

Bardia Public School



2015 Annual Report



A Kindergarten pupil and her Year 6 "buddy" reading.

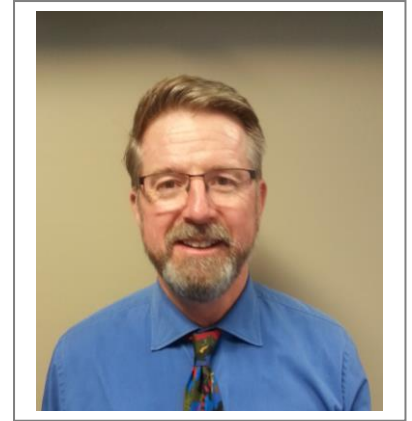
School Code 4133



Education

Message from the Principal

2015 will go down in the history of Bardia Public School as a momentous year. On the 5th May the Minister for Education the Hon. Adrian Piccoli signed into being Bardia Public School and our old name, Ingleburn North Public School, was retired with dignity. This was a win for common sense. In 2009, in tribute to Australia's valiant *diggers* (whose first battle of WW2 was The Battle of Bardia) Campbelltown Council changed the name of the suburb surrounding the school to Bardia. Now, at last, we have a school name that reflects the school's geographical location as well as complementing our school's association with Australian history.



2015 was also a year in which our transition to evidence-based teaching and learning saw the principles of Visible Learning researched, implemented and evaluated by our teacher-teams using a cycle of inquiry approach. At our Term 4 professional development evening, also attended by Mrs Maria Serafim, Director, Public Schools, Glenfield Network, every teacher presented research of Visible Learning they had undertaken. Teachers-as-researchers is an exciting development and as the enthusiasm and deep understanding shown by the teachers at Bardia Public School indicates, one which reveals our teachers to be among the best in NSW.

2015 was the year in which a new school plan format was introduced across NSW. The process for devising our school plan led the staff at Bardia Public School to question at the deepest level the very purpose and the objectives of teaching and learning. It became obvious that traditional approaches to education would not prepare our pupils adequately for the rapidly changing social, technology and employment landscapes of the 21st century. First, it was decided that, in accordance with the Melbourne Declaration of December 2008, the social and emotional domains of education are of equal importance with the academic domain. Second, the staff decided that only a holistic education could possibly prepare our pupils to meet this uncertain future. In practice this will see the crucial core of teaching and learning, literacy and numeracy, taught through every key learning area.

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

While 2015 will be remembered as pivotal in the transformation of teaching and learning at Bardia Public School, in 2016 the re-build of the school will commence and in early 2018 we will take possession of state-of-the-art facilities. It will be timely then that as we move into new facilities that teaching and learning at Bardia Public School complement the best of 21st century education. Our objective is nothing less than to improve *significantly* the educational outcomes for every student, an ambitious goal that we at Bardia Public School are committed to achieving. The next few years will be exciting indeed.

It is certainly true that with every year that passes, the three pillars that make our school so amazing only strengthen: wonderful students, supportive parents and exceptionally professional teachers. There is no doubt that we have a fantastic school. And now our school will grow by some 40 to 80 students per annum for the next 10 years. Before 2024 we are likely to have approximately 1000 students enrolled. There is no doubt that the staff and the entire Bardia Public School community are committed to retaining our amazingly positive culture. This is completely achievable. We are determined that Bardia Public School will become a symbol of the best that only public education can provide!

Mr Brett Moseley
Principal

School background

School vision statement

The central purpose in everything we do at Bardia Public School is to help every student to become a responsible and successful global citizen. That is, someone who is a curious and passionate life-long learner; someone who shows resilience when faced with hardship; someone who measures success in their every undertaking with effort; someone who shows respect, compassion and empathy toward others; someone who takes personal responsibility for the environment and the betterment of society; and someone who champions cooperation over conflict, assertiveness over aggression and democracy over tyranny.

School context

Bardia Public School was built to provide for the education of children whose parents were based at the now defunct Ingleburn Military Camp – Bardia Barracks. Once the army base closed in 2000, the area around the school became semi-rural and student numbers dwindled. The closure of school was seriously considered. Current exponential urban growth will see the area around Bardia Public School grow to include some 8500 dwellings, a shopping centre and a train station. The future of the school is assured.

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The school executive was compelled to choose one of three levels: *Delivering* or *Sustaining & Growing* or *Excelling*.

1. Learning Culture - *Excelling*

There is a school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

2. Wellbeing - *Excelling*

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

3. Curriculum and Learning – *Excelling*

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

4. Assessment and Reporting – *Excelling*

Students use reflection on assessment and reporting processes and feedback to plan learning. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole-school assessment strategy.

5. Student Performance Measures – *Excelling*

The school achieves excellent value added results – *NAPLAN data show four consecutive years of value-added growth.*

6. Effective Classroom Practice – *Excelling*

The school leadership demonstrates instructional leadership, promoting and modelling effective, evidence based practice. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

7. Data Skills and Use – *Excelling*

Teachers clearly understand and utilise assessment *for, as* and *of* learning. The school leadership team builds the collective capacity of the staff to use data to inform strategic school improvement efforts.

8. Collaborative Practice – *Excelling*

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

9. Learning and Development – *Excelling*

Teachers draw on and implement evidence-based research to improve their performance and development.

10. Professional Standards – *Excelling*

The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

11. Leadership – *Excelling*

Staff have purposeful leadership roles based on professional expertise.

