

2023 Annual Report

Bardia Public School



4311

Introduction

The Annual Report for 2023 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 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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
- Curriculum Pedagogies

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

QTSS release

Per capita

Literacy and numeracy

Summary of progress

Data Talks

The school realised a disparity between our internal and external assessment data. This disparity meant that many students who were achieving highly on external assessments were receiving a 'C' grade on internal school reports. To ensure data consistency, the school realised that we needed to develop and implement a consistent teacher judgement assessment protocol K-6. The school had a hunch that if we developed clear protocols for the implementation of moderation activities across the school, consistency in teacher judgement would occur and our internal and external data would be better aligned.

To improve current practices and processes, the executive team were surveyed to establish their understanding of assessment moderation and to gain insight into how they implement consistency of teacher judgement (CTJ) processes within their teams. The analysis found that not all executives had the same level of understanding of CTJ processes and there were inconsistencies in moderation practices between stages. From here, professional learning for middle leaders around CTJ processes was developed to address the school's need to have a consistent, whole school approach to the monitoring of student learning. Once common understandings were achieved among the middle leadership team, they developed and led professional learning with their stage teams to uplift teacher's knowledge around formative assessment practices and CTJ processes.

As a result of this initiative, the school has developed a clear and consistent protocol for consistent teacher judgement. This protocol has been trialed with teams, who are beginning to use work samples to make consistent judgements about student learning and using this knowledge to inform future teaching and learning cycles.

In 2024, we will continue to embed the school's CTJ protocol to better align student achievement on the A-E Common Grade Scale with external assessment data.

Curriculum Pedagogies

In response to the curriculum reform, the school identified a need to upskill its middle leaders to help drive the uptake of the new pedagogies within the K-6 English and mathematics syllabi. Curriculum reform teams were also established to support the middle leadership team to lead this process of curriculum change.

Centrally funded release time was used to provide middle leaders with job-embedded time to work in collaboration with our assistant principal curriculum and instruction (APC&I) to engage with the pedagogies of the new K-6 English and

mathematics syllabi. This High Impact Professional Learning provided middle leaders with the knowledge and confidence to lead curriculum reform within their stage teams alongside our APC&I during collaborative practice sessions. As a result of teachers engaging with and implementing the pedagogies of the new K-6 English and mathematics syllabi, K-6 learning and teaching programs became consistent with sequences of learning backward mapped and connected.

What worked well was the school's commitment to embedding collaborative practice consistently across the year, as well as supporting our middle leaders with targeted professional learning around the new syllabi and its pedagogies. As a result, middle leaders developed their knowledge of the new syllabi by engaging with the pedagogy of connectionism. In turn, this supported the successful implementation of the new K-6 English and mathematics syllabi across the school. Collectively, we also developed and tested a whole school backward mapping process that simplified the teaching and learning cycle. At year's end, all middle leaders were able to effectively lead collaborative practice sessions, focusing on embedding the pedagogy of connectionism into teaching and learning programs through the school's backward mapping process. Additionally, the capacity of aspiring and middle leaders was uplifted, evidenced by their ability to support middle leaders to drive curriculum reform.

What inhibited our work was the difficulty in initially keeping the driving message clear and simple. It took time to develop and embed consistent approaches to curriculum planning and delivery across the school.

In 2024, we will also continue to build the capacity of aspiring and middle leaders to plan and develop professional learning as we continue to embed the new syllabi into our practice. A whole school focus will be curriculum differentiation so that we can better meet the needs of students at different levels of achievement, including adjustments to support learning and increase challenge.

