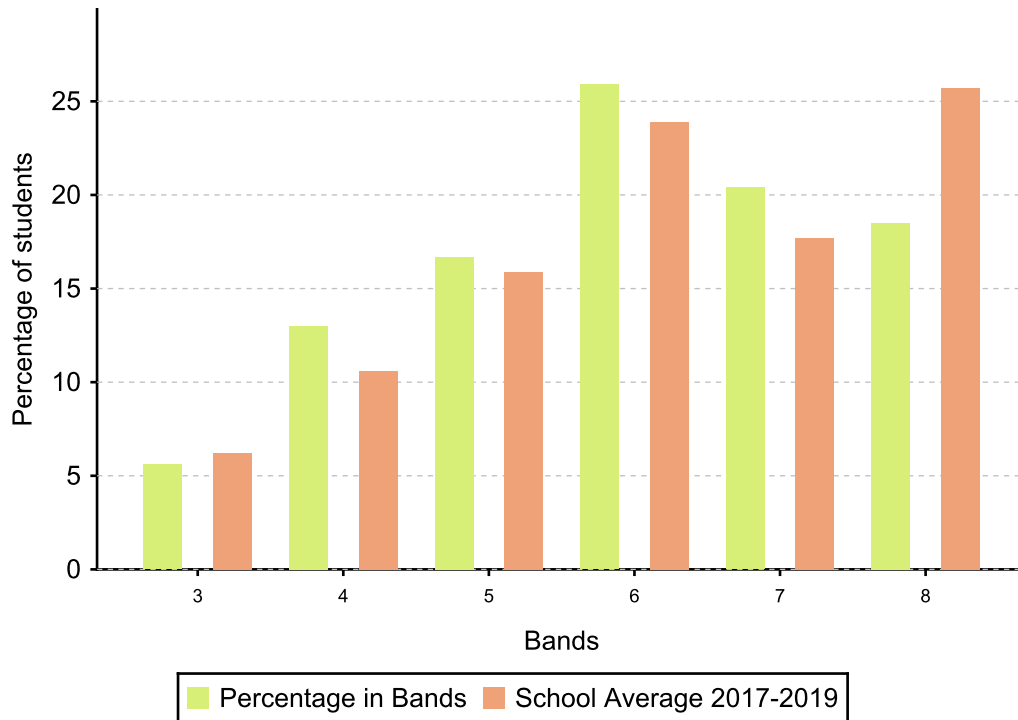
Band	1	2	3	4	5	6
Percentage of students	1.4	2.7	8.2	19.2	34.2	34.2
School avg -2019	1.3	3.8	6.9	18.1	35.6	34.4

**Percentage in bands:
Year 3 Writing**



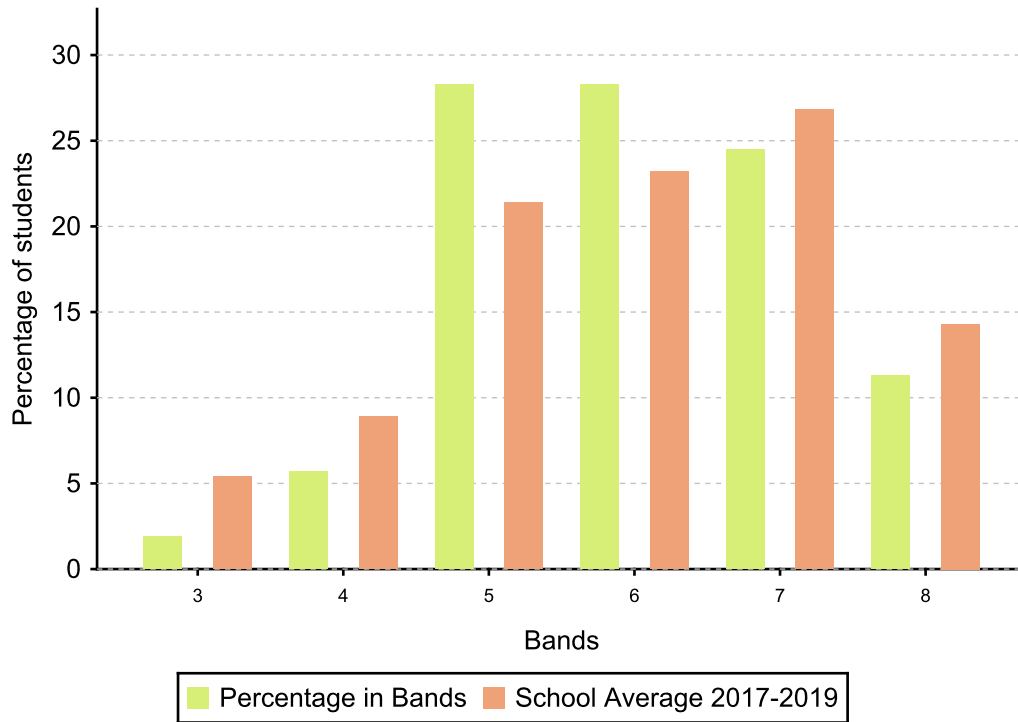
Band	1	2	3	4	5	6
Percentage of students	0.0	4.1	6.8	39.7	28.8	20.5
School avg -2019	0.6	4.4	16.3	31.3	30.6	16.9

