2022 Annual Report

Bardia Public School

4311

Introduction

The Annual Report for 2022 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

Bardia Public School has a positive school culture underpinned by three core values, achievement, belonging and care. Through our school's core values, we strive to prepare all students to become passionate, curious learners who demonstrate persistence, responsibility, kindness and acceptance.

School context

Bardia Public School is a unique K-6 school, situated in a growth area of South West Sydney. We are a growing school with an enrolment of approximately 1000 students. There is a strong culture of engagement due to high quality teaching and learning programs, catering for individual needs, and a supportive school community.

Bardia Park Public School has a Support Unit for students with additional needs. There are two Autism and two Autism IO classes. 72% of our students have a language background other than English and 3% identify as Aboriginal or Torres Strait Islander.

Staff at Bardia Public School pride themselves on our positive and welcoming school culture. Our dedicated staff are a mix of experienced and early career teachers. We deeply value collaboration, taking a team approach in implementing data informed practices and differentiated learning. Our innovative learning hubs enable us to engage with models of team teaching for curriculum delivery.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. Over the next four years, work will take place on ensuring student growth and attainment through embedding explicit teaching and using data to inform practice. We will be establishing and refining our whole school approaches to teaching strategies that are focused on improving student outcomes. We will continue to build teacher capacity through a culture of high expectations, collaboration and support. This will provide a framework for implementation across the school and will support the consistent use of evidence-informed strategies in all classrooms.

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	2022 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	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: 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

Socio-economic background: $67,491.21
Low level adjustment for disability: $138,632.00
AP Curriculum & Instruction: $301,142.26
Aboriginal background: $23,511.27
Integration funding support: $292,448.00
QTSS release: $196,860.00

Summary of progress

Data Talks

There was a school need to refine whole school assessment processes. School data showed that student progress and achievement on external measures was not consistent with progress and achievement on internal assessments. In response to this need, the school's middle leadership team engaged in significant professional learning around effective assessment practices. As a result, rich tasks for the assessment of mathematics have been implemented across the school. The school's analysis of the common grade scale distribution for semester two reports has shown a shift towards improving the reliability of our internal and external data for mathematics. Further professional learning around effective assessment practices and rich tasks will continue next year to improve discrepancies between our internal and external data. The school's work around effective assessment practices also led to the review of the school's assessment schedule to improve whole school monitoring of student learning.

Teacher Squads

An executive review of the current model of Teacher Squads showed heavy reliance on flexible funding that was unsustainable. The review also found that there was an opportunity to refine the school's planned approach to learning and support so that we have greater impact on student outcomes for literacy and numeracy. As a result, the school implemented a program of targeted student support through learning sprints. This was led by our learning and support teachers and SLSOs. The impact of learning sprints saw positive student learning growth for literacy and numeracy..

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
Numeracy: • Between 39.5 and 44.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN • The percentage of students achieving in the top two bands in a given year's Year 3 NAPLAN Numeracy will not	**Numeracy:** • 36.70% of Year 3 and Year 5 students achieved in the top two bands in NAPLAN for Numeracy a decrease of 5.88% from 2021 • 37.6% of Year 5 students achieved in the top two bands for Numeracy, 8.2% above State average • 17% of Year 5 students performed in Bands 8, 9 or 10 for Numeracy • 36% of Year 3 students achieved in the top two bands for Numeracy, 1%

