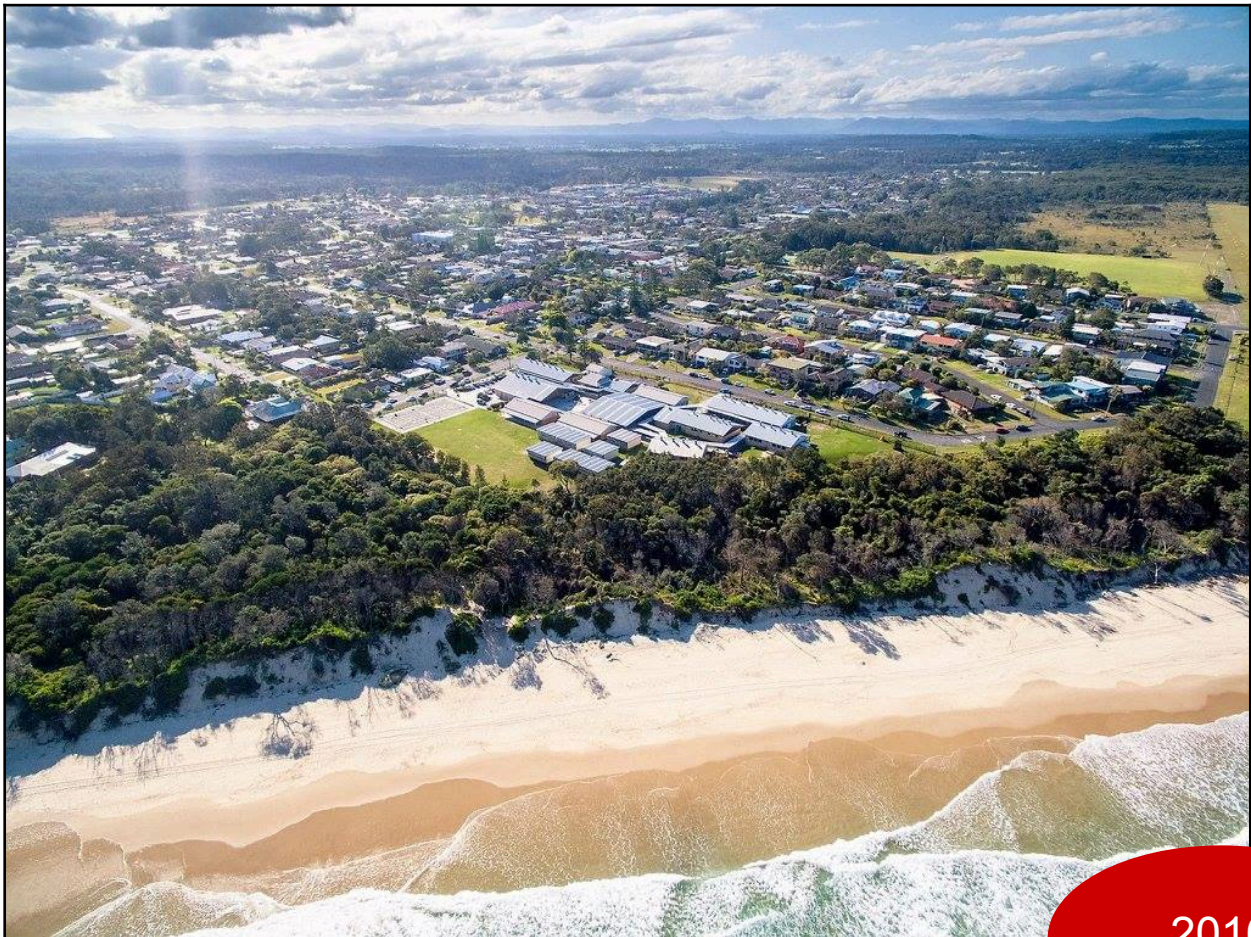


Old Bar Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Old Bar** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Deborah Scanes

Principal

School contact details

Old Bar Public School

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6553 7248

Message from the Principal

I would like to acknowledge the traditional custodians of the land on which our school stands and pay my respects to the Biripi nation and elders, both past, present and future.

It is with both pleasure and pride that I present the 2016 Annual School Report.

Old Bar Primary School has a reputation for its inclusiveness and diversity. Academically, culturally and in the sporting arena, our students have excelled. Our primary focus is on providing rich, dynamic learning experiences where all students are actively engaged and challenged in their learning.

As the world around us continues to change, so do the demands on parents and teachers. I'd like to identify two significant events in 2016 that have helped to shape our collective vision for Old Bar School. The first is the 'Tell Them From Me' survey that was completed by students, parents and staff. The resultant information allowed us to acknowledge our shortcomings, celebrate our successes and prioritise our future goals.

The second, Positive Behaviour for Learning (PBL) provided us with a set of new, relevant Core Values: SAFETY, RESPECT and ENGAGEMENT. These underpin all that we do and all that we strive for.

The variety of educational opportunities on offer is testament to the creativity and expertise of our staff who consistently update their skills, adopt new policies, create new programs and rise to the challenge of implementing 21st century pedagogies.

I'm proud to lead a school that consistently 'ticks all the boxes'; professional staff, engaged students and supportive parents.

As we move into a new year, I am conscious of the rapid student growth and the additional demands on our resources. I am confident however that together we will rise to meet the challenges and continue to provide exemplary service to our school community.

Deborah Scanes

Principal

School background

School vision statement

At Old Bar Public School we promote respect, responsibility and caring by empowering learners to become motivated, creative individuals and active informed citizens.

School context

“An Ocean of Learning” seems the perfect descriptor for a school so closely associated with the sea. A major building project in 2011/12 has ensured state-of-the-art facilities support quality teaching and learning in a modern, attractive environment.