**Percentage in bands:
Year 5 Grammar & Punctuation**



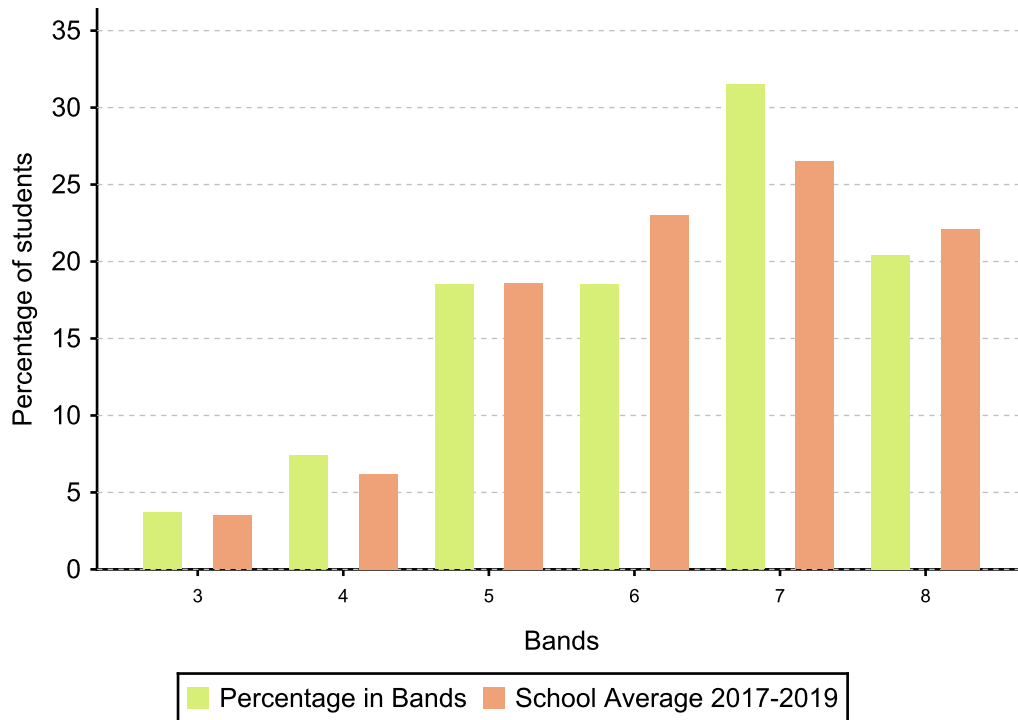
Band	3	4	5	6	7	8
Percentage of students	5.6	13.0	16.7	25.9	20.4	18.5
School avg -2019	6.2	10.6	15.9	23.9	17.7	25.7