12. School Planning, Implementing and Reporting – *Excelling*

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

13. School Resources – *Excelling*

The use of school facilities is optimised within the local community to best meet the needs of students and the local community.

14. Management Practices and Processes – *Excelling*

Administrative practices provide explicit information about the schools functioning to promote ongoing improvement.



An Aboriginal Smoking Ceremony in NAIDOC Week

Strategic Direction 1

Develop and Enhance Community Partnerships

Purpose

The responsibility for developing the Bardia Public School students as successful global citizens is one that is shared by parents, carers, teachers, members of the wider community and the students themselves. It is imperative then that we devise and enhance partnerships that are mutually supportive and that engage through conduits of information and resource sharing; only then will our future leaders, our children, reap the benefits of a holistic education.

Overall summary of progress

- Teachers developed and taught the 16 Habits of Mind to students K-6 for 30 minutes per week.
- Playgroup service provided to community.
- Assistant Principal along with feeder schools & Ingleburn High School (IHS) through a history project (won through an EOI) developed Stage 3 history programs in TOMAC.
- Principal held an information evening for parents and carers: *Pedagogy for Parents*.
- Year 6 teacher had IHS teachers observe lessons at BPS, developing their understanding of primary school programs.
- BPS learning support teacher liaised with IHS year adviser regarding Year 6 to Year 7 transition.
- Parents and carers provided information about *Growth Mindset* through newsletters and P&C meetings.
- Student mentors from IHS conducted learning activities with BPS senior students.
- Principal introduced IHS staff to calculating effect size.
- Detailed information about the BPS School Plan provided to the community through newsletters, the information evening, Kindergarten Orientation and P&C meetings.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Playgroup allows pre-school children in the community to be supported in their socialising and learning in readiness for kindergarten through play and a transition to kindergarten program.	Playgroup attendance reveals playgroup is popular with the community.	\$500
Parents/carers possess a greater understanding of the school's goals and are better able to support their child's learning at home.	95% parents believe the information night assisted their understanding of teaching and learning and the school's goals. A large majority of attendees desired more information nights.	\$100

Next steps

In 2016 a community worker, Mark Jackson, will support the organisation and the running of Playgroup. Tied Department of Education community funding will be used to purchase casual teacher time, allowing kindergarten teachers to run mini learning programs and an extended transition program for those pre-school children starting kindergarten in 2017.

In 2016 further information evenings, *Pedagogy for Parents*, will be conducted by the Principal and the Librarian. The focus of these evenings will be *21st Century Learning* and *Growth Mindset*.

Strategic Direction 2

Develop and sustain a professional learning community.

Purpose

The innovative pedagogical practices of *Visible Learning*, chosen to achieve the Bardia Public School central purpose, present a number of professional challenges. It is crucial to our success in this endeavour that we develop and sustain a professional learning community. Such a community will augment our pooling of intellectual resources, the sharing of research findings and in providing practical support and advice at the classroom level.

Overall summary of progress

- Initiated a new approach to professional development – teachers as *research practitioners*.
- All teachers led professional development of key aspects of research related to Visible Learning.
- Principal completed Professional Certificate, Instructional Leadership under Professor John Hattie and led to staff through various professional development activities outlining key aspects of this course.
- Teacher *Development Team A* researched and developed a teaching program in Habits of Mind for all students K-6.
- All teachers trained in calculating effect size, enabling them to accurately ascertain their students' position along the learning journey in relation to the academic goals.
- All teachers formed *teacher teams* of three colleagues each and implemented and evaluated innovative practice in each other's classrooms.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All teachers, as research practitioners, explore contemporary evidence-based practice and present professional development based on their findings.	Evaluations of teacher presentations revealed tremendous growth in knowledge of <i>Visible Learning</i> for both the research practitioners/professional development presenters and their professional development attendees.	NA
Teacher Teams comprising all teaching staff, as well as the Principal, will be formed to implement and evaluate focus aspects of <i>Visible Learning</i> in the classroom.	Teacher Team evaluations led to recommendations to improve practice and to revamped versions of the "Quick Guides", which are manuals for implementing practice.	\$9,600

Next steps

In 2016 our new approach to professional development (teachers as research practitioners leading professional development) will be extended when three *development teams* are formed. Each team will have the responsibility of researching a key aspect of innovative practice: Growth Mindset and Guided Inquiry and a resource for teachers and students, My Writing Journey.

In 2016 teachers at BPS, using an evaluative thinking process, will investigate effective teaching in flexible learning environments, with the goal of developing innovative practices that maximize student academic outcomes.

Strategic Direction 3

Develop and sustain Visible Learning and Teaching.

Purpose

At the heart of the Bardia Public School central purpose is the development of the whole child: a self-regulated, capable and confident independent learner. For that reason the school will undergo a shift in pedagogy that places *Visible Learning* (teachers as learners of their teaching and students as teachers of their learning) as the mode and the means of delivering our central purpose.

