

# Old Bar Public School

## Annual Report



2017



2799

## Introduction

The Annual Report for **2017** 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.

### Principal's Message

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 its elders, both past, present and future.

It is with pride that I present this Annual School Report outlining the achievements of staff and students in 2017.

At Old Bar School **we value** inclusivity, acceptance of diversity and respectful, courteous behaviour. Our safe, supportive environment encourages responsive partnerships with parents, carers and community.

At Old Bar Public School **we believe** that students are at the centre of all decision making and that a strong foundation in Literacy and Numeracy contributes to students' ability to learn, adapt and become responsible citizens.

Teaching and support staff maintain high expectations for all students. Our core values of **Safety, Respect and Engagement** are modelled and embedded in the dynamic learning environment we have created. The involvement of parents, carers and local community organisations provide a valuable support network for our students. We are proud of producing students who excel in academic, sporting and cultural arenas.

Collaborative leadership, personal creativity and innovation are all linked to future performance goals and school priorities. As we move into a new year with the anticipation of a building project providing new, state of the art learning spaces, we feel prepared to equip our students with the skills to face a changing, challenging world.

Deborah Scanes

Principal

### School contact details

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## 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 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the school's on-balance judgement for this element is **Sustaining and Growing**.

Establishing a vibrant, engaging learning environment is at the forefront of all that we do at Old Bar School. From the extensive transition to school program for pre-school students, to the rigorous high school orientation, student wellbeing and community involvement shape our educational aspiration and performance improvement.

In 2015 we embarked on the Positive Behaviour for Learning program (PBL) allowing us to review and prioritise our school's values and beliefs. We have continued to listen to the stakeholders through parent, staff and student surveys (Tell Them From Me) resulting in explicit behaviour expectations where respectful relationships and student wellbeing provide optimum conditions for teaching and learning. Whole school data indicates a significant drop in the number of serious playground incidents as a result of misbehavior and non-compliance. Our core values of Safety, Respect and

Engagement encourage students to be mindful of self and to contribute to the wellbeing of others. The school student leadership team combines with local service clubs to lead community events and contribute to charity fundraisers. Cultural events provide opportunities to recognize and celebrate the contribution of indigenous Australians and other nationalities. The '8 Aboriginal Ways of Learning' is embedded in teaching programs. Currently, we are establishing a connection with a village in India where students from Old Bar and Auroville will be able to skype and exchange their stories in real time. In early 2018, we will host students from a school in China.

Collaboration and communication are paramount to effective teaching and learning. Through Sentral, weekly teacher bulletins and communication meetings, staff remain connected and informed of current happenings. Stage teams analyse assessment data, plan programs, establish rubrics, set marking criteria and provide meaningful feedback to students and parents. The Learning and Support team meet regularly with classroom teachers, parents and the school counsellor to formulate effective Individual/Personalised Learning Plans and referrals to appropriate intervention agencies.

Teachers and parents are encouraged to remain connected through regular, formal and informal meetings. Teachers use 'class dojo' to inform parents of daily achievements and our Facebook page provides a venue for positive acknowledgement of student achievement. Skoolbag app is used by parents to access up-to-date notices and recently, we have introduced SMS alerts for student absences. In 2016 a new student report format was introduced with favourable feedback from parents.

Old Bar School connects with the community regularly welcoming parents, carers and friends to a variety of sporting and cultural events. Our annual musical performance at the Manning Entertainment Centre is a showcase of student talent and teacher dedication. PSSA tournaments, athletics carnivals and sporting gala days also feature in the school calendar. School camps and a variety of extra-curricular activities provide for the emotional, physical and social wellbeing of our students. Participation in 'Bootcamp' style exercise, martial arts training, dance group and drumming has resulted in increased student engagement and confidence.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the school's on-balance judgement for this element is **Sustaining and Growing**.

Setting robust learning goals aligned to the Australian Teaching Standards is reflected in teacher Performance and Development Plans. Whole school communication meetings, professional learning and stage meetings ensure regular meaningful discourse around educational trends and school performance. Executive and class teachers are encouraged to share their expertise while visiting presenters provide insight into departmental policies and practices.

In 2015 an attempt was made to embark on sustained classroom observations and quality teaching rounds. Despite some initial resistance and lack of suitably trained staff, we have now managed to embed the practice of learning walks and classroom observation into our school plan. The appointment of a dedicated Professional Learning coordinator in 2017 enhanced the process, providing sequenced, strategic learning, measured feedback and ongoing support to staff. Additional time has been allocated to individuals and teams to pursue personal goals. On-line learning modules, video conferencing and access to Aurora College have all featured in staff PDP's.

From 2015 to the present, 6 permanent and temporary teachers were mentored and supported through the accreditation process. Currently, 4 staff members are completing their accreditation with another 8 on a maintenance program. Policy updates and strategies to induct beginning teachers and to support casual staff are currently being implemented. Old Bar School also has a long and proud history of engaging Pre-service teachers in practicum settings.

Teacher programming has evolved over the past 3 years to incorporate collaborative planning, innovative pedagogies and reflective annotation. School specific scope and sequences ensure consistency of expectation across grades and explicit assessment requirements. In 2017, more stringent data collection was introduced as per the Bump It Up framework. The PAT was administered to all student from year 2 to year 6 and data analysed used to inform school goals in numeracy and reading.