**Percentage in bands:
Year 5 Reading**



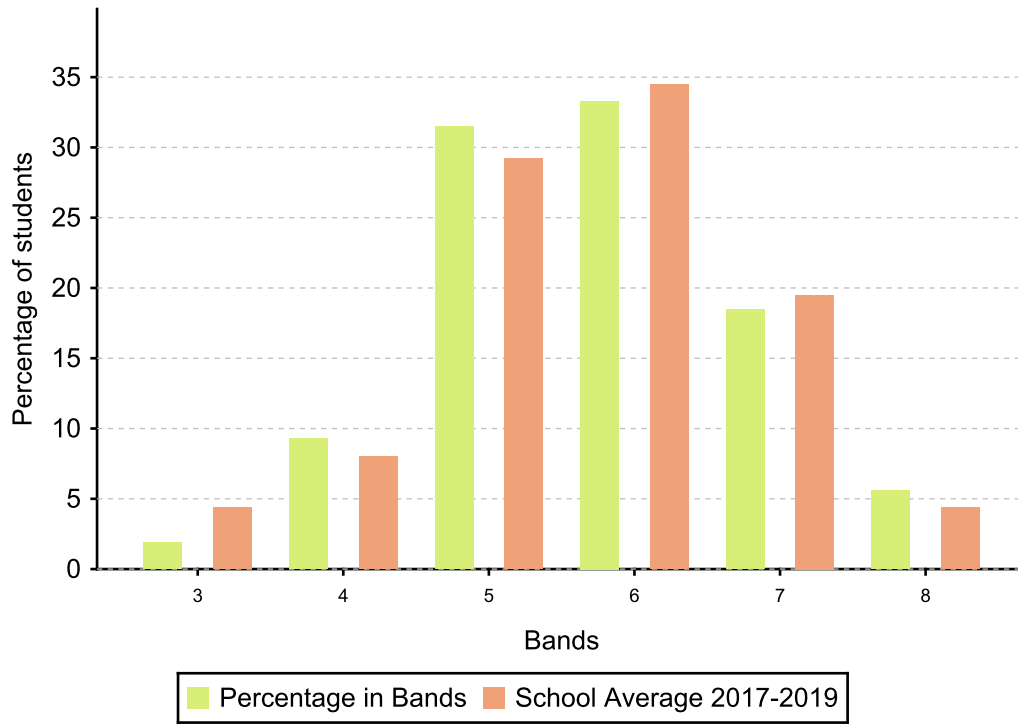
Band	3	4	5	6	7	8
Percentage of students	1.9	5.7	28.3	28.3	24.5	11.3
School avg -2019	5.4	8.9	21.4	23.2	26.8	14.3

**Percentage in bands:
Year 5 Spelling**



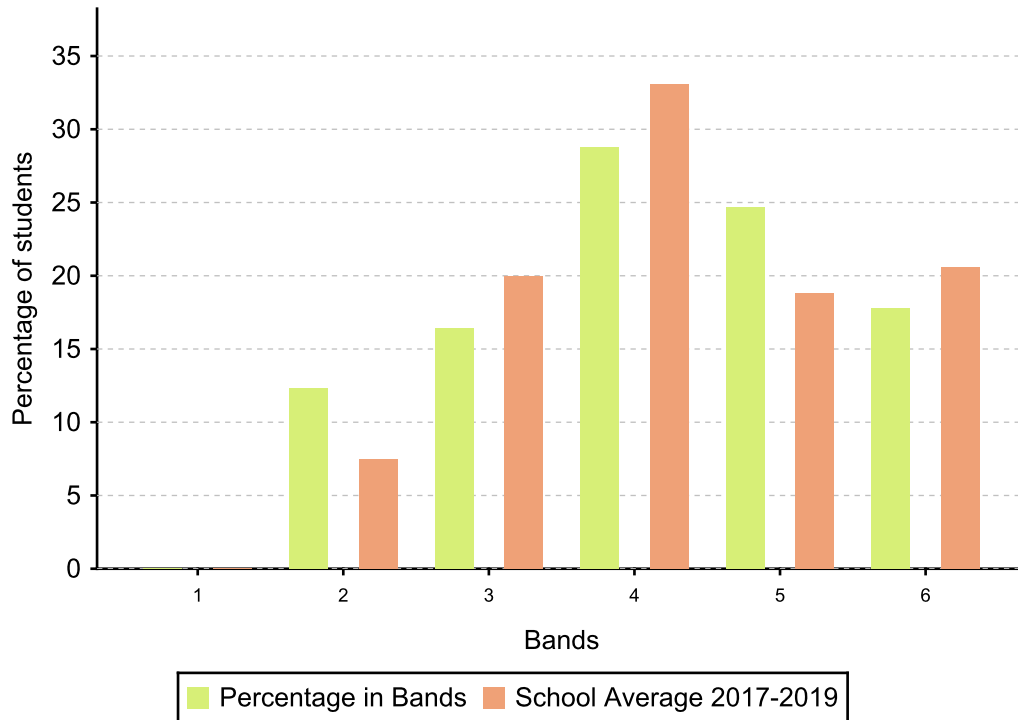
Band	3	4	5	6	7	8
Percentage of students	3.7	7.4	18.5	18.5	31.5	20.4
School avg -2019	3.5	6.2	18.6	23	26.5	22.1

