

2021 Annual Report

Bardia Public School



4311

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

<https://bardia-p.schools.nsw.gov.au>

bardia-p.school@det.nsw.edu.au

9605 2459

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.

At Bardia Public School we understand that if our students are to be successful adults in this rapidly changing world they must be adept exponents of what are often called 21st century skills: collaboration, creativity, critical thinking and problem solving. Unlike some schools that have gone down a similar path, at Bardia Public School explicit instruction (traditional teaching), guided practice and collaborative learning are given equal emphasis. We are excited by initial evidence that suggests our students are not only learning at a faster rate than is usual, they are developing as self-regulated learners. Students such as ours are well-placed to take on the challenges of high school and beyond.

School context

Bardia Public School is a rapidly growing school located in a burgeoning urban growth corridor in the south west of Sydney. The original school was built to provide for the education of children whose parents were located at Ingleburn Army Base. Once the army base closed, the area around the school became semi-rural and student numbers dwindled. However, 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 staff are very committed to retaining.

At the beginning of 2019 the staff and students at Bardia Public School took possession of our newly constructed state-of-the-art facilities. Our old traditional classrooms have been replaced with innovative learning environments (ILEs). The approach to teaching and learning at Bardia Public School (something the teachers describe as the Bardia Teaching and Learning Model) has been purposefully designed to take full advantage of these flexible learning "hubs", thereby maximising student academic outcomes.

Over the next few years the school will implement Teacher Squads. This is a program unique to Bardia Public School. Every student in the mainstream and students integrating from our support unit will receive a minimum of five hours of small group intensive instruction in literacy and numeracy per week. This instruction will be tailored to the specific learning needs of the individual child. It is anticipated that this program will not only counter any learning deficits due to the impact the pandemic, but will bring about a boost to every student's academic growth.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
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: Student growth and attainment

Purpose

Academic growth, more than any other measurement of academic attainment, reveals the rate of learning progress for the individual student and whole cohorts. At Bardia Public School a comprehensive assessment schedule will be developed which will allow the teachers to ascertain student academic growth in a timely manner and provide for effective learning interventions. The teachers will use data from different types of assessment and the Learning Progressions, coupled with their teacher experience and judgement, to pinpoint with accuracy each student's current position on each learning journey. To do so the teachers will develop sophisticated skills in data analysis.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Talks
- Teacher Squads

Resources allocated to this strategic direction

Low level adjustment for disability: \$106,554.33

Discretionary funds: \$166,216.00

Socio-economic background: \$47,144.00

English language proficiency: \$462,494.60

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Teacher Squads were implemented successfully in 2021. Every child received 5 hours of small group, targeted instruction every week. Over the year, we identified ways our collaborative practices could be improved to ensure the hub and squad teachers were able to plan and deliver high quality teaching and learning experiences that aligned with stage, hub and individual student needs.

Teachers engaged in regular collaboration sessions with stage teams and squad teaching staff. Teaching teams were released one day a term to engage in a collaborative backward mapping process that provided clarity and a clear direction for the coming term. The backward mapping process included identifying the knowledge, skills and understanding students required to be successful. This process was supported by ongoing weekly collaboration sessions. Teams co-designed assessment tasks that provided opportunities for students to demonstrate how they progressed towards achieving the intended learning outcomes for the term. This backward mapping framework provides clarity for all teachers and ensures consistency across teams by having a clear direction of learning mapped across each term.

Through the collaborative process, teachers have begun analysing stage, hub and class data to identify students at risk and high potential students. A range of summative and formative assessment data is analysed and discussed at a stage and hub level.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN <ul style="list-style-type: none">• Performing above system-negotiated target baseline as measured by NAPLAN Reading and Numeracy for Years 3 and 5. Numeracy <ul style="list-style-type: none">• The percentage of Year 5 students	NAPLAN: Bardia Public School's 2021 NAPLAN results across all areas indicate 47.27% of students scored in the top two bands. Our NAPLAN value added results across Years 3- 5 indicate that we are performing well above the target baseline.