decrease in the corresponding Year 5 NAPLAN. • The average effect size for the Year 3 to 5 cohort will increase from 0.62 currently to 0.72. **Reading**: • Between 54.9 and 59.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN • The percentage of students achieving in the top two bands in a given year's Year 3 NAPLAN Reading will not decrease in the corresponding Year 5 NAPLAN. • The average effect size for the Year 3 to 5 cohort will increase from 0.43 currently to 0.63.	below State average • 37.6% of Year 3 students performed in Bands 7, 8 or 9 for Numeracy. **Reading:** • 55.15% of Year 3 and Year 5 students achieved in the top two bands for Reading an increase of 3.4% from 2021 • 49.6% of Year 5 students achieved in the top two bands in NAPLAN for Reading, 8.2% above State average • 15% of Year 5 students performed in Bands 8 or 9 • 59.1% of Year 3 students achieved in the top two bands in NAPLAN for Reading, 5.1% above State average • 17% of Year 3 students performed in Bands 7, 8 or 9 for Reading.
Teacher Squads • Because NAPLAN was not undertaken in 2020, the average effect sizes for the Year 5 quadrants (from the 2020 Year 3 to 2022 Year 5 cohort) in NAPLAN Reading and Numeracy will be determined using school generated assessment data and in comparison with the 2021 progress measure. • The average academic growth effect sizes for the four Year 5 quadrants, (from the 2022 Year 3 to 2023 Year 5 cohort) in NAPLAN Reading and Numeracy will not be less than 90% of the average effect size for the entire cohort.	The Teacher Squad data over the year is not reliable. The initiative was interrupted due to staff shortages.
Reading: • Between 54.9 and 59.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN • The percentage of students achieving in the top two bands in a given year's Year 3 NAPLAN Reading will not decrease in the corresponding Year 5 NAPLAN. • The average effect size for the Year 3 to 5 cohort will increase from 0.43 currently to 0.63.	**Reading:** • 55.15% of Year 3 and Year 5 students achieved in the top two bands for Reading an increase of 3.4% from 2021 • 49.6% of Year 5 students achieved in the top two bands in NAPLAN for Reading, 8.2% above State average • 15% of Year 5 students performed in Bands 8 or 9 • 59.1% of Year 3 students achieved in the top two bands in NAPLAN for Reading, 5.1% above State average • 17% of Year 3 students performed in Bands 7, 8 or 9 for Reading.
Teacher Squads • Because NAPLAN was not undertaken in 2020, the average effect sizes for the Year 5 quadrants (from the 2020 Year 3 to 2022 Year 5 cohort) in NAPLAN Reading and Numeracy will be determined using school generated assessment data and in comparison with the 2021 progress measure. • The average academic growth effect sizes for the four Year 5 quadrants, (from the 2022 Year 3 to 2023 Year 5 cohort) in NAPLAN Reading and Numeracy will not be less than 90% of the average effect size for the entire cohort.	The Teacher Squad data over the year is not reliable. The initiative was interrupted due to staff shortages.

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

Professional learning: $6,000.00

Summary of progress

The Four Pillars of Visible Learning

Visible Learning is embedded into teaching practice. Students are provided with transparent goals and success criteria. Further professional learning is needed around rapid formative feedback.

Assessment Tools

The school has moved away from using Markbook. In its review of current assessment practices, Markbook was found to limit opportunities for comprehensive analysis of student progress and achievement. In response to this review, the school's leadership team refined its assessment practices. As a result, the school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Teachers Using Data

Through Stage team collaboration, teaching staff have continued to use a backward mapping framework to plan sequences of learning for mathematics and English. Feedback from staff found the process of backward mapping difficult, leading to segregation of content within the syllabus. From here, the middle leadership team engaged in significant professional learning around effective assessment practices, encompassing the pedagogy behind backward mapping. As a result, there was an increase in executive confidence and capacity to lead their teams to interpret data so that they can develop responsive teaching and learning programs using the backward mapping process.

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
80% of teachers teachers will use WALT and WILF in more than 70% of lessons. 80% of hub teachers will formatively assess each student at least five times per week. 80% of hub teachers will provide feedback to students at least five times	All teachers embed WALT and WILF in English and mathematics lessons. Formative assessment practices are in place. There is a professional learning need to build teacher capacity so that they can interpret and analyse data in order to make curriculum adjustments that support learning or increase challenge. Teachers provide verbal and written feedback to students. There is an opportunity for future professional learning around explicit, specific and timely formative feedback related to defined success criteria.