Overall summary of progress

- All teachers apply *Learning Intentions* and *Success Criteria* in every lesson K-6, using *Formative Assessment* as and of learning and ensure that each student receives constructive *Feedback* approximately five times per week.
- Students introduced to *Growth Mindset*, the concept of academic growth being dependent on effort and learning from mistakes, and the *Learning Pit*, the concept that all new learning is necessarily and appropriately challenging. Both of these concepts will assist in their developing self-regulatory behaviours.
- All students K-6 received conferencing time (one-to-one constructive feedback from teachers) throughout six months of the year. Using assessment data students were accurately located along their respective learning journeys and advised as to the next smallest step toward the success criteria.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All students develop a <i>growth mindset</i> ; they relish the challenge of learning and readily apply strategies to self-manage their learning.	Students K-6 reveal a growing understanding of Habits of Mind and use of the language. Students in Stage 3 reveal a rudimentary understanding of growth mindset and the learning pit.	NA
The four focus elements of <i>visible learning</i> , clear learning intentions and success criteria, rapid formative assessment and quality feedback are central to all teaching and learning.	Teacher Team evaluations reveal all teachers using learning intentions, success criteria, formative assessment consistently and effectively.	\$9,600

Next steps

In 2016 Growth Mindset and the Learning Pit will be further researched by *Development Team A* and a teaching program for all students K-6 incorporating these two concepts as well as the already developed Habits of Mind program will be implemented.

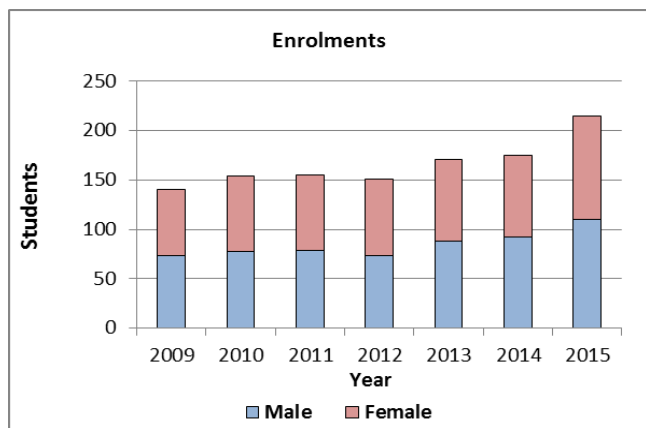
In 2016 the *four pillars* of Visible Learning will be further embedded into classroom practice. *Teacher Team B* will research Guided Inquiry and develop a teaching program to be progressively implemented in all classes K-6.

Next Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. During conferencing time the classroom teacher has instructed all students in self-managing their learning goals.	\$3,525
English language proficiency funding	<p>Through a range of programs such as Reading Recovery, Quicksmart, MultiLit, Conferencing and the Learning and Support Teacher (LaST) targeting individual students, those students whose English proficiency is affecting their academic progress are provided additional support.</p> <p>Through extensive communication, parent information evenings, Playgroup and Harmony Day our growing multicultural community has been welcomed to our school and informed about NSW education practices.</p>	\$37,701
Targeted students support for refugees and new arrivals	NA	NA
Socio-economic funding	Instilling a love of reading in our students is considered crucial in overcoming a range of literacy related learning deficits. In this our librarian conducted student reading interest surveys and purchased high interest reading material. Our librarian then led in devising exceptionally engaging reading activities, Dad's Reading Arvo, Book Week, Book Fair, and Favourite Book Character Day.	\$14,492
Low level adjustment for disability funding	The funds indicated were used to employ a Learning and Support Teacher (LaST) for three days per week. The LaST provided one-to-one support for those students in need of additional support and assisted the classroom teachers in devising these students' Individual Education Plan.	\$75,720
Support for beginning teachers	Our beginning teacher was provided strong mentorship by an Assistant Principal who also provided classroom support and additional, structured meeting time. The beginning teacher was provided additional release from face-to-face teaching and attended additional professional development covering a range of skills commensurate with her level of experience.	\$13,377
Other school focus areas	Impact achieved this year	Resources (annual)
Other, including Early Action for Success	NA	NA

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

	Year	2013	2014	2015
School	K	95.4	95.8	95.4
	1	95.1	94.7	93.8
	2	92.8	96.1	91.5
	3	94.1	94.9	93.5
	4	93.8	95.7	92.5
	5	92.3	91.1	92.6
	6	94.6	90.5	89.5
	Total	94.0	94.3	93.0
State DoE	K	95.0	95.2	94.4
	1	94.5	94.7	93.8
	2	94.7	94.9	94.0
	3	94.8	95.0	94.1
	4	94.7	94.9	94.0
	5	94.5	94.8	94.0
	6	94.1	94.2	93.5
	Total	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	80%
Postgraduate degree	20%

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	2
Head Teacher(s)	
Classroom Teacher(s)	8.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	
School Counsellor	0.2
School Administrative & Support Staff	3.470
Other positions	1.67
Total	18.67

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One member of staff is Aboriginal.

Workforce retention

100%

Professional learning and teacher accreditation

Quality professional learning is crucial if we are to raise student academic, social and emotional outcomes. This year more than any previous year at BPS, professional development has been the central focus of our improving teaching and learning.

Besides expending funds tied to professional learning (approximately \$8,000) further funding was taken from our global budget (approximately \$8,000) to ensure that the teaching staff at Bardia Public School are at the cutting edge of current research and contemporary practice.



Our boys supporting the Leukaemia Foundation

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.

While the overall performance of our students in NAPLAN is cause for celebration, the aspect of our school's performance that is most impressive is that our *value-added* performance (the measure of student academic growth and therefore a measure of the effectiveness of our teaching programs) has increased every year for the past four years.