While Old Bar School continues a period of growth that has seen enrolments increase by 25% in the last five years, it maintains the village atmosphere that defines the school and the community. The involvement of parents, carers and local service groups provide an invaluable support network for our students. Together we take enormous pride in producing students who continue to excel in academic, cultural and sporting arenas.

Teachers and support staff maintain high expectations for all students. The core values of SAFETY, RESPECT and ENGAGEMENT are modelled and embedded in the rich diverse learning environments we provide.

In 2016, 465 students enrolled in 19 mainstream classes. 57 students identify as Aboriginal and 15 students receive integration funding to support them in school. The schools Family and Occupation and Educational Index (FOEI) is 104 indicating moderate levels of disadvantage.

A Multicategorical Class (MC) was established in 2014 and currently caters for 7 students with mental health issues. Old Bar School enjoys an enviable reputation for being inclusive and supportive of all students and their families.

NAPLAN data indicates that 96% of year 3 students and 84% of year 5 students achieved the minimum state standard in English. In Numeracy, 97% of year 3 students and 93% of year 5 students attained results at or above state standards. Students identified with special needs have access to a variety of tutor programs to assist in their academic development.

Old Bar School has been selected to participate in the Bump-It-Up initiative in 2017. Professional learning for staff and strategic planning deliver explicit programs to lift student performance will be a priority.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook 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.

In the **Learning** domain, it was evident that students and staff have developed positive, respectful relationships that promote student wellbeing and ensure good conditions for learning. Through the effective implementation of Positive Behaviour for Learning, (PBL) behaviour expectations are explicitly taught and students consistently recognise and respect cultural diversity. Extra curricular learning opportunities are numerous and the school has established active partnerships with community groups that align with our school's priorities. Based on the selection of descriptors and evidence available, we believe Old Bar School is **Delivering** in this domain.

In the **Teaching** domain we are able to report that all teachers are committed to identifying, understanding and implementing the most effective teaching methods through strategic professional learning, collegial support and reflective practices. Strategies exist to provide mentoring and coaching for teaching staff with particular emphasis on improving literacy and numeracy outcomes for all students. Assessment data identifies student achievement and informs planning for learning. Based on the selection of descriptors and evidence available, we believe Old Bar School is **Delivering** in this domain.

In the **Leading** domain we have consciously promoted succession planning and distributed leadership to build capacity amongst staff. We promote a culture of high expectation and encourage community involvement in delivering on our strategic directions. Through strategic financial management we have been able to: increase workforce flexibility; improve access to and implementation of technology and maximise teaching resources to effectively implement the school plan. Through the Tell Them From Me survey a substantial number of students, families and staff provided feedback that underpins ongoing school improvement and professional effectiveness of all stakeholders.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To promote a culture of excellence in a supportive environment where great teaching promotes inspired learning.

Successful learners will be creative, innovative and resourceful. Quality programs will engage students, inform parents and build capacity in teachers.

Collegiality, cooperation and effective communication will facilitate improved outcomes for students.

Overall summary of progress

In 2016, emphasis was placed on improving teaching practice through strategic professional learning aligned to the Australian Professional Standards and the Quality Teaching Model. Staff capabilities were strengthened through supported peer observations where self evaluation and feedback helped to develop a culture of high expectation and shared responsibility for student learning. All teaching staff maintained Professional Development Plans reflective of school and individual goals. Student performance was tracked using both the Literacy and Numeracy continuums. NAPLAN analysis indicated minimal student growth in the top bands in year 5 in both Literacy and Numeracy. In term 3, Old Bar School was identified as a 'Bump It Up' school. Initial planning involved forming a committee and identifying specific students and strategies for intervention.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers achieve personal, professional learning goals as part of the Performance and Development Framework.	All teaching staff completed Professional Development Plans aligned to the National Teaching Standards and the school's strategic plan. Classroom observations with an emphasis on promoting best practice and strengthening collegiality, provided valuable feedback and informed future goals. External training courses supplemented in-house professional development.	\$40,000 Teacher release to engage in peer observations • Socio-economic background \$20,000 • Teacher Professional Learning \$20,000
A 10% increase in the number of students achieving in the top two NAPLAN bands in year 3 and year 5.	Results in year 3 NAPLAN Literacy indicate an average 5% growth in the number of students achieving in the top 2 bands. (from 2015.) An increase of just 3% is indicated in Numeracy for year 3. Year 5 growth on average is 6.25% in Literacy. In Numeracy, there was a marked decline of 6% in the number of students achieving in the top 2 bands.	\$16,275 * Literacy/Numeracy targeted funding * teaching resources/teacher professional learning
School based data indicates all students are progressing along the literacy and numeracy continuum.	All student progress has been tracked according to the Literacy and Numeracy continuum. 90% of students across the school are performing at or beyond stage expectations. Interventions were tailored to individual students and emphasis placed on differentiation to support student learning.	\$20,000 QTS Executive release/support to provide instruction in effective assessment practices and data collection/analysis.

Next Steps

From our 2016 NAPLAN analysis focus areas were identified for specific intervention: In Literacy, the emphasis will be on: locating the main idea and/or purpose of a text and Interpreting figurative language in text. In Numeracy; comprehension of word problems, Inferring meaning from text and problem solving strategies involving multi-step problems.

As part of the Bump It Up initiative, teachers will be involved in quality teaching rounds, peer observation and peer coaching. Maintaining a shared vision , reflecting on effective classroom practices and engaging in critical conversations will form the basis professional learning for staff. Student performance data will continue to inform teaching programs. Accelerated Literacy strategies using rich literary texts will engage students, improve vocabulary and provide deeper understanding of text meaning. Students will develop their understanding of and ability to solve multi-step, worded problems.



Strategic Direction 2

Connectedness

Purpose

To establish active partnerships within the school and with other schools and organisations. Successful learners will act with moral and ethical integrity. Effective collaboration will ensure consistency of curriculum delivery, innovative practice, differentiation, and consistency of teacher judgement.