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>An increased proportion of 2023 Years 2- 6 students attaining a 'B' or above in English, compared with 2022 common grade scale results.</p>	<p>2022 Semester 2 A-E Common Grade Scale Data</p> <ul style="list-style-type: none"> • Y2 - 14% of students received an A or B in semester 2 reports for English. • Y3 - 16% of students received an A or B in semester 2 reports for English. • Y4 - 40% of students received an A or B in semester 2 reports for English. • Y5 - 10.5% of students received an A or B in semester 2 reports for English. • Y6 - 35.5% of students received and A or B in semester 2 reports for English. <p>2023 Semester 1 A-E Common Grade Scale Data</p> <ul style="list-style-type: none"> • Y2 - 27% of students received an A or B in semester 1 reports for English. • Y3 - 27% of students received an A or B in semester 1 reports for English. • Y4 - 30% of students received an A or B in semester 1 reports for English. • Y5 - 22% of students received an A or B in semester 1 reports for English. • Y6 - 34.5% of students received an A or B in semester 1 reports for English. <p>2023 Semester 2 A-E Common Grade Scale Data</p> <ul style="list-style-type: none"> • Y2 - 32% of students received an A or B in semester 2 reports for English. • Y3 - 24% of students received an A or B in semester 2 reports for English. • Y4 - 45.5% of students received an A or B in semester 2 reports for English. • Y5 - 31% of students received an A or B in semester 2 reports for English. • Y6 - 48% of students received an A or B in semester 2 reports for English. <p>An increased proportion of 2023 Years 2-6 students attaining a 'B' or above in English, compared with the 2022 distribution on the Common Grade Scale is noted.</p>

An increased proportion of 2023 Years 2- 6 students attaining a 'B' or above in mathematics, compared with 2022 common grade scale results.

2022 Semester 2 A-E Common Grade Scale Data

- Y2 - 17% of students received an A or B in semester 2 reports for mathematics.
- Y3 - 20% of students received an A or B in semester 2 reports for mathematics.
- Y4 - 24% of students received an A or B in semester 2 reports for mathematics.
- Y5 - 10.5% of students received an A or B in semester 2 reports for mathematics.
- Y6 - 50% of students received and A or B in semester 2 reports for mathematics.

2023 Semester 1 A-E Common Grade Scale Data

- Y2 - 24% of students received an A or B in semester 1 reports for mathematics.
- Y3 - 23% of students received an A or B in semester 1 reports for mathematics.
- Y4 - 28% of students received an A or B in semester 1 reports for mathematics.
- Y5 - 31% of students received an A or B in semester 1 reports for mathematics.
- Y6 - 37% of students received an A or B in semester 1 reports for mathematics.

2023 Semester 2 A-E Common Grade Scale Data

- Y2 - 35% of students received and A or B in semester 2 reports for mathematics.
- Y3 - 25% of students received and A or B in semester 2 reports for mathematics.
- Y4 - 44% of students received and A or B in semester 2 reports for mathematics.
- Y5 - 32% of students received and A or B in semester 2 reports for mathematics.
- Y6 - 54% of students received and A or B in semester 2 reports for mathematics.

An increased proportion of 2023 Years 2-6 students attaining a 'B' or above in mathematics, compared with the 2022 distribution on the Common Grade Scale is noted.

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

AP Curriculum & Instruction

Professional learning

QTSS release

Per capita

Beginning teacher support

Summary of progress

The Four Pillars of Visible Learning

The focus of 2023 was to uplift teacher capacity to collect and use assessment data to monitor student achievement and identify gaps in learning. This addressed the discrepancy between internal and external data. Our hunch was that if we used rich tasks as a consistent means of formative assessment, teachers would be able to make informed judgements about student achievement on the A-E Common Grade Scale.

In uplifting the school's achievement in formative assessment practices, middle leaders engaged in High Impact Professional Learning around creating rich tasks for mathematics and associated rubrics for the assessment task. From here, middle leaders delivered professional learning to their stage teams where they built rich tasks and rubrics in collaboration. These rich tasks were then delivered to students and used to assess student learning. Each task was analysed for their effectiveness and accessibility leading to a cyclic evaluation of assessment practice.

What worked well was the ability to connect this initiative with our work on building the capacity of middle leaders in the implementation of the new syllabi and their pedagogies. The two initiatives together, enabled teachers to make authentic connections between planning, teaching and learning, and assessment. Upon reflection, student achievement may have been impacted because students were not explicitly taught the skills of working mathematically. This was needed to access the mathematics rich tasks.

As a result of this initiative, all staff members were able to build and deliver quality rich tasks for mathematics. Some stage teams began to use this assessment strategy across other key learning areas, including HSIE and science and technology. As well as this, learning intentions and success criteria (LISC) were evident in learning and teaching programs for English and mathematics K-6.

To continue our improvement into 2024, the school's focus will be to develop rich assessment for English.

Assessment Tools

An evaluation of the school's reporting processes, indicated that they were not aligned to the Department of Education's Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 Policy. This led to the development of our hunch; if we revise the school's current reporting and accountability mechanisms our internal assessment data will triangulate better to our external data.