Teachers routinely use 'What I'm Looking For' statements as a precursor to explicit teaching. Students are now being encouraged to set learning goals and to make valid determinations about their own level of competency. Some teaching staff are making the shift to Self Organised Learning Environments (SOLE) while others are engaging students in 'Genius Hour' and project based learning tasks, taking them out of the classroom and making links with the wider community.

The results of this process indicated that in the School Excellence Framework domain of **Leading** the school's on-balance judgement for this element is **Sustaining and Growing**.



Old Bar School is held in high regard by the local community. Due to rapidly increasing student enrolments and the desire to maintain positive, productive relationships with businesses and organisations, a school community liaison officer was appointed in 2016. Through strategic use of local and social media, families and friends are regularly informed of educational priorities, student achievements and future planning. Community groups regularly use school resources.

Parent involvement and feedback is encouraged and valued. P&C meetings provide an inclusive platform for families to be involved in decision making while parent/teacher interviews fosters collaboration and deeper understanding of student learning and expectations.

The implementation of Bump It Up in 2016 led to adjustments of priorities against school strategic directions. Executive involved in the analysis of NAPLAN and school based assessment data consequently worked with stage groups to review current processes and milestones. A target of 10% increase in the number of students achieving in the top two bands in NAPLAN has been set. Effective, collaborative leadership and strategic professional learning continues to have a positive effect on teacher capacity and student outcomes.

Old Bar School is fortunate to have a balance of experienced staff and new scheme teachers where opportunities for sharing expertise are many and varied. Teachers are invited to relieve in higher positions, lead stage teams, mentor beginning teachers, coordinate specific programs and engage in collegial networks. Recruitment of quality staff to address specific school needs is a priority. Technology specialists, sport coaches and musicians are all being utilised to enhance the quality and scope of programs being offered to students.

RAM funding over the past 4 years has allowed for greater flexibility in staffing and increased spending on teaching resources. Major purchases have included: laptops and iPads for classroom use; replacement and upgrading of interactive whiteboards; class sets of appropriate Accelerated Literacy texts; shade shelters and classroom teaching materials. Increased spending on Professional Learning and release time for stage teams to work on planning has seen an increase in engagement and confidence of staff. This year, our staffing allocation included a non-teaching Assistant Principal and an increased provision for other executive to work as instructional leaders across the school. Utilising the 'Tell Them From Me' surveys has provided valid data for use in future planning. Through our robust systems of communication with parents and other stakeholders in the school, we strive to be both prompt and proactive in our responses to feedback. We acknowledge that whole school improvement is ongoing and underpinned by well organised, effective management systems.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

Collaboration, effective communication and coaching will facilitate improved outcomes for students.

Quality programs will engage students, build capacity in teachers and actively involve students in directing their learning through goal setting.

#### Overall summary of progress

In 2017, a revision of the Quality Teaching Framework provided direction for instructional rounds and criteria for peer feedback on teacher performance. Student performance was tracked using both Literacy and Numeracy continuums. As part of the Bump-It-Up initiative we also introduced Progressive Achievement Testing (PAT) for grades 2,3,4,5 and 6. This provided a benchmark for future assessment and complements other school based assessment and NAPLAN results. Staff training in the analysis of assessment data, evidence based planning and explicit instruction was supported by the Principal School Leader and curriculum advisors. All teaching staff completed Building Blocks in Numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School based and external data indicates all students are progressing in literacy and numeracy.	<b>\$30,000</b>  Stage teams are released to analyse assessment data and moderate work samples.	All student progress is tracked according to Literacy and Numeracy continuum.  PLAN data is regularly updated and stage teams moderate student work samples to maintain consistency in teacher judgement.  94% of students across the school are performing at or above grade expectations.
A 10% increase in the number of students achieving in the top two NAPLAN bands in Year 3 and Year 5 for reading and numeracy.	<b>\$5,000</b>  Practical maths resources purchased to complement training.  Assistant Principal delivers training in Building Blocks for Numeracy and coordinates Learning Walks.	The Bump It Up target to increase the % of students in the top bands by 10% is exceeded in year 3 and year 5. (refer to NAPLAN information) A review of data will require further increases in the next 3 years.
Positive trend data (NAPLAN) indicates improved growth for all students from Year 3 to Year 5.	<b>\$ 5,000</b>  Executive collaboratively complete analysis of NAPLAN data and deliver results to staff.	There was pleasing increase in the numbers of students in the top bands of numeracy in NAPLAN in both year 3 and year 5. There was also a noticeable decrease in the number of students in the lowest bands in both year 3 and year 5.

#### Next Steps

Teachers implement strategies introduced in Building Blocks to Numeracy. Collaborative planning to review maths scope and sequence across all stages will assist in defining a common language and assessment techniques. Teachers differentiate content to provide sequenced, appropriate activities to cater for the learning needs of all students. PAT will provide baseline data to be used over the next 12 months. All staff K – 4 will be trained in 'Targeted Early Numeracy.' In Literacy, kindergarten will continue to teach phonics and phonemic awareness through the Jolly Phonics program. A dedicated home reading program is being trialled. Accelerated Literacy pedagogy is adopted by S3 staff.