Student learning will be enhanced by integration of technology and the inclusion of extra-curricular learning opportunities aligned to the school's vision, values and priorities.

Overall summary of progress

Old Bar school students, staff and parents maintain a high profile in the community. Our strong community partnerships promote our school vision and showcase the diversity of programs, talent and leadership in the school. In recent years we have adopted social media as an effective means of communication and engagement with the wider community. Through the purchase of laptop computers and WiFi connectivity, we have been able to develop the skills and confidence of students and staff to implement current, innovative technology into teaching and learning. Old Bar school has developed an outstanding transition to school program, working closely with the preschools and related agencies to ensure the best possible start for all kindergarten students. Through the local Collegial Leadership Network and Community of Schools alliance, staff share resources and access ongoing, relevant professional learning. In 2016, all teachers completed Professional Development Plans aligned to the National Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Staff collaboratively plan, review and reflect on teaching and learning programs to provide consistency across stages and to share expertise .	<p>All Staff were involved in peer observations/professional feedback to address specified learning goals consistent with the Quality Teaching framework.</p> <p>Stage Professional Development goals were negotiated and relevant internal and external training courses provided to improve teaching practice.</p> <p>Communication meetings, stage meetings, whole staff meetings and collegial network meetings provide current information and training to enhance teacher performance.</p>	<p>\$20,000</p> <p>* Professional Learning / teacher release</p>
All teaching spaces are connected to WiFi to allow staff and students to use technologies to maximise learning opportunities.	<p>A technology 'specialist' was employed to assist in the effective implementation of WiFi connectivity across the school.</p> <p>Replacement IWB's and additional laptop computers were purchased to increase technology usage in classrooms. Students consequently became more engaged in their learning and more confident utilising technology in their learning.</p> <p>A technology committee worked closely with the advisor to plan for future . (2017) Teacher proficiency improved.</p>	<p>\$48,336</p> <p>Computer co ordination \$18,000</p> <p>Hardware/replacement units \$20,000</p> <p>WiFi connectivity \$10,000</p>
Home/School communication is enhanced by the use of a school app, SMS notifications, Face Book page and Regularly updated website.	<p>A School/Community Liaison officer was employed to maintain effective, timely relationships with parents, staff, students and the wider community.</p> <p>On-line canteen ordering was implemented.</p>	<p>\$20,000</p> <p>* School /Community Liaison Officer</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Home/School communication is enhanced by the use of a school app, SMS notifications, Face Book page and Regularly updated website.	School Bag app introduced and Class Dojo adopted by many teachers. Closer connections to families and improved home/school partnerships has resulted in improved attendance and greater student engagement.	\$20,000 * School /Community Liaison Officer

Next Steps

Extending the use of computer technology in classrooms and encouraging students to be more actively involved in their learning will continue to be a focus in 2017. Students will be educated in Cyber Safety as they continue to experiment with Self Organised Learning Environments. Our Aboriginal Education committee continue to network and share resources with other agencies while maintaining an active profile in all aspects school life. On-line training courses and Adobe connect sessions will allow for strategic, current professional learning. As part of the Bump-It-Up strategy, Quality Teaching Rounds will encourage staff to collaboratively identify an aspect of practice, share expertise and reflect on critical feedback. Completion of the 'Tell Them From Me' survey will provide valuable information and opinion from parents , staff and students to inform future direction and priorities.



Strategic Direction 3

Wellbeing

Purpose

To develop an environment where students, their families and teachers understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Students are capable of building meaningful relationships, recognising and respecting diversity and connecting to their community in a positive way.

Overall summary of progress

At the beginning of 2016, the Positive Behaviour for Learning (PBL) committee developed, in conjunction with the wider school community, new core values aligned with school behaviour expectations. The core values of Safety, Respect and Engagement mirrored state priorities and were adopted enthusiastically by staff and students. A student reward system and procedures to monitor student behaviour were updated. The Learning and Support team provided an effective avenue for teachers and support staff to identify student needs. Professional learning for whole staff in Non-Violent Crisis Intervention and Safe Schools provided us with strategies to deal with challenging situations and students. School performances, sporting events and community cultural experiences all assisted in developing confidence and leadership skills in students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL strategies are embedded across the school. Student wellbeing is recognised by staff and parents as being integral to effective learning and positive outcomes for students.	Specialist teacher – Behaviour Support employed to work specifically with teachers/SLSO's to design and implement appropriate strategies to deal with challenging behaviours. PBL committee met regularly to design lesson plans around core values. PBL and Student Welfare added as agenda item at Staff Meetings. Revisit 'Wellbeing' element in SEF. LaST meetings aligned student welfare with student performance. School counsellor engaged in follow-up.	\$12,000 Behaviour Teacher \$3,000 Teacher Release to write units of work \$5,000 PL
100% of students are aware of school core values and are consistently practising skills taught through PBL	New Core Values are displayed around the school. New award system developed to reflect behaviour expectations Collection and collation of student 'incident' data to monitor effectiveness of PBL program. Yearly reports are completed through SENTRAL and contain PBL language. Primary school musical, debating, art exhibition and student involvement in community events highlights leadership opportunities.	\$500 GRIP leadership conference for students \$7,500 SENTRAL purchased to improve reporting to parents and wellbeing data collection. \$2,000 student awards/presentation day prizes