Year 3 NAPLAN Reading

	School		SSG		State DoE	
Average score, 2015	430.9		412.5		422.4	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	1	6	13	7	11
Percentage in Bands	2.6	2.6	15.4	33.3	17.9	28.2
School Average 2011-2015	4.2	5.9	18.6	27.1	16.9	27.1
SSG % in Bands 2015	5.0	6.9	23.0	22.9	19.4	22.8
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9

Year 3 NAPLAN Spelling

	School		SSG		State DoE	
Average score, 2015	437.4		412.8		413.3	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	8	11	6	14
Percentage in Bands	0.0	2.5	20.0	27.5	15.0	35.0
School Average 2011-2015	5.0	6.7	17.6	26.1	21.8	22.7
SSG % in Bands 2015	3.2	10.2	21.7	20.3	20.9	23.6
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1

Year 3 NAPLAN Grammar and Punctuation

	School		SSG		State DoE	
Average score, 2015	447.8		424.1		431.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	6	7	13	11
Percentage in Bands	2.5	5.0	15.0	17.5	32.5	27.5
School Average 2011-2015	3.4	9.2	14.3	23.5	21.0	28.6
SSG % in Bands 2015	5.4	8.8	13.8	24.9	20.0	27.1
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6

Year 3 NAPLAN Writing

	School		SSG		State DoE	
Average score, 2015	421.5		415.4		417.1	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	4	8	20	5
Percentage in Bands	2.5	5.0	10.0	20.0	50.0	12.5
School Average 2011-2015	2.5	7.6	21.8	16.8	42.0	9.2
SSG % in Bands 2015	1.2	5.3	19.8	25.6	36.6	11.5
State DoE % in Bands 2015	2.3	5.1	18.5	23.6	36.3	14.2

Year 5 NAPLAN Reading

	School		SSG		State DoE	
Average score, 2015	489.8		486.2		494.3	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	2	6	5	2	2
Percentage in Bands	0.0	11.8	35.3	29.4	11.8	11.8
School Average 2011-2015	4.3	16.1	21.5	32.3	19.4	6.5
SSG % in Bands 2015	5.8	17.3	25.9	21.7	16.3	13.0
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9

Year 5 NAPLAN Spelling

	School		SSG		State DoE	
Average score, 2015	519.7		501.6		501.4	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	0	5	4	3	4
Percentage in Bands	5.9	0.0	29.4	23.5	17.6	23.5
School Average 2011-2015	5.3	8.5	21.3	18.1	28.7	18.1
SSG % in Bands 2015	5.6	11.5	20.7	24.0	26.2	12.0
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4

Year 5 NAPLAN Grammar and Punctuation

	School		SSG		State DoE	
Average score, 2015	524.1		500.3		500.9	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	2	4	4	3	4
Percentage in Bands	0.0	11.8	23.5	23.5	17.6	23.5
School Average 2011-2015	2.1	14.9	19.1	20.2	23.4	20.2
SSG % in Bands 2015	6.6	12.3	25.0	22.8	18.2	15.2
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5

Year 5 NAPLAN Writing

	School		SSG		State DoE	
Average score, 2015	470.6		476.0		476.9	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	3	5	7	1	0
Percentage in Bands	5.9	17.6	29.4	41.2	5.9	0.0
School Average 2011-2015	9.6	11.7	36.2	28.7	9.6	4.3
SSG % in Bands 2015	6.0	11.1	35.2	31.5	11.6	4.6
State DoE % in Bands 2015	7.3	10.2	33.9	29.6	13.4	5.6

Year 3 NAPLAN Numeracy

	School		SSG		State DoE	
Average score, 2015	415.7		391.3		395.9	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	3	8	9	9	9
Percentage in Bands	2.6	7.7	20.5	23.1	23.1	23.1
School Average 2011-2015	5.1	11.9	22.9	29.7	16.1	14.4
SSG % in Bands 2015	5.7	13.9	22.5	25.1	17.9	14.7
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

Year 5 NAPLAN Numeracy

	School		SSG		State DoE	
Average score, 2015	505.8		487.3		493.1	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	0	7	3	3	3
Percentage in Bands	5.9	0.0	41.2	17.6	17.6	17.6
School Average 2011-2015	4.4	13.2	34.1	25.3	11.0	12.1
SSG % in Bands 2015	3.4	18.9	27.9	24.9	13.8	11.1
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6



Macarthur Sustainability Centre

Other school programs

Sporting Schools (after school sport program)

Bardia Public School has again been involved with Sporting Schools to deliver after school sport this year. Sporting Schools is a government initiative that provides primary school children with access to free sport. The program aims to engage children in sport and promote extra-curricular physical activities through a positive and fun filled experience.

One afternoon per week for seven weeks, two groups of up to 26 students each (one infants group and one primary group) got together to develop their skills in a specific sport for one hour. Each session ran from 3.00pm – 4.10pm. This year, students have had the opportunity to participate in touch football and netball. Students learnt to play these sports through skill building, cooperative activities and games. They were provided with fresh fruit and cordial to enjoy during their session, which was provided by the school canteen.

The after school sport sessions are run by teachers at the school. The students thoroughly enjoy taking part in this extremely worthwhile activity.

Tanya Parker & Sarah McCabe

Library Report

Mission Statement

The library of Bardia PS makes available the best possible resources so the staff in collaboration with the teacher librarian can provide learning experiences for the students to achieve their full potential and become capable and confident readers and independent, critical, efficient and successful users of information.

The library has seen another dynamic year contributing to the learning and growth of its users through a number of initiatives.

Borrowing:

The library program ran over three days a week for the first two terms and increased to four days in the 3rd and 4th terms. Each class had a one hour session per week in which they could borrow for home or class.