To improve current practices and processes, the school reviewed and refined its reporting to parents' procedure. As part of this process, templates were developed that reflect the syllabus outcomes instead of content descriptors. The school's

revised reporting procedure now reports on the English Language Progression Phases for our EAL/D students. For students, whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, the report change now means that their achievement is indicated against a personalised learning program. To ensure that reporting is accurate, staff engaged in High Impact Professional Learning around formative assessment practices and consistency of teacher judgement (CTJ) processes. This provided teachers with knowledge and understanding around the assessment of student learning against syllabus outcomes.

What worked well was our ability to work together with teams across the school to ensure our reporting template was compliant and enabled accurate and personalised recording of data.

The improvements seen has been evidenced by student reports being personalised and comprehensive, providing detailed, clear and specific information about student learning, growth and improvement measures.

For 2024, we will continue to use School Bytes as a centralised system for analysing and reporting data on student and school performance. In doing so, the school aims to collect more accurate data so that we can better inform collective decisions about student learning, aligned with improvement measures in the school plan.

Teachers using data

A focus for 2023 was to develop teacher confidence in using assessment data to inform teaching practice.

In a school review of data skills and use, we noticed that whilst we had been collecting a lot of student assessment data, it may not have been useful in informing teaching and learning. To further address the anomaly of our internal data not aligning to external data, the school reviewed the frequency and purpose of assessments. As a result, there was a need to review and revise our current assessment schedule. Our hunch was that if we reduced the assessment load, teachers would better be able to analyse data over time.

As part of this initiative, we developed clear, school-wide assessment procedures, including a CTJ protocol, to support the implementation of a more reliable assessment schedule. Our thinking was that these tools combined, would lead to the collection of more reliable and purposeful data which could be used to drive teaching and learning and support the more accurate distribution of student achievement on the A-E Common Grade Scale.

To continue our improvement into 2024, there will be a continued focus in uplifting teacher's data literacy and analysis skills so that they can better differentiate curriculum delivery and set informed learning goals for 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
80% of teachers will use WALT and WILF in more than 70% of lessons.	All teachers embed WALT and WILF in English and mathematics lessons.
The percentage of teachers using data to determine student progress and discuss this progress with hub partners will be greater than 75%	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.

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.

- Wellbeing and Engagement
- Academic Application

Resources allocated to this strategic direction

Per capita
Integration funding support
Low level adjustment for disability
Aboriginal background
Socio-economic background
English language proficiency
Refugee Student Support
New Arrivals Program

Summary of progress

Wellbeing and Engagement

The Department of Education's updated guidance on reinforcing positive, inclusive, respectful and safe practices, provided the school with an opportunity to review its current systems and processes. The initial review found that the school's current procedure was not aligned to the Department's. It also did not embed the school's values of achievement, belonging and care.

To improve current practices and processes, the Student Support and Intervention Team was formed. With a focus on continuous improvement, the team conducted a staff survey and initiated student and parent focus groups to determine the effectiveness of current systems and processes. The analysis of the survey results showed that there was not a consistent approach to student wellbeing and engagement and that expectations of student behaviour were not explicitly, consistently and supportively applied across the school. From here, the Student Support and Intervention Team, in consultation with our student leadership team and Student Representative Council, worked in collaboration to refine our student reward systems and develop a whole school behaviour response procedure.

With the school's Positive Behaviour Supports Procedure in place, the team had a hunch that if we start small and first launch the school's student reward system component of the procedure, there will be greater consistency across the school in acknowledging and celebrating positive student behaviour. This will then lead to a greater sense of student belonging and improved attendance. Focusing on High Impact Professional Learning, the Student Support and Intervention Team delivered a series of professional learning options to staff. The overarching purpose of this professional learning series was to develop a school-wide, consistent approach to supporting student wellbeing.

The improvements seen has been evidenced by feedback from a sample size of K-6 students. An analysis of survey data showed greater consistency in having weekly hub assemblies to celebrate learning across the school. Of the 187 students surveyed, 89% of students report having a reason written on the back of merit awards. 60% of K-6 students reported receiving I Care tokens daily. 90% of surveyed students like the I Care token raffle in assemblies. This data was triangulated against the school's attendance and student Tell Them From Me data. Reflecting on the impact of this initiative, reviewing and refining our positive student behaviour supports alone did not improve students' sense of belonging and attendance. Instead, the school needs a well-developed, evidence-informed approach.