Percentage in bands:
Year 5 Writing



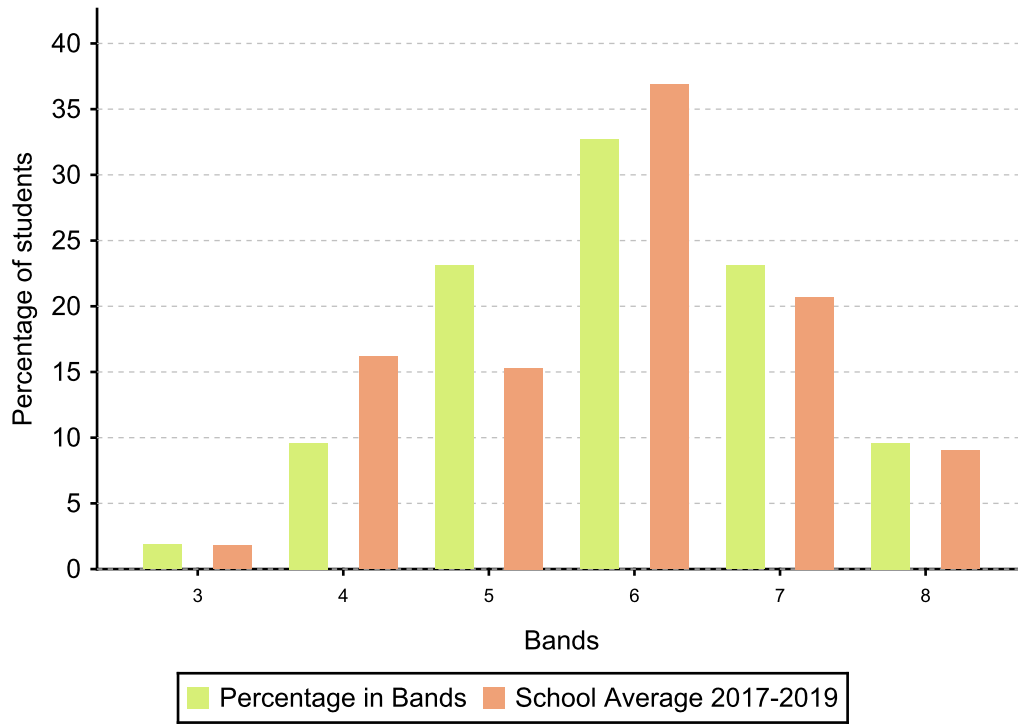
Band	3	4	5	6	7	8
Percentage of students	1.9	9.3	31.5	33.3	18.5	5.6
School avg -2019	4.4	8	29.2	34.5	19.5	4.4

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	12.3	16.4	28.8	24.7	17.8
School avg -2019	0	7.5	20	33.1	18.8	20.6

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	1.9	9.6	23.1	32.7	23.1	9.6
School avg -2019	1.8	16.2	15.3	36.9	20.7	9

Parent/caregiver, student, teacher satisfaction

Communication:

When a parent knows about their child's educational goals and programs and what is happening at the school, they are better able to support their child's learning at home. Also, this sends a strong message to the child that the parent values their education and the parent is interested in what they do at school.

The main means of Bardia Public School communicating with parents is via Buzzy. The newsletter is sent home via Buzzy every fortnight. Once per year the School Plan and the Annual School Report are placed on the school website.