## Strategic Direction 2

### Connectedness

#### Purpose

To establish active partnerships within the school and with other schools and organisations. 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

Connecting with our local community and beyond remains a strong focus for students and staff at Old Bar School. During 2017 we continued to engage in local events outside the school as per sporting, cultural and artistic activities. Students were also afforded opportunities to have conversations with children in India and learn about a different way of life. Fundraising through a book stall raised enough money to purchase a computer for the Indian village and to provide WiFi connectivity so that our communication could continue. Additional computer resources allowed for the stage 3 classes to connect with the internet from classrooms allowing for greater flexibility in their learning spaces. As we look to future focused teaching strategies to enhance our classroom delivery, the use of technology to engage learners and provide individual learning tasks is becoming a reality.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching spaces are adequately resourced and have the capacity to support ICT learning.	Computer Coordination \$18,000  Replacement and purchase of Interactive Whiteboards \$27,000  24 x Laptop computers \$13,000	Staff confidently use technology to engage students and develop skills, knowledge and understanding. Additional laptop computers were purchased to give greater flexibility and wider accessibility to stage 3 classes. Interactive whiteboards were updated and additional hardware purchased for demountable classrooms. The library supports PC's for dedicated lessons in using computer technology and cyber safety.
100% of staff indicate that their professional goals were met due to strategic professional learning, supported by participation in professional learning networks.	Professional Learning \$34,000  Beginning teacher support \$ 31,000	Active partnerships with other schools and teaching staff provided both support and valuable professional learning for staff. As part of the Bump It Up initiative, executive and aspiring leaders attended training courses to provide them with qualifications to confidently lead staff in TEN. All teachers provided documentation of their learning journey and completed PDP's. 4 beginning teachers achieved accreditation at Proficient level throughout 2017.

#### Next Steps

During 2018 we will continue to expand technology resources in classrooms and provide strategic training for teachers to effectively utilise most current programs. Through the P&C and school community liaison officer, satisfaction surveys will provide feedback about effectiveness of communication and areas of development for the school. Belief statements, values and a clear, corporate vision for future learning has been agreed upon and built into the next school strategic plan. Following external validation in 2017, our success criteria is defined against the School Excellence Framework.(SEF) Teaching and SASS staff are formulating their Professional Development Plans based on our shared vision and understanding of where we want to be in 3 years.

## 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

In 2017, all staff were trained in the use of Sentral software for roll marking and whole school communication. The reporting template was also adopted with teacher feedback indicating satisfaction with a less complex, more reliable process. Positive Behaviour for Learning continued to shape wellbeing programs with all teachers adopting common signage and language in classrooms to reinforce the core values. An Old Bar School expectations matrix outlined behaviours that were acceptable in various areas of the school. Explicit teaching of the rules ensured all students were familiar with the expectations. During terms 1 and 2 the school counsellor provided training in mindfulness. This was adopted as a tool to re settle students and address anxiety in some students. Other successful programs included passive play areas for students to access during breaks; 'boot camp' fitness training and martial arts instruction.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	<b>\$4,000</b> Boot camp training <b>\$15,000</b> Martial Arts trainer <b>\$3,000</b> PBL signage <b>\$5,000</b> PBL rewards/certificates	Positive Behaviour for Learning posters are visible throughout the school. Rewards and achievement certificates reflect core values.  Staff become familiar with the 'Wellbeing Framework for Schools' and use elements in future planning including 'Mindfulness' in classrooms.  Martial Arts and Boot Camp training are included in stage sport.
100% of students are aware of school core values and are consistently practising skills taught through PBL	<b>\$5,000</b>  Teacher release to compile Expectation Matrix and related class lessons.	PBL Expectations matrix provide explicit teaching content to reinforce core values.  Core Values are clearly visible in classrooms with explanations of behaviour expectations.
100% of teachers are utilising Sentral student wellbeing and management programs	<b>\$7,000</b>  Sentral licence fee	Sentral has become the tool for teachers to exchange information on student achievement, behaviour and wellbeing. PLP's, risk assessments and reports are uploaded making for easy access and improved communication.