per week.	
The percentage of teachers indicating confidence with utilising the learning progressions will be reported as 60% High and less than 40% as Moderate. The percentage of teachers utising learning progressions to assess student progress regularly will be greater than 75%. The percentage of teachers indicating confidence with utilising Markbook will be reported as 75% High and less than 25% as Moderate.	The Literacy and Numeracy Progressions are used to track student growth and progress for intervention and support programs. The school has not met the annual progress measures for percentage of teachers utilising the Literacy and Numeracy Progressions to assess student progress. Markbook is no longer utilised.
The percentage of teachers indicating confidence with generating effect size will be reported as 60% High and less than 40% as Moderate. The percentage of teachers using data to determine student progress and discuss this progress with hub partners will be greater than 75%. The percentage of teachers using data to determine student progress and discuss this progress with their stage team will be greater than 70%.	Data skills and use is an ongoing professional learning need for our teaching staff. The school's middle leaders have engaged in extensive professional learning around data use in teaching so that they can build the capacity of their stage teams to determine teaching directions, monitor and assess student progress and .achievement.

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

Professional learning: $5,000.00
Refugee Student Support: $2,751.00
English language proficiency: $603,497.00

Summary of progress

Academic Application

An evaluation of the school's practice against the EAL/D School Evaluation Framework indicated a need to improve school systems and processes to better support the learning outcomes of our EAL/D learners. Teaching staff engaged in professional learning to develop evidence-based EAL/D strategies for literacy and numeracy They also gained knowledge on how to use the EAL/D Learning Progressions to monitor the literacy progression of our EAL/D students. The capacity of four teachers was also built through their participation in the course Teaching English language Learners (TELL) so that they can become EAL/D instructional leaders next year to support the embedding of evidence-based EAL/D strategies into teaching and learning programs and practice.

School Culture and Relationships at School

Lunch groups were established as a whole school approach to improving student wellbeing and sense of belonging. The school's Indigenous Perspectives Committee coordinated a series of cultural workshops for our Aboriginal and Torres Strait Islander students in Term 3 led by the Opportunity Hub in Campbelltown. Our Aboriginal and Torres Strait Islander students also participated in our Community of Schools NAIDOC celebrations in Term 4. The school's Wellbeing Committee engaged our school community to share culturally significant celebrations and events. The school's 2022 Student Tell Them From Me (TTFM) Data shows that the introduction of cultural groups had a significant impact on the wellbeing of our Aboriginal and Torres Strait Islander students. However, the overall sense of belonging for our students has not improved from the implementation of lunchtime groups and school events that acknowledged cultural celebrations. The 2022 TTFM Survey data indicated that our students and parents feel culturally safe at the school. From this analysis, there is an opportunity to implement evidence-based change to whole school practices to improve our students' sense of belonging and our learning climate.

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
Teachers advocate on behalf of	**Tell Them From Me**

students - current mean 7.5% - **target mean 8.5%** Redress girls' decline in advocacy - Year 4 (7.8) to Year 6 (6.5) - **target Year 6 girls 7.8** Students feel proud of their school - SA or SA 86% - **target 90%** Students' sense of belonging - mean 75 - **target mean 85** Attendance - **target 83.9%** (System Negotiated Target) Wellbeing - **target 95.2%** (System Negotiated Target)	• 69.41% of students have a positive sense of belonging, 12% lower than the NSW Government Norm. In Snapshot 2, student sense of belonging increased by 1%, still significantly below State Norm. • Girl's sense of belonging was 6% lower than the NSW Government Norm. It continued its decline by a further 3% in Snapshot 2, compared to boys who are 16% lower than the NSW Government Norm. • 82% of students feel proud of our school, 3% below the school's progress measure. • 71.70% of students attend school 90% of the time or more, 4.61% less than the school's Agreed Lower Bound Target. • 82.66% of students have positive wellbeing, 7.54% less than the school's Agreed Lower Bound Target.
Students' effort, "I Try Hard" - mean 9.2 - **target mean 9.4** Student and teachers expectations for success "My teacher and I want me to do better" - mean 8.5 - **target mean 9.0** Student interest and motivation - mean 76 - **target mean 80** Student perseverance high - mean 46 - **target mean 52**	**Tell Them From Me** • 85% of students try hard to succeed in their learning, 3% lower than the NSW Government Norm. • The school mean for student and teachers expectations for success was 7.9, 1.1 below the school's target. • 69% of students are interested and motivated in their learning, a 3% decline from Snapshot 1. • 48% of our students report high perseverance levels.
Students' positive relationships - mean 86 - **target mean 86.5** Positive teacher-student relations - mean 8.2 - **target mean 8.4** Students know where to seek help if bullied - currently 80% - **target 90%**	**Tell Them From Me** • 80% of students report positive relationships, 5% lower that the NSW Government Norm. • The school mean for positive teacher-student relations was 7.8, 0.6 below the school's target mean. • 72% of students know where to seek help if bullied, 18% below the school's target measures.