To continue our improvement into 2024, we will revisit, reflect and review research around quality learning environments so that we have consistent, high and explicit expectations for student learning and wellbeing leading to improved

relationships between teachers and students and among students. We also plan to engage, enact and embed the Berry Street Education Model so that we have a planned approach to wellbeing across the school to improve students' sense of belonging and attendance.

Academic Application

The focus on 2023 was using the EAL/D SEF to uplift the school's practices to Sustaining and Growing. An analysis of the school's practices against the EAL/D School Excellence Framework (SEF) showed that we were not meeting minimum requirements across all three domains of EAL/D practice. Further evaluation showed that whole school systems and processes were not in place, and that we needed a defined system to ensure accurate data collection.

In uplifting the school's achievement in the Learning and Leading Domains, the school defined the roles and responsibilities of our EAL/D team. This process was important to develop a common understanding of the accountabilities around maintaining EAL/D data. This became the driver for the establishment of a school tracking tool. Focusing on High Impact Professional Learning, the school engaged the network's EAL/D Educational Leader to provide the EAL/D team with professional learning around how to assess LBOTE students on the EAL/D Learning Progressions. This professional learning provided the team with further opportunities to develop their knowledge around the EAL/D Progressions as a means of phase identification. The EAL/D Learning Progression Tracking Tool was implemented. It was used to conduct initial and ongoing assessment of EAL/D learners' English language proficiency. As a result, the school now reports and communicates to parents and carers about their child's English language learning progress.

With a focus on uplifting the school's practice in the Teaching Domain, our EAL/D instructional leaders provided further professional learning to class teachers around EAL/D pedagogies. Through collaborative practice, they modelled and supported teachers to use the tracking tool to make curriculum adjustments. Analysis of core stage programs showed some evidence of EAL/D curriculum adjustments being made to provide students with high challenge and support. As a result, the school has seen improved literacy progress and achievement for our EAL/D learners.

The impact of our improvement measures within this initiative has seen significant uplift of the school's practices on the EAL/D SEF. In each element within the Learning and Teaching Domain, the school's evaluation is Delivering. In the Leading Domain, the school has achieved Sustaining and Growing within the element of School Planning Practices and Processes. The school is Meeting Requirement within the element of Parent and Community Engagement.

Next year within this initiative, the school will continue to build the capacity of our EAL/D specialist teachers to support stage teams to make EAL/D adjustments to English and math teaching programs and assessment tasks. There will also be a focus on utilising interpreting and translation services and materials to effectively communicate with LBOTE families and community members.

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
Achieve a minimum of 78.9% of students attend school 90% of the time, or more.	<ul style="list-style-type: none"> • 66.32% of students attended school 90% of the time, or more. • Attendance monitoring systems were revised and trialed. This led to a significant shift in the attendance rate in the period of Terms 1 - 3 to an average attendance rate of 89.7%. • Our data currently indicates we are 1.41% lower than the similar school group average but 1.9% higher than the state average. • Using the data from the uplift table, our suggested uplift target for 2027 will be 1.1%.
90.2% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.	<ul style="list-style-type: none"> • 84.83% of students report Expectations for Success, Advocacy, and Sense of Belonging at school. • The data trend in girls' advocacy continues to be an area of opportunity for the school. In Snapshot 1, Year 4 girls' advocacy had a school mean of 7.7 compared to Year 6 girls' school mean of 7.4. In Snapshot 2, Year 4 girls' advocacy improved by 1.3 whereas the Year 6 girls' advocacy declined by 0.1 creating a gap of 0.8. • 76% of students have a positive sense of belonging, 5% lower than the NSW Government Norm. In Snapshot 2, student sense of belonging decreased by 3%, still significantly below State Norm. However, the

90.2% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

school's sense of belonging between 2022 Snapshot 2 data and 2023 Snapshot 2 data increased by 6.59%.