<p>(the 2019 Year 3 to 2021 Year 5 cohort) who decrease from their Year 3 band form the baseline for future comparisons.</p> <ul style="list-style-type: none"> • The average effect size for the 2019 Year 3 to 2021 Year 5 cohort form the baseline for future comparisons. <p>Reading</p> <ul style="list-style-type: none"> • The percentage of Year 5 students (the 2019 Year 3 to 2021 Year 5 cohort) who decrease from their Year 3 band form the baseline for future comparisons. • The average effect size for the 2019 Year 3 to 2021 Year 5 cohort form the baseline for future comparisons. 	<p>NUMERACY:</p> <p>Year 3 41.9% of students performing in top 2 bands.</p> <p>Year 5 43.5% of students performing in top 2 bands. Averaged scaled student growth was 115.5 compared to state average of 92.0. 79.5% of students scored at or above expected growth compared to state average of 57.4.</p> <p>READING:</p> <p>Year 3 57.5% of students performing in top 2 bands.</p> <p>Year 5 44.6% of students performing in top 2 bands. Averaged scaled student growth was 105.3 compared to state average of 80.78. 86.4% of students scored at or above expected growth compared to state average of 80.78.</p>
<p>Teacher Squads</p> <ul style="list-style-type: none"> • The average effect size for the four 2019 Year 3 to 2021 Year 5 quadrants in NAPLAN Reading and Numeracy form the baseline for future comparisons. 	<p>Students are assigned to groups dependent on ability, with Group 1 being the most capable. The average effect size for each group is as follows:</p> <ul style="list-style-type: none"> • Group 1 - Effect size 0.53. • Group 2 - Effect size 0.79. • Group 3 - Effect size 0.85. • Group 4 - Effect size 1.05. <p>These are the expected effect size results. It is usually difficult to achieve a similar effect size for the four groups. It is expected that over time Teacher Squads will balance the effect size across all groups. The data available at the end of 2022 will hopefully show this.</p>

Strategic Direction 2: Professional development

Purpose

It is often said that to improve student learning you must first improve teacher learning. Before exceptional improvements can be made to student academic growth, every teacher at Bardia Public School must become a highly skilled practitioner. Teaching at Bardia Public School happens in Innovative Learning Environments. Teachers at Bardia Public School employ blended teaching and other innovative approaches to pedagogy, which are challenging to master. By developing a comprehensive and differentiated approach to professional support and development, every teacher will achieve the level of exceptional practitioner.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- The Four Pillars of Visible Learning
- Assessment Tools
- Teachers Using Data

Resources allocated to this strategic direction

QTSS release: \$161,333.80

Professional learning: \$54,571.16

Literacy and numeracy: \$13,466.74

Summary of progress

Staff have Bardia Public School have worked hard on their professional development in spite of disruptions brought on by lockdowns. The results achieved are a testament to their professionalism and dedication to providing quality educational outcomes to students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70% of teachers teachers will use WALT and WILF in more than 70% of lessons. 70% of hub teachers will formatively assess each student at least five times per week. 70% of hub teachers will provide feedback to students at least five times per week.	87% of teachers use WALT and WILF in every lesson.
The percentage of teachers indicating confidence with utilising the learning progressions will be reported as 55% High and less than 45% as Moderate. The percentage of teachers utising learning progressions to assess student progress regularly will be greater than 70%. The percentage of teachers indicating confidence with utilising Markbook will be reported as 70% High and less than	55% of teachers report having confidence with the Learning Progressions that ranges from moderate to extremely confident.

<p>30% as Moderate.</p>	
<p>The percentage of teachers indicating confidence with generating effect size will be reported as 55% High and less than 45% as Moderate.</p> <p>The percentage of teachers using data to determine student progress and discuss this progress with hub partners will be greater than 65%.</p> <p>The percentage of teachers using data to determine student progress and discuss this progress with their stage team will be greater than 60%.</p>	<p>Teachers have begun to experiment with calculating effect size and discussing data in stage meetings. Further professional development is required to help support teachers to calculate effect sizes.</p>

Strategic Direction 3: Wellbeing

Purpose

The social and emotional wellbeing of the children and staff at BPS is of paramount importance. It is absolutely appropriate that the school expend time and resources in supporting the mental health of the people in our immediate environment. Children who are socially and emotionally well-adjusted are much more likely to succeed academically and become competent, successful and happy adults. It is equally true that a highly collegial, professional and motivated staff is much more likely to possess a strong belief in self-efficacy. The beneficiaries of this, besides each member of staff, are the students. Not only will the students benefit from the school's positive ethos, such a learning environment will have a direct correlation with improved student academic growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Culture
- Academic Application
- Relationships at School

Resources allocated to this strategic direction

Aboriginal background: \$22,611.92
Refugee Student Support: \$2,455.29
Integration funding support: \$145,556.00