Next Steps

A series of explicit lessons around behaviour expectations will assist to embed our core values of Safety, Respect and Engagement into all aspects of school life. Additional signage, updated awards and an emphasis on maintaining productive, engaged learning environments will enhance student wellbeing and learning. Families and community

members will continue to be consulted in policy and decision making through our supportive P&C and Community Liaison Officer. Staff will maintain currency in all mandatory Child Protection and Workplace, Health and Safety (WHS) training to meet their obligations in keeping students safe. Old Bar School provides students with opportunities to connect with and succeed in extra-curricular activities including martial arts training, pottery and drumming.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All ATSI students have PLP's that have been developed with parents/carers, reviewed, adjusted and reported on.</p> <p>The variety of Aboriginal programs in the school indicate deeper student and community involvement /awareness. Aboriginal staff made strong, effective connections with local elders who provided instruction and support to staff and students.</p> <p>A functional, dynamic Aboriginal Education committee has been established incorporating staff, parents and community members. Successful NAIDOC celebrations highlighted pride in country and community.</p> <p>Data indicates continued growth in areas of Literacy and Numeracy for Indigenous students.</p>	<p>\$36,200</p> <p>Additional SLSO support \$12,000</p> <p>Teacher release for planning and intervention \$6,750</p> <p>Artist in Residence \$3,600</p> <p>Literacy Numeracy resources including computer hardware and software \$12,500</p> <p>Student assistance \$500</p> <p>NAIDOC celebrations \$1000</p> <p>• Aboriginal background loading (\$32 000.00)</p>
English language proficiency	<p>3 students beginning kindergarten in 2016 required tiered intervention.</p> <p>ESL scales were used to provide individual student programs.</p> <p>Collaboration with parents determined support should be in-class during literacy delivery.</p> <p>Regular reports to parents indicated appropriate growth in all KLA areas.</p>	<p>\$6,164</p> <p>.1 FTE provided support to 3 kindergarten students during transition to school and in-class literacy programs</p> <p>• English language proficiency (\$0.00)</p>
Low level adjustment for disability	<p>In 2016, the role of Learning and Support Teacher was shared between 2 teaching staff. Training sessions and collaborative meetings were designed to inform teachers about the collection of disability data.</p> <p>Individual learning plans, Social Stories, Risk assessments and Behaviour Plans provided support to teachers in making adjustments for individual student learning programs.</p> <p>Staff completed professional learning courses for Understanding Autism Spectrum Disorders, Dyslexia, and Mindfulness.</p> <p>Additional student Learning Support Officers (SLSO's) were employed to assist with transition to school programs.</p>	<p>\$60,000</p> <p>Teacher Professional Learning, \$4,500</p> <p>Course fees \$500</p> <p>Additional SLSO employment \$55,000</p> <p>• Low level adjustment for disability (\$60 000.00)</p>
Socio-economic background	<p>The employment of a community liaison officer has lifted the profile of the school through providing timely information and feedback via Facebook, School Bag app, website and newsletters.</p> <p>Effective computer technology was a priority for teachers in 2016. An advisor was employed to give advice and assistance in</p>	<p>\$70,000</p> <p>Employment of school based Community Liaison Officer \$21,000</p> <p>Classroom resources to support teaching and learning programs \$15,000</p>

<p>Socio-economic background</p>	<p>setting up WiFi connectivity and maintaining computer hardware. The result was a more efficient network across the school.</p> <p>Student assistance and subsidies to families experiencing financial hardship allowed ready access for all students to all school and extra-curricular activities.</p> <p>Classroom resources included replacement construction/maths activities to encourage 'hands-on' instruction. Kits of reading and maths games were purchased for cross grade usage. Additional 'home readers' were purchased to uphold our mandatory home reading policy.</p> <p>A specialist support teacher was employed to provide guidance and assistance in dealing with challenging student behaviours.</p>	<p>Behaviour specialist teacher for classroom support \$8,000</p> <p>iPads and software \$15,000</p> <p>Life Ed subsidy for all students \$2,500</p> <p>IT advisor working in conjunction with Technology committee \$6,000</p> <p>Student assistance \$2,500</p> <ul style="list-style-type: none"> • Socio-economic background (\$60 000.00)
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	203	218	236	250
Girls	195	206	209	219

Student enrolments have continued to increase necessitating additional staff and the provision of demountable classrooms. It is estimated that 510 students will be enrolled in Old Bar School in 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.6	94.5	93.8	94.9
1	93.7	93.2	93.8	94.1
2	93.6	94.6	94.4	94.3
3	93.8	94.6	93.4	94
4	93.8	93.2	94.3	93.8
5	94.3	92.3	93	94.1
6	93.8	94.6	92.7	90.6
All Years	93.8	93.9	93.6	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is monitored regularly with referrals made to the Home School Liaison Officer if attendance falls below 85%. Teachers contact families if a child is absent without an explanation for more than two consecutive days.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.68
Teacher of Reading Recovery	0.71
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration & Support Staff	4.38
Other Positions	0.18

*Full Time Equivalent

In 2016 Old Bar School employed:

- 1 fulltime Aboriginal classroom teacher.
- 1 temporary Aboriginal classroom teacher
- 1 fulltime School Learning and Support Officer (SLSO)
- 1 part-time SLSO

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Strategic Professional Learning is a priority at Old Bar School. Both internal and external training courses were accessed to support individual Professional Development Plans. Staff updated mandatory training in CPR, Anaphylaxis and Child Protection. Individual staff members used e-learning modules, Adobe connect and video conferencing facilities to connect with training providers. **Whole staff training included:**

*Implementation of new syllabus documents – History and Geography

* Report writing protocols

- * An introduction to SENTRAL
- * Writing Professional Development Plans
- * Positive Behaviour for Learning
- * National Disability Insurance Scheme and what it means to schools
- * Safe Schools
- * What Works Best – strategies for school improvement
- * School Excellence Framework and its implications for Old Bar School

Leadership Training included:

- * Accelerated Literacy Leadership
- * Collegial Leadership Network meetings
- * Autism
- * Data analysis

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1/01/2016 to 31 December 2016.

The school financial management has been carried out and prepared in accordance with directions issued by the Department of Education. Proper accounting records have been maintained.