Funding sources	Impact achieved this year
Refugee Student Support $2,751.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Academic Application **Overview of activities partially or fully funded with this targeted funding include:** • intensive English language and learning support to increase educational outcomes for students • release time to engage staff in targeted professional learning **The allocation of this funding has resulted in the following impact:** The school achieved positive value added growth for this target group. **After evaluation, the next steps to support our students will be:** To develop school processes that identify newly arrived and refugee students' needs so that this information can be used to inform the development of personalised approaches to their learning and wellbeing.
Integration funding support $292,448.00	Integration funding support (IFS) allocations support eligible students at Bardia Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teacher Squads **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** To develop school systems through the Learning and Support Team so that students in the support unit can integrate into mainstream classes and students waiting for placement can reverse integrate into the support unit.
Socio-economic background $67,491.21	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teacher Squads **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the implementation of the school's Teacher Squad program.

Socio-economic background $67,491.21	**The allocation of this funding has resulted in the following impact:** Students with a range of complex learning needs have been able to better access the mainstream curriculum **After evaluation, the next steps to support our students will be:** To uplift the capacity of our SLSOs so that they can implement targeted support and intervention programs across the school.
Aboriginal background $23,511.27	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teacher Squads **Overview of activities partially or fully funded with this equity loading include:** • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** Targeted support has been possible, which has resulted in Aboriginal and Torres Strait Islander students showing academic growth. **After evaluation, the next steps to support our students will be:** To improve community engagement of students and families with the personalised learning pathway (PLP) process.
English language proficiency $603,497.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Bardia Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Academic Application **Overview of activities partially or fully funded with this equity loading include:** • provide EAL/D Progression levelling PL to staff • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in the following impact:** Students with an EAL/D background have benefited measurably through the Teacher Squad program as a result of intensive learning support and intervention. The school's EAL/D team completed TELL training and personalised professional learning options so that they have the knowledge and skills to provide our classroom teachers with specialised support to cater for the needs of our EAL/D learners. **After evaluation, the next steps to support our students will be:** To use the EAL/D SEF to uplift the school's practices to sustaining and growing, considering 72% of the student cohort is EAL/D. This pathway to

English language proficiency	change will include:
$603,497.00	- developing whole school systems and processes for tracking EAL/D learners on the EAL/D Progressions - continuing teacher professional learning around the EAL/D Progressions - continuing to build the capacity of our EAL/D instructional leaders to support grade/stage teams to make EAL/D adjustments to assessment tools and teaching and learning programs.
Low level adjustment for disability $138,632.00	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 their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teacher Squads **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 **The allocation of this funding has resulted in the following impact:** Positive academic growth for students who participated in the support and intervention programs was achieved. **After evaluation, the next steps to support our students will be:** To provide teachers with personalised professional learning so that they deepen their knowledge and skills to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
Professional learning $11,000.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bardia Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Assessment Tools • Academic Application **Overview of activities partially or fully funded with this initiative funding include:** • Middle leader professional learning on how to create rich assessment tasks and use the common grade scale to develop assessment rubrics. **The allocation of this funding has resulted in the following impact:** Increased capacity of middle leaders to develop rich assessment tasks and corresponding rubrics. Increased capacity of middle leaders to lead and support their stage team through the process of developing an authentic assessment task and corresponding rubric. **After evaluation, the next steps to support our students will be:** Consistency of whole school assessment and reporting practices. School alignment between our internal and external data.
QTSS release $196,860.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bardia Public School. **Funds have been targeted to provide additional support to students**