#### Next Steps

Staff and parents at Old Bar identified student wellbeing as a priority for inclusion in the 3 year strategic plan commencing 2018. A wellbeing program to promote resilience, bravery and positive self esteem will be adopted and presented to all classes K–6 from term 2, 2018. Parents will be encouraged to support student learning through regular interactions with teachers. School leaders will continue to collect and analyse survey data, conduct classroom observations and seek feedback to ascertain effectiveness of programs. The School Excellence Framework (SEF), The Wellbeing Framework for Schools and the Quality Teaching Framework will act as guiding documents to focus teaching and learning programs.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Additional SLSO support:</p> <p><b>\$20,000</b></p> <p>Teacher and SLSO support for planning and PLP meetings:</p> <p><b>\$6,000</b></p> <p>Literacy and Numeracy resources</p> <p><b>\$4,000</b></p> <p>NAIDOC celebrations/resources</p> <p><b>\$1,500</b></p> <p>Student Assistance</p> <p><b>\$3,000</b></p>	<p>An Aboriginal Education Committee continued to operate effectively and oversee specific events in the school. We invited Aboriginal dancers to teach groups of boys and girls traditional dance. They consequently performed at the school K–6 musical and at our presentation day.</p> <p>Our Aboriginal School Learning Support Officer has maintained close links to the regional AECG attending all meetings and advocating for our school and our students. She is proactive in organising local events and has been a respected member of merit selection panels for permanent teaching positions in local schools.</p> <p>Successful NAIDOC celebrations continued for a week with visiting artists and local identities highlighting pride in country and community.</p> <p>All ATSI students had Personal Learning Plans completed and reviewed with parents/carers.</p>
<b>English language proficiency</b>	<p>Transition to school support:</p> <p><b>\$6,000</b></p>	<p>.1 FTE provided support to students identifying as requiring tiered English language intervention.</p> <p>Collaboration with parents and individual student programs were implemented as required.</p>
<b>Low level adjustment for disability</b>	<p>Teacher release to complete data collection:</p> <p><b>\$3,000</b></p> <p>Professional Learning course fees:</p> <p><b>\$3,000</b></p> <p>SLSO employment:</p> <p><b>\$172,000</b></p> <p>Additional SLSO to provide support during transition:</p> <p><b>\$ 50,000</b></p>	<p>The role of Learning and Support Teacher was shared between 2 teachers in 2017. One LAST was responsible for K–Y2 and the other, responsible for Y3 – Y6. This worked well with stage Learning and Support Team meetings alternating weekly.</p> <p>National Collection of Disability data confirmed 30% of students requiring adjustments to learning programs.</p> <p>Professional Learning was undertaken by teaching and support staff to gain further insight and strategies to accommodate children with Autism.</p> <p>Access requests were completed for students requiring special class placements. This involved working with external agencies as well as completing mandatory risk assessments, behaviour plans and social stories.</p> <p>Additional SLSO's were employed to assist with transition to school programs.</p>
<b>Socio-economic background</b>	<p>Community Liaison Officer:</p> <p><b>\$21,000</b></p> <p>Technology Consultant:</p>	<p>Employment of the Community Liaison Officer provides a link between the school and families. She is responsible for overseeing the Facebook page and compiling newsletters. This has been a particularly</p>

<b>Socio-economic background</b>	<p><b>\$20,000</b></p> <p>Computer hardware:</p> <p><b>\$50,000</b></p> <p>WHS officer:</p> <p><b>\$15,000</b></p> <p>Student Assistance:</p> <p><b>\$ 3,000</b></p> <p>Classroom resources and library furniture:</p> <p><b>\$ 20,000</b></p>	<p>effective tool in maintaining timely communication.</p> <p>A computer consultant was employed to maintain and upgrade technology devices in the school. He worked alongside the school committee to conduct an audit of resources and to provide advice re most current technology. An additional 24 laptop computers were purchased for stage 3 and IWB's replaced as required.</p> <p>As part of the audit and External Validation processes, a WHS officer was employed to upgrade school documentation and provide advice re future directions/requirements.</p> <p>Replacement and additions to classroom resources included maths, science and reading resources. Library furniture was also upgraded.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	218	236	250	251
Girls	206	209	219	247

Student enrolments have continued to increase requiring additional staff and demountable classroom accommodation. It is anticipated that 530 students will be enrolled in Old Bar School in 2018.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	93.8	94.9	95.9
1	93.2	93.8	94.1	95.8
2	94.6	94.4	94.3	95.4
3	94.6	93.4	94	96.3
4	93.2	94.3	93.8	94.2
5	92.3	93	94.1	94.7
6	94.6	92.7	90.6	94.3
All Years	93.9	93.6	93.7	95.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance is monitored regularly by teaching staff. When a student is absent for a period of 3 consecutive days unexplained, phone calls are made to parents for an explanation of the absence. Letters are also sent to parents as a reminder to explain all absences. The Home School Liaison Officer does periodic checks of attendance data and supports both the school and families to maintain good attendance records.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.08
Teacher of Reading Recovery	0.92
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.56
Other Positions	0

\*Full Time Equivalent

In 2017 Old Bar School employed:

1 fulltime Aboriginal classroom teacher

1 fulltime Aboriginal School Learning and Support Officer (SLSO)

1 part-time Aboriginal 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 for teaching and non-teaching staff at Old Bar PS remains a priority. All teaching staff have formulated an individual Professional Development Plan (PDP) aligned to both the National Teaching Standards and the school plan. Expertise amongst staff is recognised and utilised as a training resource. In 2017, five teachers attended training courses allowing them to assume curriculum

leadership roles in the school. Mandatory, whole staff training is updated as required. In 2017, additional Professional Learning included:

- \* Accelerated Literacy for stage 2 teachers
- \* Positive Behaviour for Learning
- \* English Syllabus implementation
- \* Reflecting on the National Teaching Standards
- \* Mindfulness in the classroom
- \* Safe Schools (module 3)
- \* Student Wellbeing
- \* SENTRAL data entry
- \* Developing school beliefs, values and vision
- \* Building Blocks to Numeracy

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	342,868
<b>Revenue</b>	4,486,927
Appropriation	4,384,760
Sale of Goods and Services	3,895
Grants and Contributions	95,319
Gain and Loss	0
Other Revenue	0
Investment Income	2,953
<b>Expenses</b>	-4,514,670
Recurrent Expenses	-4,514,670
Employee Related	-4,166,938
Operating Expenses	-347,732
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-27,743
<b>Balance Carried Forward</b>	315,125

During 2017, funds were allocated to provide additional support for school staff and students in the following manner:

### Human Resources

- \* 1 x teaching Assistant Principal taken off class to oversee and manage Professional Learning and curriculum development across the school.
- \* 3 x Assistant Principals provided with additional relief from face-to-face teaching to support teaching staff and oversee special programs
- \* 1 x School/Community Liaison officer employed two days per week
- \* Additional Administration support staff two days per week
- \* Additional School Learning Support Officers as required
- \* Information Technology specialist to coordinate and service computer software and hardware.