	2016 Actual (\$)
Opening Balance	332 214.09
Revenue	4 023 339.63
(2a) Appropriation	3 906 798.06
(2b) Sale of Goods and Services	3 987.68
(2c) Grants and Contributions	109 281.57
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 272.32
Expenses	-4 012 685.30
Recurrent Expenses	-4 012 685.30
(3a) Employee Related	-3 691 109.05
(3b) Operating Expenses	-321 576.25
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	10 654.33
Balance Carried Forward	342 868.42

Staffing:

- * Employment of a fulltime teacher to replace 1 x Assistant Principal
- * 3 Assistant Principals allocated 1 x day / week through QTS funding.
- * Addition SASS staff to cover increasing work load
- * 1 x Community Liaison Officer 2 x days/week
- * 1 x Workplace Health and Safety Officer 2–3 days/week
- * Additional SLSO support in classrooms

* Information Technology consultant to maintain and upgrade the school computer system.

Additional Spending:

- * Purchased an interactive whiteboard for additional demountable classroom
- * Sentral third party software for reporting and rolls
- * Replaced 3 x IWB projectors
- * Purchased 30 notebooks for MC class, Stage 2 and Stage 3 classrooms
- * Upgraded WiFi throughout the school
- * Purchased headsets for use with computers

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 011 708.01
Base Per Capita	24 348.38
Base Location	14 591.33
Other Base	2 972 768.31
Equity Total	276 117.43
Equity Aboriginal	36 623.17
Equity Socio economic	70 229.16
Equity Language	0.00
Equity Disability	169 265.11
Targeted Total	392 209.95
Other Total	139 573.11
Grand Total	3 819 608.50

A full copy of the school's 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.

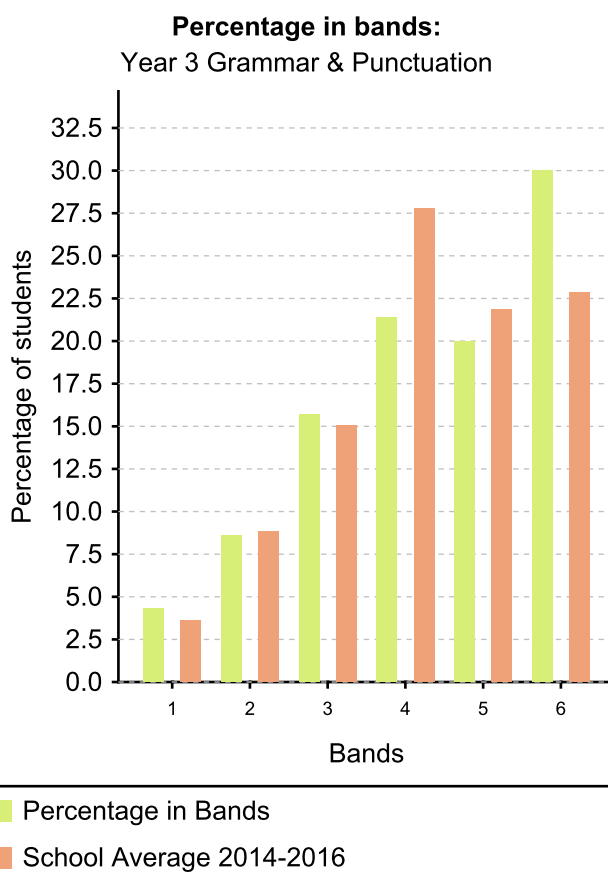
School performance

NAPLAN

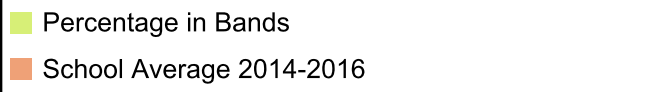
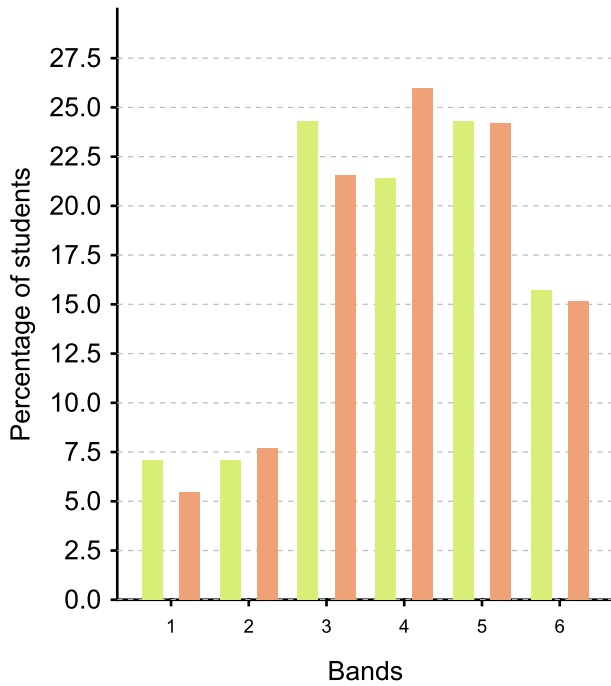
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 NAPLAN results indicate an increase in the % of students in the top 2 bands in all areas of Literacy. 50% of students were in bands 5 and 6 for Grammar and Punctuation with 40% of students in the top bands for Reading and Spelling. Writing results show good improvement with 41.4% of students performing in the top bands as opposed to 35.9% in the previous year.