Summary of progress

The mental health of the students and staff came into sharp focus courtesy of the pandemic, remote learning and social isolation. Families were contacted directly if students lost contact with their learning, and staff were allocated to regularly contact students to reduce anxiety brought on by isolation. Information about emotional support available was sent home constantly. Encouraging good attendance following lock-down was a priority.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Teachers advocate on behalf of students - current mean 7.5% - target mean 7.8%.</p> <p>Redress girls' decline in advocacy - Year 4 (7.8) to Year 6 (6.5) - target Year 6 girls 6.9.</p> <p>Students feel proud of their school - SA or SA 86% - target 87%.</p> <p>Students' sense of belonging - mean 75 - target mean 78.</p> <p>Attendance - target 79% (System Negotiated Target).</p> <p>Wellbeing - target 91.2% (System Negotiated Target).</p>	<ul style="list-style-type: none"> • Advocacy: 7.9 (84.55%) • Girls Advocacy: 8.0 Year 6- 7.7 • Pride: 70% • Sense of belonging: 72% • Attendance: 74.7% • Wellbeing: 82.1%
<p>Students' effort, "I Try Hard" - mean 9.2 - target mean 9.3</p>	<ul style="list-style-type: none"> • Effort: 89% • Student and teacher expectations: 8.0 • Interest and Motivation: 73%

<p>Student and teachers expectations for success "My teacher and I want me to do better" - mean 8.5 - target mean 8.6.</p> <p>Student interest and motivation - mean 76 - target mean 77.</p> <p>Student perseverance high - mean 46 - target mean 4.7.</p>	<ul style="list-style-type: none"> • Student Perseverance: 46%
<p>Students' positive relationships - mean 86 - target mean 86.5.</p> <p>Positive teacher-student relations - mean 8.2 - target mean 8.3.</p> <p>Students know where to seek help if bullied - currently 80% - target 85%.</p>	<ul style="list-style-type: none"> • Positive relationships: 83% • Positive teacher- student relationships: 8.1 • Seeking help when bullied: 76%

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,455.29</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Academic Application <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted support was provided through Teacher Squads. This program is unique to Bardia Public school. Squad teachers identified students with a refuge background and provided one-to-one learning support when required. • Release time to engage staff in targeted professional learning. <p>The allocation of this funding has resulted in:</p> <p>The school achieved positive value added growth for this target group. Initial data showed these students demonstrating more than three years academic growth for one year of teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>An identified staff need is for professional development around impact of trauma, learning and wellbeing needs of refugee students. In addition, the school will be providing staff with further professional development so they can map individual students against the EAL/D progressions.</p>
<p>Integration funding support</p> <p>\$145,556.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bardia Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Academic Application <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Implementation of targeted programs to differentiate teaching and learning programs. <p>The allocation of this funding has resulted in:</p> <p>Students presenting with a range of complex needs in the mainstream classroom have been supported so that they are able to better access the mainstream curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue targeted intervention through the Teacher Squad program.</p>
<p>Socio-economic background</p> <p>\$47,144.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bardia Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Squads <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$47,144.00</p>	<ul style="list-style-type: none"> • Equitable access to specialist resources. • Providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: Students with a range of complex learning needs have been able to better access the mainstream curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the Teacher Squad program as a model for targeted intervention and learning support.</p>
<p>Aboriginal background</p> <p>\$22,611.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bardia Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Academic Application <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: Targeted support has been possible, which has resulted in Indigenous students showing academic growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To facilitate improved community engagement of students and families with personalised learning pathway (PLP) process.</p>
<p>English language proficiency</p> <p>\$462,494.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bardia Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Squads <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives. • Provision of additional EAL/D support in the classroom and as part of differentiation. initiatives. • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. <p>The allocation of this funding has resulted in: Students with an EAL/D background have benefited measurably through the Teacher Squad program as a result of intensive one-to-one learning support.</p> <p>After evaluation, the next steps to support our students with this funding will be: To engage EAL/D specialist teachers to model EAL/D strategies with the aim of increasing teacher confidence and practice in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$106,554.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Bardia Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$106,554.33</p>	<p>their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Talks <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Targeted students are provided with an evidence-based intervention through the Teacher Squad program to increase learning outcomes. <p>The allocation of this funding has resulted in: Students needing targeted learning supports have benefited from the Teacher Squad program. They have achieved academic growth of +0.8 (the equivalent of 24 months academic growth for every 12 months of learning).</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the Teacher Squad program in which specialist staff collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students.</p>
<p>Literacy and numeracy</p> <p>\$13,466.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bardia Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teachers Using Data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an additional Learning and Support intervention teacher. • Updating reading resources to meet the needs of students. • Online program subscriptions to support literacy and numeracy. <p>The allocation of this funding has resulted in: Through the Teacher Squad program, timetabled support was provided during home learning to individual students and when students returned to the classroom. Squad Teachers worked collaboratively with class teachers to support students in literacy and numeracy. Our SLSOs (Student Learning Support Officers) and Squad Teachers have supported our targeted students in a variety of ways, including one-on-one support, collaborative team teaching, assistance during support sessions, intensive support for students in the areas of reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the Teacher Squad program to provided student intervention and support.</p>
<p>QTSS release</p> <p>\$161,333.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bardia Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Four Pillars of Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$161,333.80</p>	<p>high-quality curriculum.</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in: Throughout 2021, we had a focus on developing and implementing evidence-based strategies, including providing release time for school executive to establish collaborative practices in the school. This allowed teachers to work together through mentoring and coaching as well as observing and discussing how they develop lessons, programs and assessment strategies.</p> <p>Classroom observations, team teaching, peer observations and feedback sessions have resulted in an increased capacity of teachers to deliver teaching and learning programs that support all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use funding to enable school executive to lead collaborative practices across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bardia Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Squads <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. <p>The allocation of this funding has resulted in: Individualised and targeted support has been provided to all students through Teacher Squads. Almost all students have shown considerable academic growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the Teacher Squads program.</p>
<p>COVID ILSP</p> <p>\$135,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students through the Teacher Squad program. <p>The allocation of this funding has resulted in: The majority of students made significant progress in the constrained skills of Phonics and Phonological Awareness, thereby impacting positively on reading outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition</p>