- Girl's sense of belonging in both Snapshot 1 and 2 was 11 % lower than the NSW Government Norm. This is a negative decline of 5% from 2022 data.
- Boys sense of belonging data was 77% in Snapshot 2, 4% lower than the NSW Government Norm. It is important to note that the difference between State Norm in 2022 compared to 2023 was +11%.
- 75% of students feel proud of our school, trending 7% lower from 2022 data, now tracking 8.9% below the school's progress measure.
- 55.5% of students attend school 90% of the time or more, 5.5% above State and 11.1% above the network.
- 84.83% of students have positive wellbeing, 5.17% less than the school's Agreed Lower Bound Target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,254.79</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"> • release time to engage staff in targeted professional learning • additional staffing to map individual students against the EAL/D progressions • engage with external providers and specialist to provide intensive language support to identified EAL/D students. <p>The allocation of this funding has resulted in the following impact: The school achieved positive value added growth for this target group.</p> <p>After evaluation, the next steps to support our students will be: To refine 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.</p>
<p>New Arrivals Program</p> <p>\$43,285.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Academic Application <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: Improved English language skills for NAP students. Bilingual texts and classroom resources were purchased.</p> <p>After evaluation, the next steps to support our students will be: To continue to organise and deliver targeted English language instruction to eligible newly arrived EAL/D students</p>
<p>Integration funding support</p> <p>\$352,484.00</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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs.

<p>Integration funding support</p> <p>\$352,484.00</p>	<p>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.</p> <p>After evaluation, the next steps to support our students will be: To further refine school systems through the Learning and Support Team so that students in the support unit can integrate into mainstream classes with greater regularity and students waiting for placement can reverse integrate into the support unit.</p>
<p>Socio-economic background</p> <p>\$58,532.65</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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through collaborative practice to support student learning. <p>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.</p> <p>After evaluation, the next steps to support our students will be: To continue to uplift the capacity of our SLSOs so that they can implement targeted support and intervention programs across the school.</p>
<p>Aboriginal background</p> <p>\$17,633.45</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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • staffing release to lead our Deadly K-6 yarn group • engagement of local Dharawal artist Michael Fardon to work with our First Nation families and our Aboriginal and Torres Strait Islander students to create a school mural that is symbolic to our community. <p>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.</p> <p>After evaluation, the next steps to support our students will be: To improve community engagement of students and families by implementing the school's reviewed personalised learning pathway (PLP) process.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$634,951.42</p>	<p>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"> • Academic Application <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff. <p>The allocation of this funding has resulted in the following impact: Significant uplift of the school's practices on the EAL/D SEF. In each element within the Learning and Teaching Domain, the school's evaluation is Delivering. In the Leading Domain, the school has achieved Sustaining and Growing within the element of School Planning Practices and Processes. The school is Meeting Requirement within the element of Parent and Community Engagement.</p> <p>After evaluation, the next steps to support our students will be: To continue to build the capacity of our EAL/D specialist teachers to support stage teams to make EAL/D adjustments to English and math teaching programs and assessment tasks. There will also be a focus on utilising interpreting and translation services and materials to effectively communicate with LBOTE families and community members.</p>
<p>Low level adjustment for disability</p> <p>\$226,503.82</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 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>After evaluation, the next steps to support our students will be: To continue 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.</p>
<p>Professional learning</p> <p>\$72,973.27</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$72,973.27</p>	<ul style="list-style-type: none"> • Data Talks • The Four Pillars of Visible Learning • Assessment Tools • Teachers Using Data • Curriculum Pedagogies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging additional staff to support collaborative practice, job-embedded time to engage and implement the curriculum reform for English and mathematics. <p>The allocation of this funding has resulted in the following impact: Please refer to annual evaluations for Strategic Directions 1 and 2.</p> <p>After evaluation, the next steps to support our students will be: To uplift teachers' knowledge and understanding to differentiate the curriculum to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge To develop teachers' data literacy and analysis skills so that they can use data to inform planning and teaching.</p>
<p>Beginning teacher support</p> <p>\$24,558.11</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Bardia Public School during their induction period.</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 • Teachers Using Data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging additional staff to support collaborative practice, job-embedded time to engage and implement the curriculum reform for English and mathematics • providing flexible time to work alongside the school's assistant principal, curriculum instruction to access personalised professional learning and support. <p>The allocation of this funding has resulted in the following impact: All beginning teachers have achieved Proficient Accreditation. Working alongside the APC&I, beginning teachers have accesses personalised professional learning to achieve their PDP goals.</p> <p>After evaluation, the next steps to support our students will be: To continue to utilise beginning teacher support allocation, to provide responsive professional learning and in-class support for our early career teachers.</p>
<p>QTSS release</p> <p>\$202,764.38</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"> • Data Talks • The Four Pillars of Visible Learning • Assessment Tools • Teachers Using Data • Curriculum Pedagogies <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 high-quality curriculum