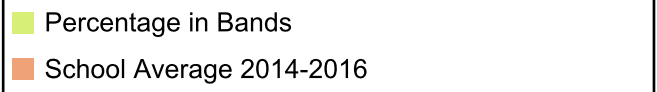
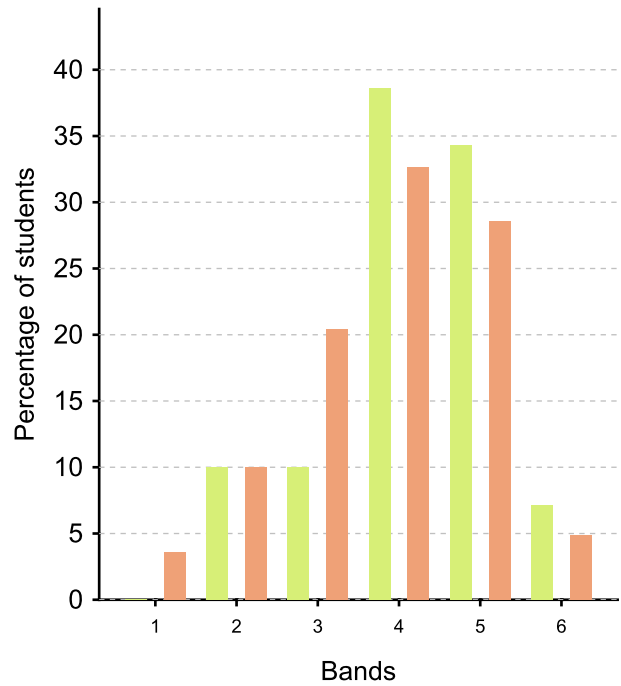
Year 5 results indicate an improvement from 2015 but fall below state expectations in all areas. 28% of year 5 students scored in the top 2 bands on Grammar and Punctuation. In Spelling, 20.4% of students rated in the top bands, while 13.3% achieved in bands 7 and 8 for Reading. Results in Writing were poor with only 6.7% of students achieving results in the top bands.



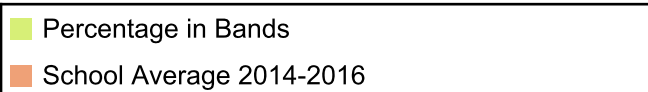
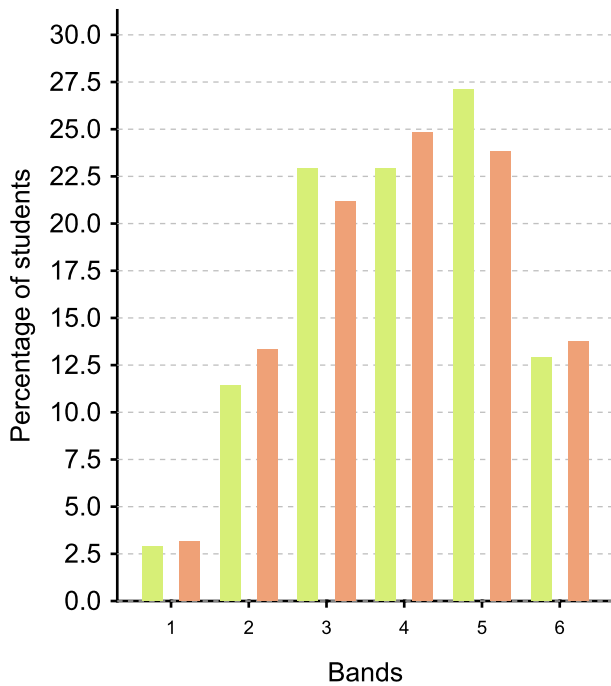
Percentage in bands:
Year 3 Reading



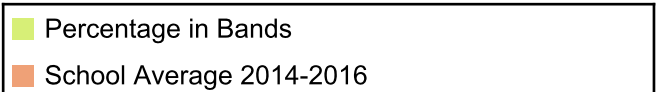
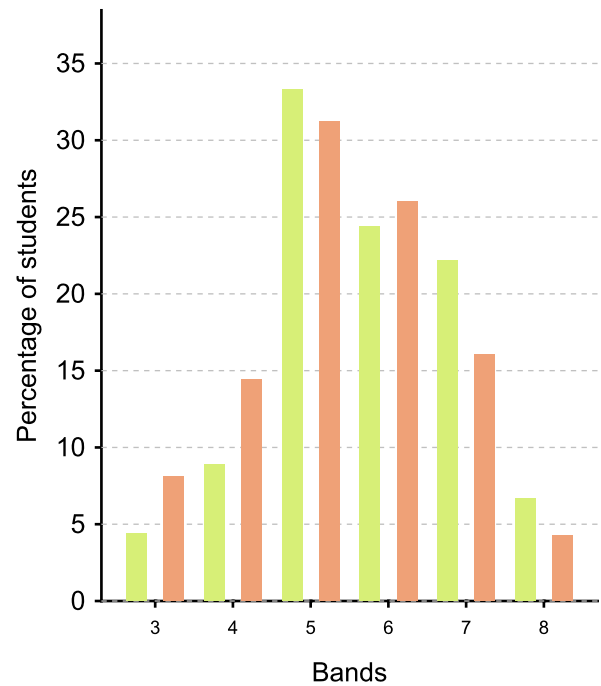
Percentage in bands:
Year 3 Writing



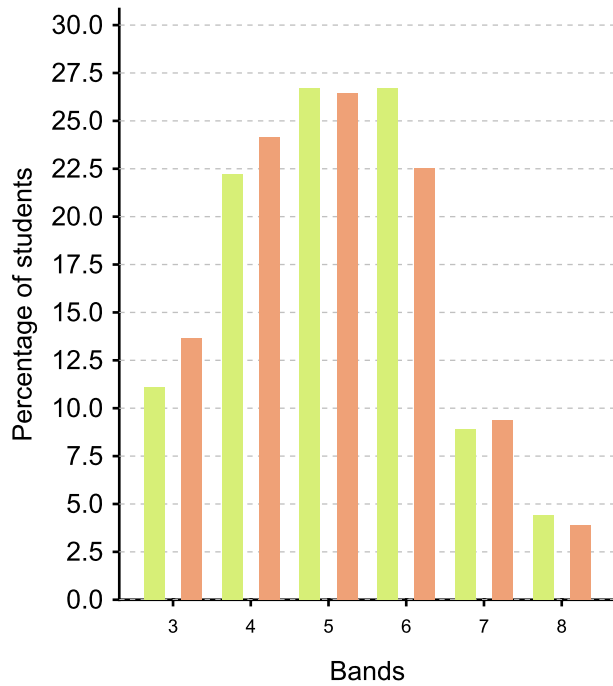
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