COVID ILSP
\$135,000.00

through the Teacher Squad program. A focus on ensuring that the practices and processes set up throughout this year will be further refined in regards to student identification, student monitoring and teacher professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	194	272	357	436
Girls	176	238	327	426

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	89.8	90.3	90.7
1	91.1	92.2	90.4	91.4
2	92.9	91.4	89.9	91.6
3	92.3	92.2	90.7	92.2
4	93.3	92.3	91.3	92.6
5	88.6	93.7	89.8	93.8
6	89.5	92.4	92.6	89.5
All Years	91.9	91.7	90.6	91.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	34.5
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	3.6
School Counsellor	0.7
School Administration and Support Staff	8.87

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,140,497
Revenue	8,388,402
Appropriation	8,189,116
Sale of Goods and Services	58,273
Grants and contributions	139,535
Investment income	478
Other revenue	1,000
Expenses	-8,324,896
Employee related	-7,968,355
Operating expenses	-356,541
Surplus / deficit for the year	63,505
Closing Balance	1,204,003

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.

	2021 SBAR Adjustments (\$)
Targeted Total	146,011
Equity Total	770,496
Equity - Aboriginal	22,612
Equity - Socio-economic	59,360
Equity - Language	581,969
Equity - Disability	106,554
Base Total	6,184,850
Base - Per Capita	205,615
Base - Location	0
Base - Other	5,979,236
Other Total	499,493
Grand Total	7,600,850

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.

Parent/caregiver, student, teacher satisfaction

Due to the unique circumstances faced by the Bardia Public School community in 2021, we collaboratively decided to concentrate on student and family wellbeing. As a part of this strategy, we did not conduct community surveys.

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.

Aboriginal Education - School statement

Bardia Public School is committed to improving the educational outcomes of our Aboriginal students. We have a vibrant and diverse Aboriginal and Torres Strait Islander community, with students and families from from the lands of the Wiradjuri, Gamilaroi (Kamilaroi), Yorta Yorta, Gumbainggyr, Yuin, Ngunawal, Worimi and many other nations across Australia.

While the community is diverse, our local Aboriginal and Torres Strait Islander families strongly share common values of respect, family and community, using these to work together in order to maintain culture and build on community strength. Through our strong collaborative practices, high quality teaching and learning programs are developed to improve student results in literacy and numeracy. Quality teaching and assessment practices are rigorous and culturally inclusive. Teaching and learning programs develop a deeper understanding of Aboriginal histories, cultures and languages through cross-curriculum content.

All Personalised Learning Pathways (PLP) are developed in consultation with students, parents/carers and teachers. They are regularly reviewed and updated.

Anti-Racism Policy

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

Anti-Racism - School statement

Bardia PS is a community rich in culture. We are committed to demonstrating respect for all cultural, linguistic and religious backgrounds for all members of our school community. We promote acceptance and harmony through high quality, inclusive teaching and learning programs and through whole school events and celebrations. We provide a communication platform where information can be translated into over 100 languages.

We have an active Anti Racism Contact Officer who assists the teaching staff with any issues relating to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