The students borrowed over 6000 books, at an average of 28 books per student per year, with the junior classes continuing to be the greatest borrowers. Most of the students remember to return their books in a timely manner. It is wonderful to see

all of the students showing such great respect for the school's resources and taking responsibility for looking after everyone's books. The most popular book series this year were "The Diary of a Wimpy Kid", "Big Nate", "Kaboom Kid" and *any* book written by Roald Dahl.



Premier's Reading Challenge:

Well done Bardia! This the eighth year we have seen almost 100% participation and completion of the Premier's Reading Challenge in which the junior classes needed to read 30 books and the primary classes needed to read 20 books. This year the students from years 3-6 entered their own data directly onto their entry sheet online, improving their data entry skills. Many of the primary students have received their silver, gold and platinum awards.

Lunchtime Activities:

The queues are long when it comes to Tuesday and Thursdays 2nd half of lunch as the children wait patiently for the library to open. An average of 15-20 children visit each day to enjoy such activities as chess, colouring in, computers and quiet reading. A small dedicated group of students came to the library on Thursdays to publish stories that were made into books for all the students to borrow.



Children's Book Week:

Book Week is the longest running children's festival in Australia, celebrating its 70th year in 2015. Each year schools and public libraries from all over Australia spend a week celebrating books, Australian authors and illustrators. The theme for Children's Book Week in 2015 was "Books Light up our World" and was celebrated between Saturday 17th and Friday 23rd August. In celebration we held a whole school Treasure Hunt, Book Character Mufti, Dad's Reading Afternoon, Book Swap, and a special assembly with a flash mob, followed by our Book Fair.



The week began with our Character Mufti and whole school Treasure Hunt. This year the Treasure Hunt had a *Goldilocks and the Three Bears* theme, with the students listening to a Voki through email to receive their first clue; then, two by two, students from each class went to search for the seven clues and finally locate baby bear. Class 3G were victorious in the end and well deserving of their lunch time party in the following week. In the afternoon we had our Book Swap and as in years past this was a great success with each student taking home a pre-loved book to read. Wednesday afternoon saw our popular Dad's Reading Afternoon take place with waves of laughter coming from the classrooms and that was just the dads. Thank you to the crew of dad's who were able to take time out from their busy schedules to read. Thursday was Book Fair with students and parents purchasing over \$3000 worth of books – meaning we obtained \$1000 worth of new books for our library. The finale was at the assembly when the students surprised Mr Moseley and parents with a flash mob to "Gotta Keep Reading" by the Black Eyed Peas.

As usual Book Week was a great celebration and a time to highlight some of the best in Australian children's literature. Students read or heard many of the shortlisted titles and were keen to borrow these focus books. A positive attitude and a strong

literature focus increases children's reading interest and ability. Often, the Book Week books become firm favourites for students.



Dad's Reading Afternoon:

Many recent studies have shown that boys in particular have improved reading results when they see other males reading. This is the motivation behind our dads' reading afternoon. There was great anticipation when the dad's came to read with several of the classes in fits of laughter. This year we had 25 dads, grandpas and uncles, we hope this event will continue to grow.





Information and Communication Technology Skills:

The role of Bardia library program in the use of ICT is to embrace new models for interacting with learners using 21st century technology and deliver inclusive, whole school digital literacy programs.

To know where you can find anything, that in short is the largest part of learning.
- Anonymous

Libraries aren't just about developing a love of reading, but are about helping our students know where to find information in our information savvy world.

When students come to the library they learn how and where to find information, how to know if the information they find is current and authentic and how to use this knowledge within their own work. Using technology to do so is crucial and all the students take part in doing so during team teaching sessions. Our students have learned to use various programs such as, 'Word', 'Power Point', 'Publisher', email and how to search the internet. It has been a fantastic learning journey for both the teachers and students as they learn to embrace and explore new technologies. The advent of the tablets has meant that all the students are able to be engaged during the ICT sessions. This year also saw the introduction of Guided Inquiry team teaching sessions.

"Guided Inquiry is a carefully planned, closely supervised targeted intervention of an instructional team... to guide students through curriculum based inquiry units that build deep knowledge and deep understanding of a curriculum topic, and gradually lead towards independent learning." (Carol Kuhlthau and Ross Todd, 2015)

Each class had three sessions in which they could explore how guided inquiry could be used to answer "big questions" related to the curriculum subjects. Next year will see the continuation and expansion of Guided Inquiry in the school.

Resources:

This year saw the stock taking of the teacher resources, over 7000 in total, including all student resources. The library also disposed of many outdated resources. New resources have been purchased via our global budget and supplemented through a point system affiliated with monthly Book Club, and through Book Fair and student donations.

Overall the library has had a very busy and successful year. It is hoped that the library will continue to be an integral part of all aspects of the school's programs supporting the goals and vision of the school to help each student reach their potential.

Kathleen Wyber
Teacher Librarian



Multicultural Education and Anti-racism

Harmony Day:

First, thank you to the students, parents and teachers for making our Harmony Day a great celebration of our diversity.

Well it's hard to imagine that we can pack so much into one day. It started with the "UP" period before school when students and parents decorated the COLA area with orange balloons, posters and our harmony day banner demonstrating the wonderful cooperative nature of our school. Then as the children proceeded to class for the morning session, the students' quilt patches were tied to the fence and hung in class, displaying the learning and understandings they developed during lessons on "What is Harmony?" "



Shortly before lunch the media arrived to take pictures of our students wearing their cultural costumes and of the patches that will be made into a whole school quilt. The lunch bell rang and the parents began arriving with assorted delicious ethnic dishes to share with other adults. The smells were amazing! With our school rapidly growing it was lovely to be able to meet so many people new to our school or Australia, something I hope will continue throughout the years to come.