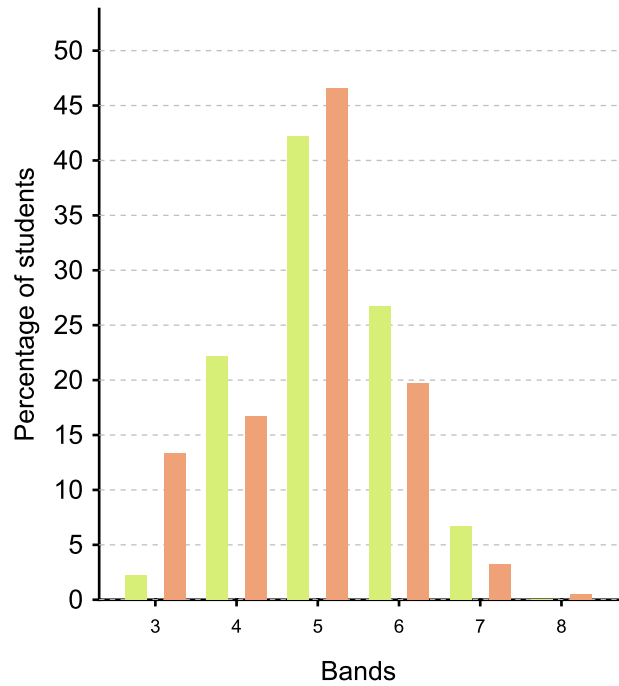


Percentage in bands:
Year 5 Reading



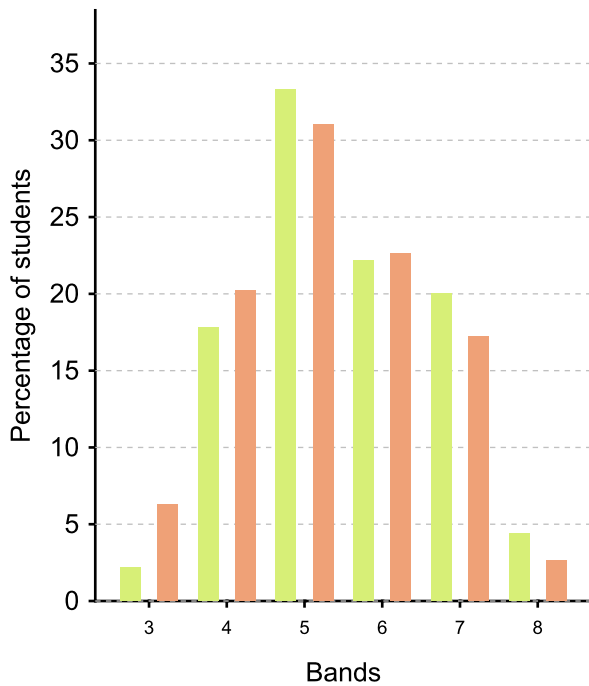
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling

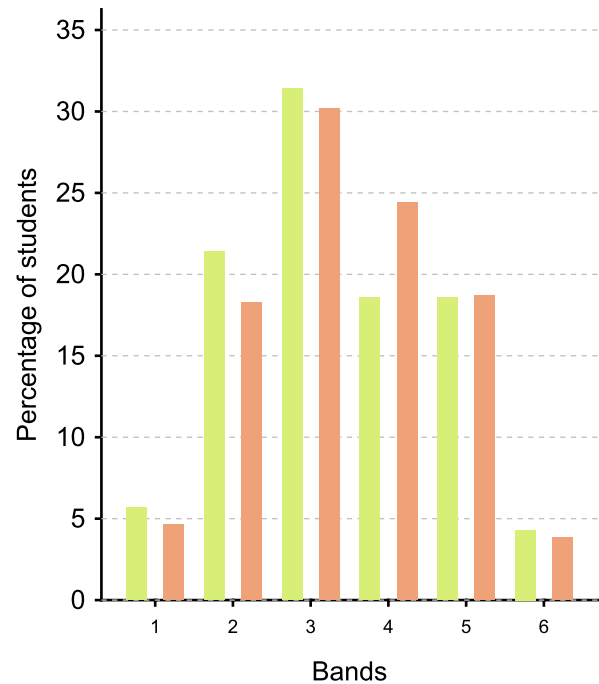


Percentage in Bands
School Average 2014-2016

Numeracy results for year 3 show an improvement of 3.2% with 22.9% of students scoring in the top 2 bands.

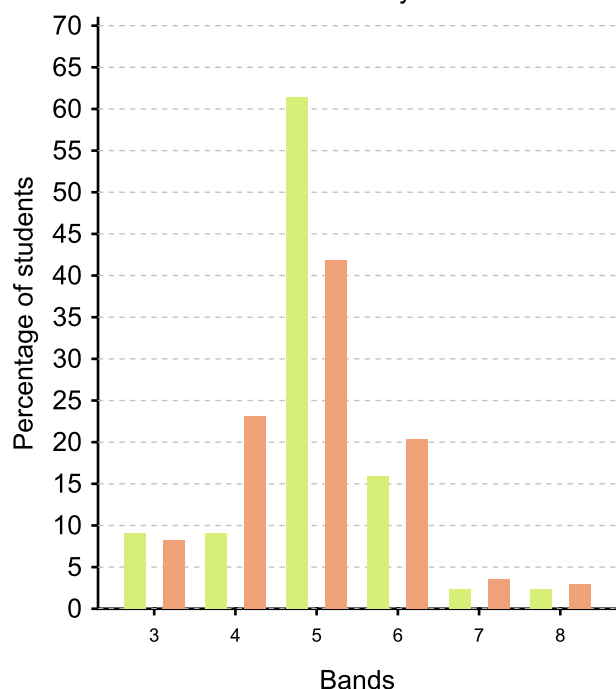
Year 5 NAPLAN results in Numeracy showed a significant decline from 2015 when 10.6% of students achieved in the top 2 bands. In 2016 only 4.6% of students were able to achieve in bands 7 and 8.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>. Insert Old Bar School and select GO to access our school data.

