

2020 Annual Report

Bardia Public School



4311

Introduction

The Annual Report for 2020 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.

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Message from the principal

The year 2020 will go down in history as a difficult, and for many unfortunate souls, tragic year. Here at BPS the staff, the students and our parents and carers responded wonderfully to the call to isolate and keep everyone safe. Very quickly the teachers adapted to online teaching and our wonderful students did the best they could to adapt to online learning. This was only a reflection of what was happening around the country. All Australians should be proud of the way our fellow citizens managed the world's worst outbreak of disease in 100 years.

We learnt some valuable lessons in 2020 and I wonder if they will be forgotten:

- The students learnt that being at school is a privilege
- The students learnt that their friendships at school are extremely important
- Parents and carers learnt that teaching is difficult
- The staff learnt that there is nothing sadder than a school without children
- We all learnt that humans are social animals - we need each other
- Those lucky enough to have grandparents and great grandparents were reminded, starkly, that they are the most precious members of the family
- And we all learnt to value toilet paper!

Despite these challenges, I was amazed at how quickly the staff and the students adapted. While anecdotal evidence promulgated by educationalists suggests that student learning was greatly impacted by the pandemic and in some cases went backwards, I believe the impact at Bardia Public School was limited. This was due to the professionalism of the Bardia Public School staff and the amazing resilience of our students.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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)
A teacher survey will reveal most teachers agree that Assistant Principal Implementation support is highly beneficial.	

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)
The DPI and the API assessed the quality and the fidelity of each teacher's implementation of the critical and creative thinking "language" as high.	

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)
The hub team analysis will be used to evaluate each team's successes and provide the platform for improvements to be implemented in 2021.	

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)
The Assistant Principal Implementation will assess teachers' understanding of the Bardia Teaching and Learning model as being high.	

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)
A parent satisfaction survey will reveal most parents value Class Parent highly. The Tell Them from Me Survey will also reveal increased satisfaction with the positive school culture.	

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 will reveal that most parents value highly the school website, the school Facebook page, the SeeSaw app and Pedagogy for Parents as conduits of information sharing.	

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).

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Students will be assessed on the skills of self-regulation and collaboration and awarded the Self-Learner Licence at either Novice, Apprentice, Tradie or Master (with Stage 3 students more likely to achieve the Master's Licence).	

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 will be discussed at the final Friends of Bardia meeting for the year and suggestions etc., along with the Tell Them from Me data will inform changes to practice.	

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)
Once academic growth in writing has been determined for the year, the effectiveness of writing programs at the individual, cohort and program levels will be analysed. Improvements to individual, cohort and program delivery will then be devised.	

Process 3: Teacher teams consisting of three teachers will evaluate the teaching and learning of the 7 Dispositions 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)
The quick guides' usefulness in providing practical advice and in ensuring consistency of implementation will be evaluated; following this improvements to the quick guides may be undertaken.	

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	\$100,554	The SLSOs provided invaluable support for our most vulnerable and needy students. Whether by providing emotional support or one-to-one repeat of teacher instructions, the SLSOs proved for student success.
Literacy and numeracy	\$13,467	In literacy and numeracy students performing in the lowest two bands in NAPLAN show academic growth at 150% above students in the top two bands.
Professional learning	\$43,311	BPS is a school where traditional classrooms have been replaced by Innovative Learning Environments. This combined with the school's focus on blended teaching and the three domains of teaching and learning (explicit instruction, guided practise and collaborative learning) demand of the teachers a level of expertise that is difficult to master. Professional learning has been crucial in helping all teachers to develop toward being exceptional teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	165	194	272	357
Girls	155	176	238	327

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.3	92.7	89.8	90.3
1	94.9	91.1	92.2	90.4
2	94.2	92.9	91.4	89.9
3	96.4	92.3	92.2	90.7
4	92.1	93.3	92.3	91.3
5	93.2	88.6	93.7	89.8
6	94	89.5	92.4	92.6
All Years	94	91.9	91.7	90.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	5
Classroom Teacher(s)	28.43
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	2
School Counsellor	0.7
School Administration and Support Staff	6.06

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	978,581
Revenue	6,451,448
Appropriation	6,320,173
Sale of Goods and Services	50,299
Grants and contributions	79,540
Investment income	1,036
Other revenue	400
Expenses	-6,289,532
Employee related	-5,870,761
Operating expenses	-418,771
Surplus / deficit for the year	161,916
Closing Balance	1,140,497

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.

	2020 Approved SBA (\$)
Targeted Total	101,970
Equity Total	425,503
Equity - Aboriginal	17,011
Equity - Socio-economic	41,855
Equity - Language	261,723
Equity - Disability	104,914
Base Total	4,943,677
Base - Per Capita	126,587
Base - Location	0
Base - Other	4,817,090
Other Total	342,772
Grand Total	5,813,922

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In managing the pandemic at the school level, the decision was made not to proceed with satisfaction surveys. Besides, the strange year that was 2020 would skew any survey data.

However, in communicating with parents throughout the pandemic, it has been clear that the very large majority of parents and carers were very happy with the way the school was managing what was a situation Australians have not faced in 100 years.

This is not to say that some parents were not frustrated by the rules for managing COVID-19 imposed on the school. Most contentious was the requirement that students or staff showing any signs of having a cold, cough or flu, *no matter how mild*, must leave the school immediately and not return until they produce a negative COVID-19 result and were symptom free. Fortunately, most parents and carers were more than happy to comply as they understood that these rules were designed to keep everyone safe.

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.