### Teaching Resources

- \* Replacement of interactive white boards and purchase of 2 additional whiteboards for demountable classrooms
- \* Additional 24 laptop computers for stage 3 classrooms

- \* Professional Learning tuition for staff
- \* Reading materials for Accelerated Literacy program
- \* Additional practical maths equipment for all classrooms

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	<b>3,350,035</b>
Base Per Capita	72,596
Base Location	15,082
Other Base	3,262,357
<b>Equity Total</b>	<b>376,339</b>
Equity Aboriginal	42,764
Equity Socio economic	154,864
Equity Language	6,164
Equity Disability	172,547
<b>Targeted Total</b>	<b>437,931</b>
<b>Other Total</b>	<b>162,510</b>
<b>Grand Total</b>	<b>4,326,815</b>

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.

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

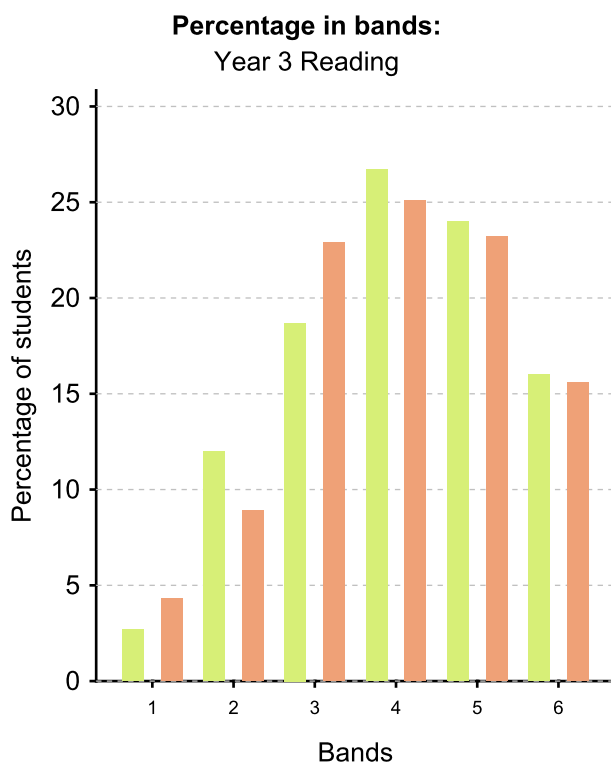
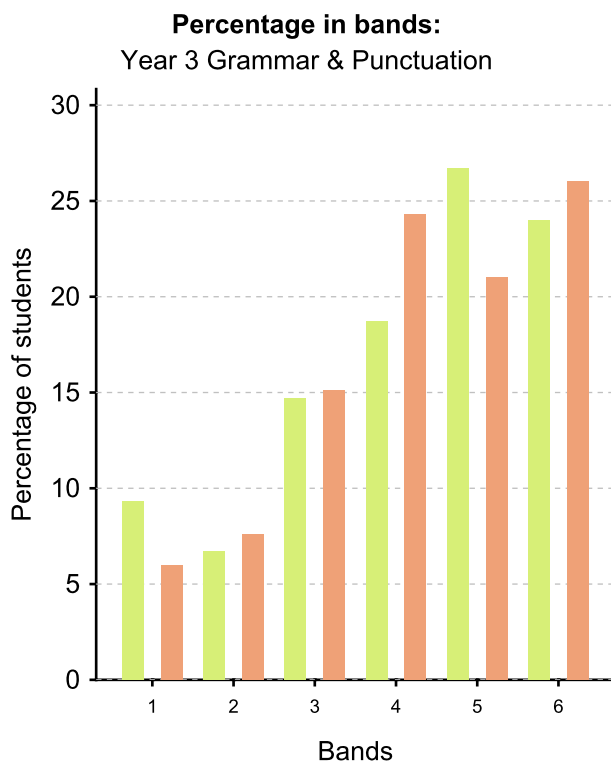
### NAPLAN

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 reading results indicated 40% of students achieved results in the top 2 bands. This was consistent with 2016 results. There was a 2% increase in Grammar and Punctuation but a noticeable decline in the number of students achieving in top bands for writing. This reflects a state wide trend and will provide

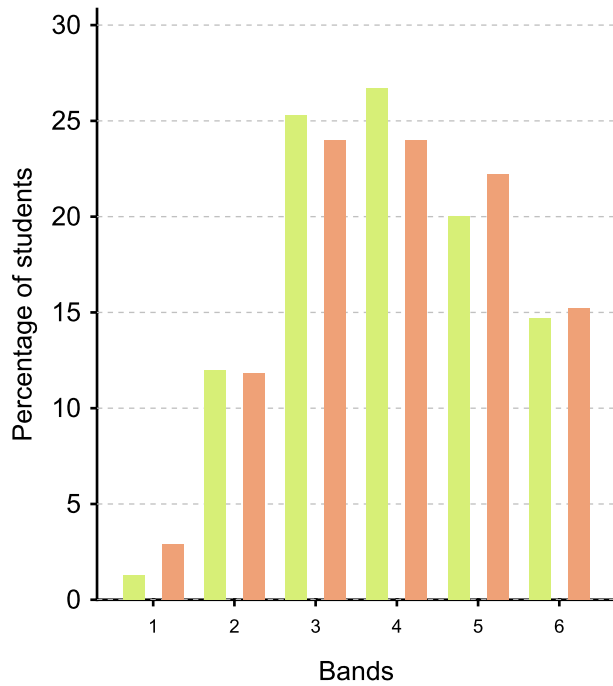
a focus for teaching and learning in 2018.