The finale, was the whole school assembly with an item from K/1L singing "We all Belong", a song that perfectly described the message of how we are wonderfully different. The 4/5M students shared the poetry they had written after reading the book "Peace", using that week's Habit of Mind, *gathering data through all senses*. This was followed by one of our year 5 students, Tanayah Swain, beautifully performing an Irish dance. As always our whole school assemblies cannot be complete without a message from our principal, Mr Moseley, who used the analogy of vegetable soup to describe how all Australians came to live in our diverse country.

At Bardia we often say how lucky we are to be at such a harmonious school, when really luck has nothing to do with it. It is because of our students, parents and teachers who are dedicated to promoting and teaching cooperation, harmony, kindness and empathy on a daily basis. This does not

mean that our school is perfect. There are times when disagreements occur, hurtful words are said, misguided comments made and those stereotypes that exist in our society slip into our school, but it is what we do when these things occur that make our school great. We challenge them, educate, council and guide and hope that this in turn will ripple out to all those who come into contact with our school and our students.



Policy requirements

Aboriginal education

NAIDOC Week:

NAIDOC stands for National Aborigines and Islanders Day Observance Committee. Its origins can be traced to the emergence of Aboriginal groups in the 1920's increasing awareness in the wider community of the status and treatment of Indigenous Australians.



NAIDOC Week is held in the first full week of July. It is a time to celebrate Aboriginal and Torres Strait Islander history, culture and achievements and is an opportunity to recognise the contributions that Indigenous Australians make to our country and our society.



During NAIDOC Week this year a small group of students attended the NAIDOC celebrations at Ingleburn Primary school. During the day the students listened to talks by elders, saw a traditional smoking ceremony and participated in many activities.

Students created traditional artwork, played indigenous games and had their photos taken in traditional dress. It was a wonderful day of



developing a sense of belonging and understanding for all who attended.

K-2 Report

2015 has been a busy year for the K-2 students, full of a variety of learning experiences. Students have worked hard in their classrooms to improve their literacy and numeracy skills. Guided reading groups have been a focus in each classroom along with the Jolly Phonics and Jolly Grammar programs. Targeting Early Numeracy (TEN) has continued to be implemented in each classroom with students eagerly looking forward to their maths group activity each day and developing a range of mental strategies to solve addition and subtraction problems.

Kindergarten students went on an excursion to Calmsley Hill Farm during Term 2 as part of their Meeting Needs unit of work. The students got to see and hold many farmyard animals and even had a turn of milking a cow. Students learnt about some food that is grown on a farm, saw and heard a bull-whip cracking, working dog shows and watched a sheep being sheared. Students gained a greater understanding of the different farm animals and how they can meet our needs.

Year 1 and 2 students went to Wooglemai Environmental Education Centre at Oakdale for their first excursion to support their learning with the unit Wet and Dry Environments. Students had a terrific day in the outdoors, participating in activities such as dip netting in the pond, bushwalking, searching for animal homes in the bush and learning about Aboriginal culture.

During Term 4, all K-2 students visited Casula Powerhouse to see a performance of Mem Fox's picture book "The Magic Hat". The students were entertained through the use of puppetry, mime and acting as the familiar story was retold.



Christmas toy collection for Burnside

Students were also provided with a number of sporting programs and physical activities over the year. In addition to our weekly sport program, this year saw the return of Dance Fever with three programs run over Terms 1, 2 and 3. Students enthusiastically participated in the gymnastics program each week during Term 1. Athletics provided students with instruction about the correct way to participate in many field events, such as discus, shot put, long jump and high jump, in the lead up to our Athletics Carnival in Term 3. Term 3 saw students learning a variety of modern and classical dances through the ever popular Dance Fever dance program. The return of the Tennis program this year saw the introduction of tennis lessons provided to all students in K – 2. Year 2 students also had the opportunity to participate in the Learn to Swim program at Macquarie Fields pool during Term 4.

Creative Arts was also a feature over the year with all classes given the opportunity to perform at assemblies, Education Week and Presentation Day to showcase their talents. Students entertained their audiences with a variety of dances, singing and drama. Students learnt new songs to sing with the whole school at our Education Week and fortnightly assemblies. Students entered various pieces of artwork in the Sarah Redfern HS art competition which was held during Education Week.

All classes continued to have weekly library lessons with Mrs Wyber and engage in quality literature. Students also worked each fortnight in the computer lab with Mrs Wyber to continue to develop their ICT skills. Students used word processing programs, Excel to create graphs and completed some internet research to support their units of work from their classroom. Reading Eggs and Mathletics were also used to support literacy and numeracy programs in

the classroom. Guided Inquiry lessons were introduced with Mrs Wyber this year, giving all students the opportunity to use the tablets to research various aspects of their Science or HSIE units of work.

A variety of agencies visited the school throughout the year to educate students through a number of programs. This year saw a visit from the Responsible Pet Ownership Program, Sydney Trains to give a talk on train safety and the StartSmart money program to teach students about saving for their needs and wants. A visit from the Fire Brigade with their fire truck was a highlight for students as part of their Workers in the Community unit. Students received information about fire safety as well as being given the opportunity to climb through the fire truck and use the water hose. There are many budding fire fighters in our midst!