I read the newsletter regularly …… YES 85% / NO 15%

I use Buzzy regularly. …………………… YES 90% / NO 10%

Buzzy is easy to use. ……………………… YES 80% / NO 20%

Buzzy saves me time. …………………… YES 80% / NO 20%

I have read the Bardia PS Annual School Report. YES 36% / NO 64%

I have read the Bardia PS School Plan ……………… YES 40% / NO 60%

I have read the information about Bardia PS on the My School website YES 57% / NO 43%

The thing I like best about Buzzy is: user friendly; real time communication; quicker on mobile phone; saves paper; convenient; saves time; good for parents to advise the school about absences; easy way to give permissions; can access information anywhere; convenient to have all information in one location

Buzzy would be better if: parents did not click on "reply all"; posts did not time out; no login issues; translate into other languages; it was a faster program; could turn off other parents' posts

I would like more information about (anything related to Bardia PS): pre-warnings about students getting an award; more notice with costs; information about the education program; a daily or weekly learning program (Don't forget that we send home Preview with your child. This shows you what they are currently learning).

Teaching and Learning

- **How many hours per week of "screen time" does your child have? (Screen time = TV, PCs, Play Station, iPad, Nintendo, etc.):** Bardia average = 10 hours per week ranging from 0 to 30hrs

The World Health Organisation (WHO) recommends 1 hour of screen time per day for children over the age of two.

<https://www.smh.com.au/technology/one-hour-a-day-world-health-organisation-issues-first-guidelines-for-kids-screen-time-20190425-p51h07.html>

Researchers have found that children can develop the following problems when exposed to too much screen time: poor eye muscle development, which can seriously impede reading ability and therefore learning, cardiovascular issues in later life, tiredness, poor concentration, which seriously affects learning, device addiction and poor general health and fitness.

- **How many hours per week does your child read/look at books?**

Bardia average = 5 hours per week ranging from 1 to 20hrs

This is somewhat worrying. The averages for screen time and reading need to be reversed! Why are books so important? The single most important thing you can do as a parent in supporting your child's education, after making sure they attend school every day, is to encourage them to read!

- **How many hours per week does your child spend on homework?**

Bardia average = 3 hours per week ranging from 0 to 14hrs

Research has found that homework in primary school has only a small effect in improving children's learning. In high school homework *is* an important aspect of student learning. However, homework for primary aged children does get them into the "habit" of homework. Hopefully this will prevent your teenagers from resisting! If your child does not bring home homework encourage them to read, read, **read!**

- **Does your child play a musical instrument? YES NO**

18% of our students are learning to play an instrument.

- **Does your child play sport at a representative level? YES NO**

18% of our students play sport at a representative level

- **Does your child attend out of school tuition for English or mathematics?**

9% of our students are tutored in either maths or English. The average length of time these students attend tutoring is 4hrs.

Good tutors are somewhat rare. Some of the things to watch out for: One-on-one tutoring can help your child to learn, but most tutors teach more than one student at a time. Groups of five students should be the maximum! To impress parents many tutors simply get a child to rote learn (memorise) information. Parents are happy with this because they think their child is learning; however, there is a very big difference between memorising and understanding. Understanding is much harder to achieve, but can then be applied in lots of different situations. Many tutors get their students to learn content that is for the next academic year (they give Year 2 work to a Year 1 student etc.). The parents are happy because they believe their child has an advantage over other students, but once again the child's understanding is minimal. Be careful of tutoring making your child exhausted or unhappy. They are missing out on something extremely important to their social, psychological, physical AND academic development, **play!**

In my opinion only tutors who are very experienced teachers from the public or catholic education systems are worth the money. Also, language tuition or music tuition is a fantastic opportunity for your child to develop these VERY important skills. Studies have shown that children who learn a second language or who learn an instrument have better developed intelligence and memories than those who do not!

Parent/Carer Beliefs about Learning:

- **If a child works really hard at school they can be a doctor? TRUE 41% FALSE 59%**

NATURE: The day a child is born they possess hardware/wiring in their brains. This wiring is different in different children. Let's say for arguments sake that this wiring contributes to 50% of a child's potential.

NURTURE: From day one of a child's life a whole lot of other factors contribute a further 50% to a child's potential: good diet, loving parents, a mother or father who talks **to** the baby regularly even though the baby does not understand, and as the child grows, a home where rich conversation happens every day. Then there are books! In homes where children are exposed to books they develop a growing vocabulary and general knowledge. The more words you know the bigger your universe!