<p>QTSS release \$202,764.38</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 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.</p> <p>After evaluation, the next steps to support our students will be: To continue to use funding to enable school executive to lead collaborative practice across the school.</p>
<p>COVID ILSP \$80,829.72</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • employment of additional staff to support the monitoring of COVID ILSP funding. <p>The allocation of this funding has resulted in the following impact: Most 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 will be: To continue the implementation of literacy and numeracy support and intervention programs.</p>
<p>Per capita \$259,572.99</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Data Talks • The Four Pillars of Visible Learning • Assessment Tools • Wellbeing and Engagement • Academic Application • Teachers Using Data • Curriculum Pedagogies <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Job-embedded time for teachers to work in collaboration with our assistant principal, curriculum and instruction to develop their knowledge and understanding so that they can embed current pedagogies of the new English and mathematics syllabi • Release for middle leaders to build the capabilities of teachers in the application of evidence-informed practice for literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Middle leaders have the knowledge and confidence to lead curriculum reform within their stage teams alongside our APC&I during collaborative practice sessions. Teachers have engaged with the pedagogies of the new K-6 English and mathematics syllabi.</p>

<p>Per capita</p> <p>\$259,572.99</p>	<p>After evaluation, the next steps to support our students will be: Review and evaluate how reading comprehension is taught at Bardia Public School High Impact Professional Learning centred around differentiation and working mathematically Middle leader capacity uplift around data us to inform planning.</p>
<p>AP Curriculum & Instruction</p> <p>\$248,140.80</p>	<p>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.</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 • The Four Pillars of Visible Learning • Assessment Tools • Teachers Using Data • Curriculum Pedagogies <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers.. <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to develop differentiated literacy and numeracy teaching and learning programs using the connectionism pedagogy.</p> <p>After evaluation, the next steps to support our students will be: To further enact and embed current pedagogies of the new English and mathematics syllabi.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	357	436	500	497
Girls	327	426	475	478

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.3	90.7	86.3	90.6
1	90.4	91.4	84.8	90.0
2	89.9	91.6	87.0	89.4
3	90.7	92.2	86.3	90.3
4	91.3	92.6	87.0	89.7
5	89.8	93.8	86.1	89.0
6	92.6	89.5	84.0	88.9
All Years	90.6	91.7	86.0	89.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	1.3
Teacher Librarian	1.6
Teacher EAL/D	4.6
School Counsellor	0.8
School Administration and Support Staff	9.87

*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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,254,958.99
Revenue	10,746,221.56
Appropriation	10,463,452.53
Sale of Goods and Services	73,437.11
Grants and contributions	190,161.25
Investment income	17,051.92
Other revenue	2,118.75
Expenses	-10,408,216.47
Employee related	-9,427,552.62
Operating expenses	-980,663.85
Surplus / deficit for the year	338,005.09
Closing Balance	1,592,964.08

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.

	2023 SBAR Adjustments (\$)
Targeted Total	138,654
Equity Total	937,621
Equity - Aboriginal	17,633
Equity - Socio-economic	58,533
Equity - Language	634,951
Equity - Disability	226,504
Base Total	7,551,069
Base - Per Capita	259,573
Base - Location	0
Base - Other	7,291,496
Other Total	824,089
Grand Total	9,451,434

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Tell Them From Me surveys were used to measure student engagement and wellbeing. The surveys also captured student, parent and teacher voices, providing reliable evidence for our school to use in identifying strengths and areas for improvement.

Areas of Strength:

- 91% of students value schooling outcomes.
- 84% of students have friends at school they can trust and who encourage them to make positive choices.
- 90% of students feel that they do not get in trouble at school for disruptive or inappropriate behaviour.
- Parents report that they feel welcome when visiting the school.
- Parents report that their child is encouraged to do his or her best work.
- Teachers report that they set high expectations for student learning.
- Teachers report that in most of their classes, they discuss the learning goals for the lesson.

Areas for Development:

- 73% of students report a positive sense of belonging at school, 8% below the NSW Government Norm.
- 67% of students report being interested and motivated in their learning, compared to 78% of the NSW Government Norm.
- Parents would like to be better informed about their child's social and emotional development.
- Parents would like to be better informed about their child's progress in school subjects.
- Teachers report that students need to use computers or other interactive technology better in order to track progress towards their goals.

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.