Public Speaking Competition:

During Term 3 all students at Bardia PS competed in the Bardia PS Public Speaking Competition. Students prepared for the competition by learning how to plan and deliver prepared speeches during English classes. They were also given opportunities to deliver impromptu speeches in front of their peers. Finalists were selected from each class who then presented their prepared speeches at the Bardia Public Speaking Competition finals. After being judged by the teachers, winners were selected from stage 1, 2 & 3 to represent Bardia PS at the Glenfield Network Public Speaking Final. This learning experience was incredibly valuable for all students, enabling them to work on their confidence and public speaking skills. The finalists who made it to the Glenfield Network Public Speaking Final were outstanding and great representatives of BPS.

Sarah McCabe

Vegetable Garden:

Veggie gardens in schools hold incredible opportunities for our teachers and students. They are a wonderful way to use the outdoors as a classroom, and reconnect students with the natural world and the true source of their food. They teach students valuable gardening and sustainability concepts and skills that integrate with many curriculum areas, such as math, science, art, health and physical education, and HSIE, as well as several educational goals, including personal and social responsibility.

The vegetable garden has continued to be a delight for the students as they discover the responsibility of caring for living things and the joy of seeing the fruits of their labour. No teaching is more fun than having a kindergarten child pull out a carrot that they have helped grow. This year the garden has sustained itself through the selling of the produce to the parents for a gold coin donation, allowing us to purchase new seeds and materials for the next season.

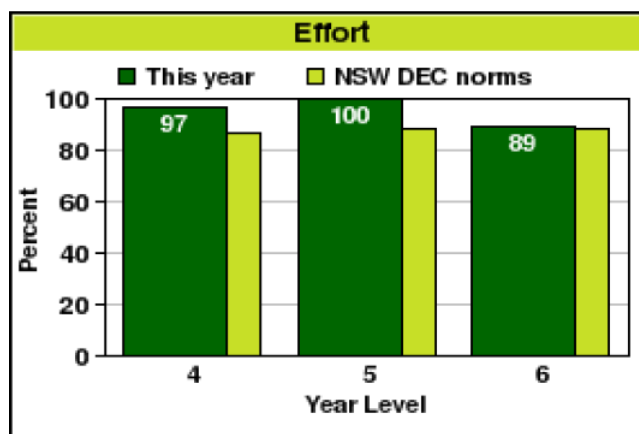
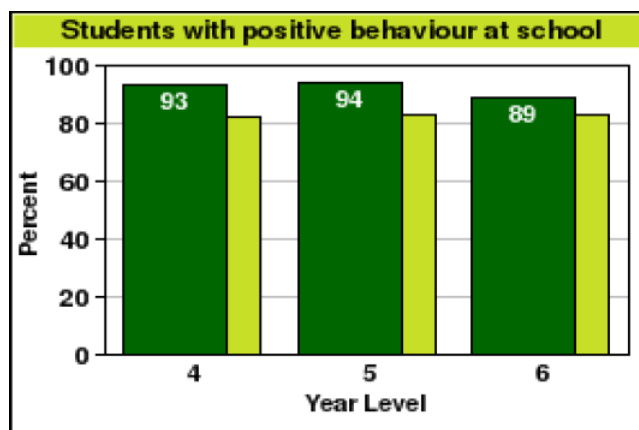
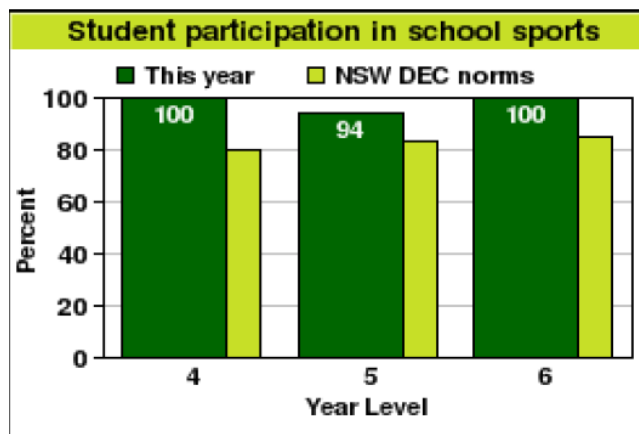


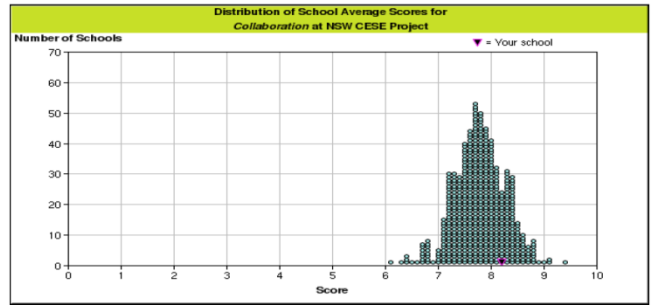
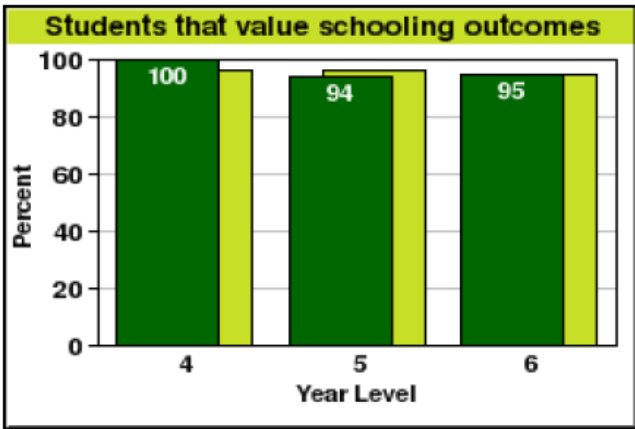
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