By the time the child reaches school the combination of nature and nurture is evident. A human learns 60% of everything they will ever learn by age 6. The next big contributor to a child's potential is their attitude to learning. Research has shown that a child with a **growth mindset** is one who understands that effort = success, someone who seeks out learning challenges and who knows that mistakes and failing are what all humans do when they are learning. A growth mindset is crucial to a child's future, not just in school but in life!

Just to make matters even more complex we also need to consider the X Factor. Every child is unique. They have their own way of perceiving the world. They have their particular abilities. Albert Einstein once said, "If you teach a fish to climb a tree, it will spend its whole life believing it is stupid."

All of these things (and many more not mentioned here) contribute to your child's identity and potential. As adults we can help children to discover their passion. When we dictate a child's path in life we more often than not do irreparable harm.

- **If your child is to be successful in life, the school should spend more than 95% of its time teaching academic learning and less than 5% of its time teaching social / emotional skills? TRUE 13% FALSE 87%**

Without strong social/emotional skills it would not matter how smart you are, your life will be a failure! Also, please consider that approximately 20% of people in our society now suffer mental health problems. Helping our children to become resilient and content is challenging in this crazy modern world.

- **The more hours your child spends studying the smarter they will be. TRUE 28% FALSE 72%**

An interesting one. As long as a child gets the balance right between socialising, exercising and playing, studying does make you smarter. It has only been in the last 15 years that neuroscientists have discovered the amazing benefits of neuroplasticity. This is the ability of the brain to develop new neurones, even in older people or people who have suffered a stroke. Studies have shown that people can actually increase the physical size of their hippocampus, the part of the brain that governs memory. To do this requires very hard study over a long period. In fact we become more intelligent as we get older and depending on one's health and lifestyle we can maintain this into old age. This is where the benefits of reading are so amazing! Children who read a lot have a better general knowledge and a wider vocabulary

and when they are presented with new learning they are quicker to understand and assimilate this learning.

- **The more you speak to your child at home the better their academic performance at school. TRUE 85% FALSE 15%**

The more you speak to your baby and the more you converse with your child the more they will learn and the better their academic performance at school. This has been shown to be true by many reputable researchers.

- **To improve your child's academic performance you should give them harder work. TRUE 18% FALSE 72%**

The general rule of thumb is that students need to know about 90% of prior learning before adding new learning. If you simply provide information that is already known students become bored. Known as the Goldilocks Principle, too easy and the student becomes bored, too hard and the child becomes frustrated and this can lead to self-esteem problems. Getting the learning challenge at the right level is extremely difficult and requires a **professional teacher** to run a series of diagnostic tests, engage in observation and respond appropriately following formative assessment. Did you know that when we get a challenging question correct we self-reward with a small dose of the hormone dopamine?

- **You teach your child the ways that you learnt to solve mathematical problems. TRUE 44% FALSE 56%**

Teaching your child the ways that you learnt maths can cause them problems in understanding. Imagine that your driving instructor is teaching you to drive in a small left hand drive car with automatic transmission in the mornings and your dad is teaching you to drive in a large right hand drive 4WD with manual transmission in the evenings. Confusing!

- **Do you think the academic work given at Bardia PS is too easy for your child? YES 40% NO 60%**

See the answer to No5. Teachers are experts at applying the Goldilocks Principle for the *individual* child.

- **Do you sometimes tell your child that they are smart? YES 90% NO 10%**

See the point above about the importance of developing a growth mindset. To help your child to do so it is better to say things like, "Great effort!" "I love the way you stuck at that problem even when it got hard!" Research has shown that telling a child they are smart is demotivating. They will become concerned that if they get something wrong then they will NOT be smart. Also, they will realise that the only way they can get your praise is to always be right. They will be too worried about getting it wrong. Of course we all learn by getting it wrong, constantly, until we master it!

- **Do you ever tell your child they are not trying hard enough at school? YES 25% NO 75%**
- **What do you do when your child tells you that the work is too hard and they give up?** What follows is a selection of parents' comments. All examples of excellent advice.

Just try your best. Support them so they build resilience. Help them to develop a growth mindset. It does not matter if you get it wrong. Let them have a break and come back to it later. Practise makes perfect! "Keep going as it will get easier! Try another way! Try to make the learning fun. Break the problem into smaller, easier parts. Go back to what they know. Go back to the basics.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.