QTSS release $196,860.00	**enabling initiatives in the school's strategic improvement plan including:** • Teacher Squads **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Improved teacher efficacy through collaborative practices in the school, enabling teachers to work together through mentoring and coaching as well as observing and discussing how they develop lessons, programs and assessment strategies. **After evaluation, the next steps to support our students will be:** To continue to use funding to enable school executive to lead collaborative practices across the school.
COVID ILSP $107,773.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy **The allocation of this funding has resulted in the following impact:** The majority of students made significant progress in the constrained skills of Phonics and Phonological Awareness, thereby impacting positively on reading outcomes. **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy support and intervention programs.
AP Curriculum & Instruction $301,142.26	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teacher Squads **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Working in classrooms with teachers to support assistant principals in building the capacity of teaching teams in evidence-informed literacy and numeracy strategies through the curriculum. • Working collaboratively with other middle leaders to build the capabilities of teachers in the application of evidence-informed practice for literacy and numeracy. • Working closely with middle and aspiring leaders in the implementation of the new curriculum. **The allocation of this funding has resulted in the following impact:**

AP Curriculum & Instruction $301,142.26	Increased teacher capacity to develop differentiated teaching and learning programs for literacy and numeracy. **After evaluation, the next steps to support our students will be:** To further engage and begin to embed current pedagogies of the new English and mathematics syllabi.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	272	357	436	500
Girls	238	327	426	475

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	89.8	90.3	90.7	86.3
1	92.2	90.4	91.4	84.8
2	91.4	89.9	91.6	87.0
3	92.2	90.7	92.2	86.3
4	92.3	91.3	92.6	87.0
5	93.7	89.8	93.8	86.1
6	92.4	92.6	89.5	84.0
All Years	91.7	90.6	91.7	86.0
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	2
Assistant Principal(s)	6.6
Classroom Teacher(s)	40.33
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.6
Teacher ESL	3.8
School Counsellor	0.8
School Administration and Support Staff	9.87

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,196,210
Revenue	10,107,092
Appropriation	9,832,489
Sale of Goods and Services	67,031
Grants and contributions	201,921
Investment income	5,150
Other revenue	500
Expenses	-9,854,573
Employee related	-8,841,837
Operating expenses	-1,012,737
Surplus / deficit for the year	252,519
Closing Balance	1,448,729

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	295,199
Equity Total	833,131
Equity - Aboriginal	23,511
Equity - Socio-economic	67,491
Equity - Language	603,497
Equity - Disability	138,632
Base Total	7,328,685
Base - Per Capita	252,447
Base - Location	0
Base - Other	7,076,238
Other Total	802,352
Grand Total	9,259,367

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

Survey responses are gathered on numerous occasions throughout the year. This information is collated and used to drive future decision making in the school. 2022 Tell Them From Me survey results indicated the following areas of strength within the school, and opportunities for future development.

Students

Areas of Strength

- 91% of students value schooling outcomes.
- 88% of students report that they demonstrate positive behaviour while at school.
- Students feel that they have someone at school who consistently provides them with encouragement and support.

Areas for Development

- 69% of students report a positive sense of belonging at school.
- 69% of students report being interested and motivated in their learning.

Parents

Areas of Strength

- Parents report that their child feels safe while at school.
- Parents find our administrative staff helpful.
- Reports are written using parent-friendly language.

Areas for Development

- Parents would like more information about their child's social and emotional development.
- Parents would like more interaction with classroom teachers.

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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 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.

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.