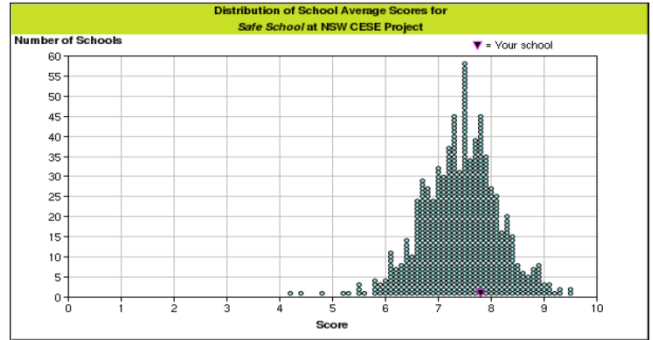
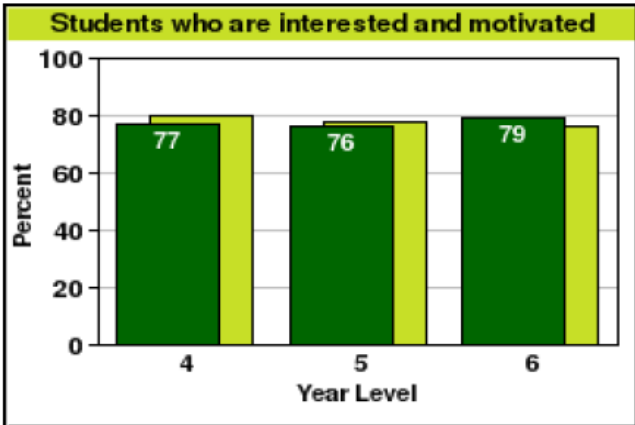
Students, teachers and parents at Bardia Public School completed the *Tell Them from Me* survey.

Students:



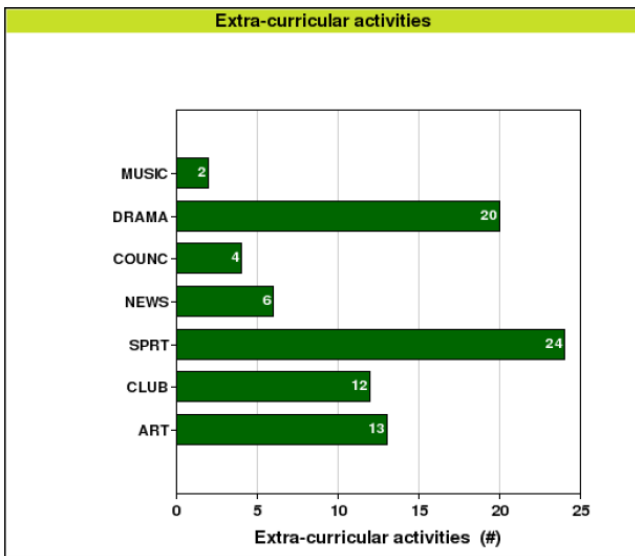
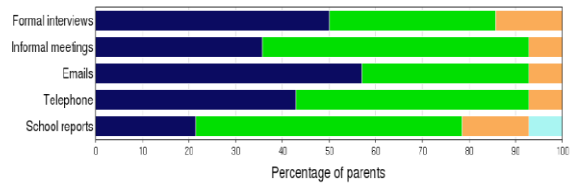


Parents:



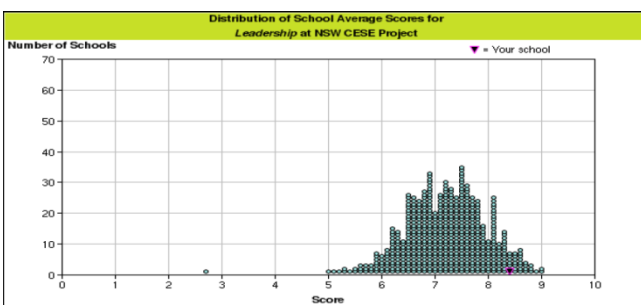
DoE Custom Measure: Useful communication types at Ingleburn North Public School

Very Useful Useful Somewhat Useful Not Useful



Train Safety Day

Teachers:



Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	36,494.89
Global funds	130,093.35
Tied funds	135,630.35
School & community sources	106,070.68
Interest	2,662.81
Trust receipts	8,784.65
Canteen	0.00
Total income	419,736.73
Expenditure	
Teaching & learning	
Key learning areas	15,051.90
Excursions	15,848.10
Extracurricular dissections	72,380.75
Library	7,114.72
Training & development	15,035.65
Tied funds	103,771.43
Casual relief teachers	24,585.07
Administration & office	35,514.41
School-operated canteen	0.00
Utilities	8,024.41
Maintenance	13,069.65
Trust accounts	7,984.39
Capital programs	0
Total expenditure	318,480.48
Balance carried forward	36,494.89



Firemen visit our school



The Bardia Public School Staff Christmas Party



Excursion to Botany Bay

School contact details:

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