Year 5 NAPLAN results indicated significant % increases in the top 2 bands in spelling and reading. Writing results showed minimal increase in the top 2 bands. Grammar and Punctuation indicated a decline of 26% in students achieving in the top bands.

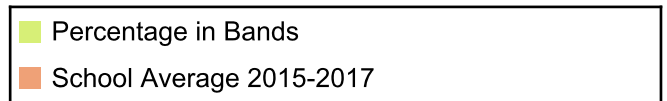
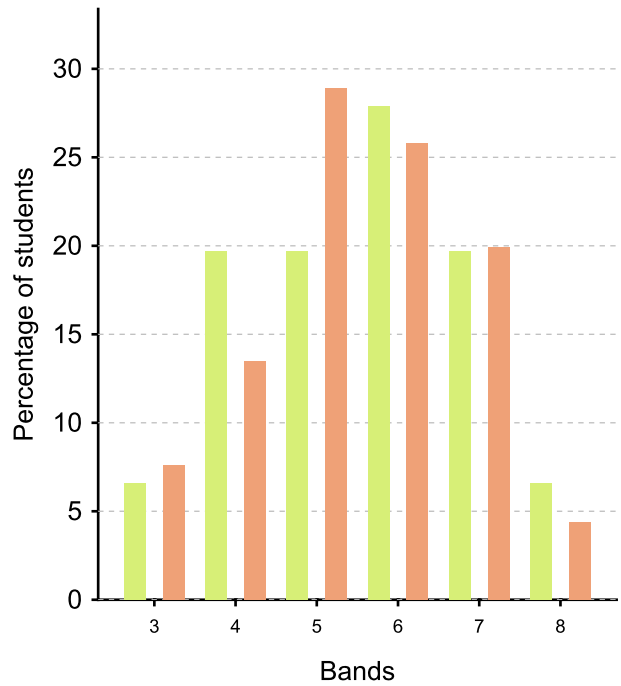




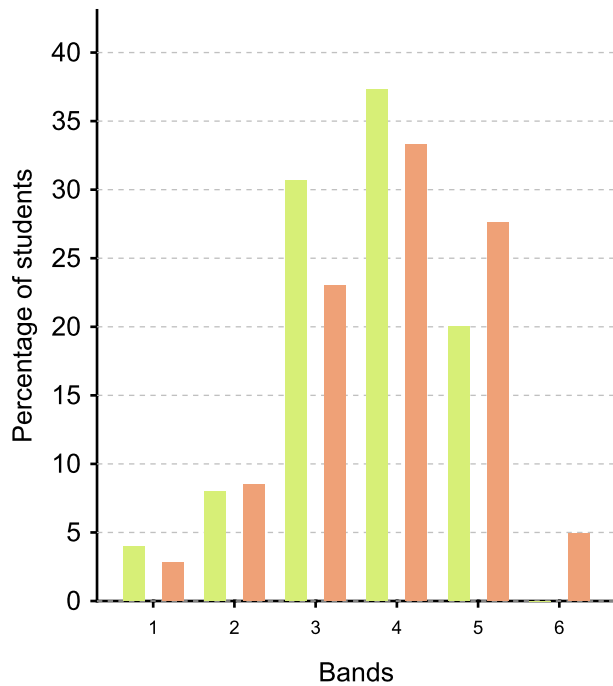
**Percentage in bands:**  
Year 3 Spelling



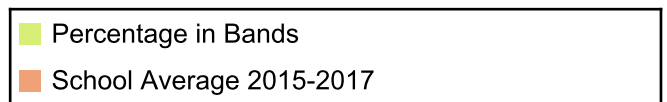
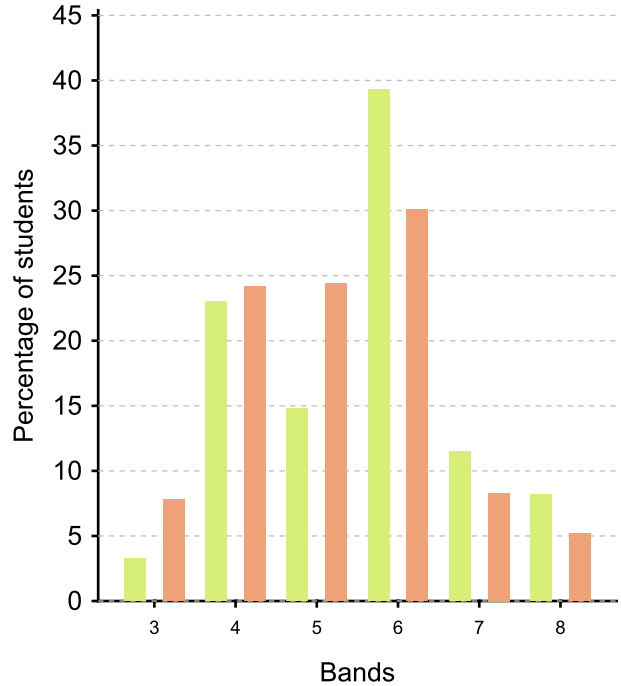
**Percentage in bands:**  
Year 5 Grammar & Punctuation