Parent/caregiver, student, teacher satisfaction

In 2016, Old Bar School participated in the 'Tell Them From Me' survey. 68 parents/carers; 141 students from years 4,5 and 6 and 8 staff answered questions about perceived school climate and the focus on partnerships in learning.

88% of **students** surveyed felt they had positive relationships where they felt encouraged and able to make positive life choices. 91% of students indicated they tried hard to succeed in their learning and 85% of students felt they consistently displayed positive behaviours at school. 36% of students perceived they were subjected to physical, social or verbal bullying throughout the year. Having someone at school who consistently provides encouragement, support and advice was rated as 7.4 out of 10 with positive student/teacher relationships rated 8.1 out of 10. 82% of students had a high rate of participation in sports but only 52% indicated involvement in other extra-curricular activities such as music, drama or dance.

The report talked about the importance of engagement and early identification of students suffering from anxiety. Providing advocates for students and building effective family-school partnerships increases emotional resilience and assists in developing positive friendships. At Old Bar PS we are fortunate to have accessible staff members who provide pastoral care to students and place the welfare of our children as a priority.

Parents reported feeling well informed about student and school activities. There was a strong opinion that the school supports positive behaviour, provides an inclusive, safe learning environment and encourages children to excel in all pursuits. Parents indicated that the most effective forms of communication were the school newsletter, social media and face-to-face interviews. Parents indicated they sometimes had trouble accessing school teachers at times suitable to them and would like more information about their child's emotional wellbeing. Only 48% of parents had spoken face to face in interviews with teachers. While 84% of parents felt their child should aspire to complete year 12, only 50% indicated university as an option for their child.

Of the 8 **staff** respondents, there was a consensus that peer support and professional collaboration were important factors in improving teaching practice. While teachers believe in setting high expectations for all students, the use of interactive technology and access to computers in classrooms was mentioned as a barrier to maintain currency of practice. Teachers strive to provide individual learning goals for students with special needs and provide meaningful feedback to both students and families. Some staff felt they were ill informed about school direction and professional learning opportunities. On the whole, teaching staff felt supported in reaching their professional goals and felt comfortable asking for assistance with student

Policy requirements

Aboriginal education

Old Bar Public School received Aboriginal Background Funding in 2016.

We also received Community Development Employment Project (CDEP) funding to employ an Aboriginal SLSO .8 each week.

Teaching and support staff worked collaboratively to provide Aboriginal students with a diverse range of activities and experiences throughout the year. These included:

- * Individual Learning Plans were developed with students and their families to provide strategic direction and specific learning goals.

- * A local Aboriginal elder conducted a weaving workshop, demonstrating traditional techniques using local plants

- * Formation of a boys' dance group and girls' with local tutors visiting to provide instruction and insight. Both groups were invited to perform at public events where recognition for their culture and stories was highlighted.

- * Students learning 'Acknowledgement to Country' in local dialect – Gathung. This was used for all school assemblies and special events at the school.

- * A dedicated 'Writers Workshop' encouraging senior students to write and illustrate their own story. These were subsequently printed, published and launched at a local ceremony. The books now hold pride of place in our school library.

- * A group of girls were invited to participate in the local 'Saltwater Womens' Camp' where they enjoyed the company and guidance of local elders and other strong females.

- * NAIDOC activities where indigenous culture was celebrated through story telling, craft activities, dance, music and sport. Families joined in the celebrations and acknowledged the successes of students in our school.

- * Orientation visits were organised for students transitioning from year 6 to high school. This allowed them to meet Aboriginal staff and build positive relationships prior to starting in their new environment.

- * Individual tutor programs and in-class support for indigenous students requiring remediation. Multi-Lit, Fast Maths and Quickstart were just a few of the individual programs used.

- * Dental checks, hearing assessments and sight tests were carried out at school through a partnership program with the local BIRIPI medical centre. Follow-up treatment was provided.

- * Aboriginal student attendance at Old Bar School is consistently above 90%.

- * On average, 22% of Aboriginal students in year 3 performed in the top 2 bands of NAPLAN in Literacy. 10% were in the top 2 bands for Numeracy.

- * Of the 6 year 5 Aboriginal students, none achieved in the top 2 band for Literacy or Numeracy.

Multicultural and anti-racism education

Multicultural perspectives continue to be included in all classroom teaching and learning programs.

'Harmony Day' in March has become an annual day of celebration at Old Bar School. Students are encouraged to wear something orange and donations are made to support children in need in other parts of the world. A local family had recently been involved in a humanitarian project to rebuild a childcare facility in Tzaneen, Africa. The students were shown photos and video footage of the progress of the building and furnishing of the facility. Our students could see how their donations, goodwill and encouragement had a positive effect on the lives of children in a foreign country. The spirit of 'giving' continued when families contributed to the annual 'Christmas Box' appeal to provide underprivileged children in 3rd world countries with basic stationary and hygiene needs.

A trained Anti-Racism officer in the school is on hand to deal with incidents of racist behaviour. Explicit lessons to 'unpack' our core values of Respect and Engagement reflect the behaviours we expect of students, parents/carers, visitors and volunteers.