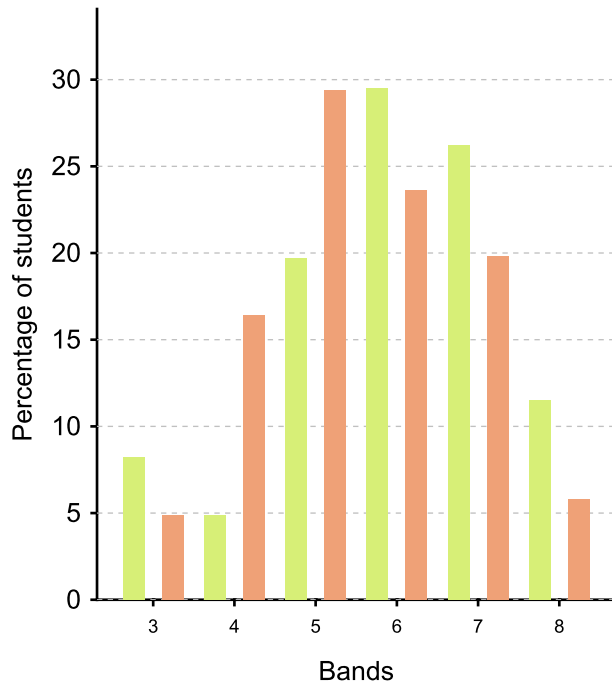
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

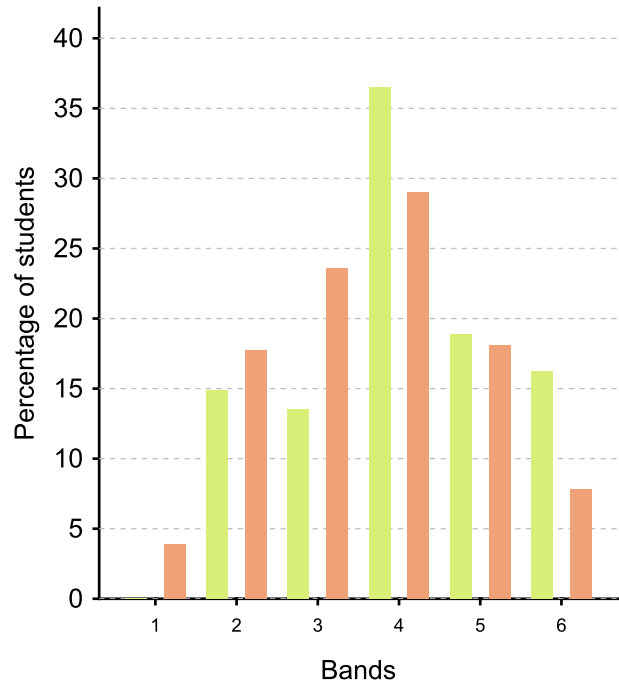


**Percentage in bands:**  
Year 5 Spelling



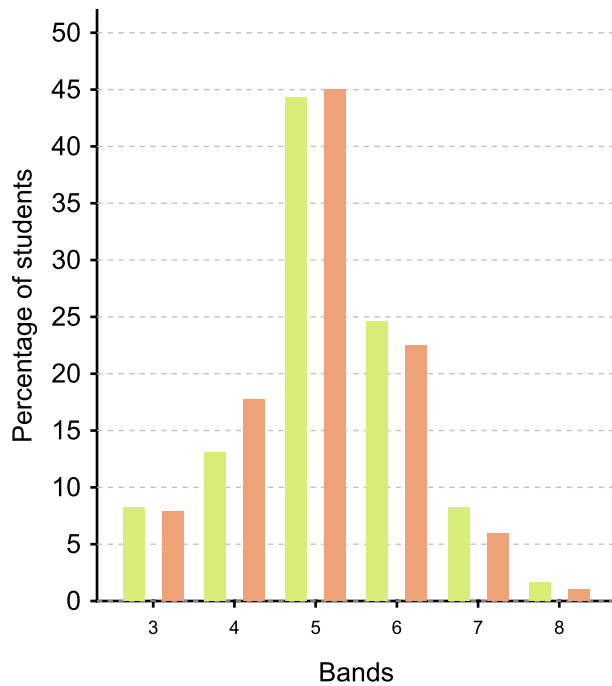
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Numeracy



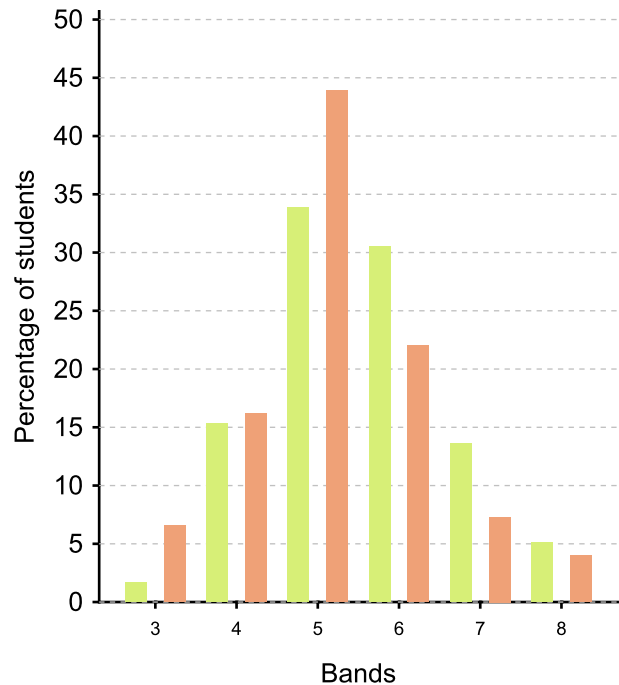
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Year 3 Numeracy indicated positive growth with an increase of 15% in the top 2 NAPLAN bands. There was also a significant decrease in the number of students achieving in the lowest bands. This was reflected in the year 5 results with an increase of 12% in the top bands and a decrease in students in the lowest bands. This positive growth can be directly attributed to the strong focus on differentiating maths

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access

the school data.>

2017 NAPLAN results indicate impressive growth in the performance of Aboriginal students in year 5. In our target areas of reading and numeracy, the following is recorded: In reading, 60% of Aboriginal students achieved in bands 5 and 6. This represented an 18% growth from 2016. In numeracy, 100% of Aboriginal students achieved in bands 5 and 6. This indicated an excellent result with 0 students falling into the bottom bands. In 2016, 46% of students were in the lowest 2 bands.

Year 3 results also indicated an increase in the numbers of students achieving in the top bands. In reading, 50% of Aboriginal students were in the top 2 bands. In numeracy, 44% of students achieved in the top bands reflecting an increase 33% from 2016.

## Parent/caregiver, student, teacher satisfaction

In 2017, Old Bar School students, teachers and parents/carers participated in the 'Tell Them From Me' survey to provide an insight into student outcomes and school climate.

The following information has been generated from student, parent and staff responses.

96% of **student** respondents believed that education will benefit them personally and have a strong bearing on their future. This aligned clearly to the 93% that also indicated they worked hard at school to succeed in their learning. Building trusting relationships and having a friendship group helped students feel a sense of belonging. 88% of students said they didn't get 'into trouble' and always tried to demonstrate appropriate behaviours. Successful student outcomes can be impacted by a sense that teachers are responsive to the needs of students; students are encouraged and listened to; high expectations are clearly articulated and bullying behaviours are dealt with effectively. Student engagement, effort and quality instruction clearly indicated a positive interaction between a teacher's approach to instruction and student motivation. Finding from the survey reinforce the notion that students need an advocate – someone who consistently provides encouragement and to whom they can turn to for advice. Improving student engagement can reduce anxiety and disruptive behaviours and lessen feelings of inadequacy. Student wellbeing and maintaining effective family–school partnerships will feature in future school plans.

**Parents** confirmed that communication with the school was clear and consistent. 80% indicated they felt welcomed into the school and could easily speak with class teachers about their child's progress and achievement. The process of reporting to parents has recently undergone some changes with 81% of parents indicating they find written reports easy to understand. Overall, parents felt they weren't given enough information about student wellbeing, emotional development or future opportunities. Old Bar is

fortunate to have parent volunteers in the school who assist teachers in classrooms, provide sport coaching and work in the canteen. Parent tutors play a big role in supporting individual students with one-on-one programs. Tutors work closely with the Learning and Support Teachers to address individual learning needs. The Old Bar P&C are active in raising funds to support school projects. In 2017, they held successful raffles, Mothers' Day and Fathers' Day stalls and a trivia night. Their donation to the school provided much needed reading equipment and sports uniforms. Parents indicated their pride in being able to contribute to their school in this manner.

**Staff** at Old Bar School value collaboration and feel they were well supported in the workplace by peers and leaders. In 2017, there was a focus on leaders spending more time in classrooms to observe teachers and provide constructive feedback. This was well received by teachers who commented that the learning walks and instructional rounds enhanced their own teaching practice. 85% of teachers felt they consistently set high expectations for their students and were able to effectively monitor student progress. Improved student engagement through the use of technology and more practical, authentic tasks has led to fewer behaviour issues in classrooms. Teachers also reported that there was a noted improvement in access and ability to implement technology in classrooms. During planning meetings in the latter part of 2017, teachers indicated their willingness to adopt current pedagogies and to engage in professional learning and create future focused learning environments.

## Policy requirements

### Aboriginal education

Old Bar School has been funded through a Community Development Employment Project (CDEP) to employ an Aboriginal SLSO for .8 each week. Unfortunately, this funding is to be decreased in 2018 leaving the school to fund what we deem to be a most important role in supporting our indigenous students.

Old Bar School has an active Aboriginal Education Committee that works collaboratively with all staff to provide diverse cultural activities and experiences throughout the year.

We begin all assemblies and special events with an acknowledgement or welcome to country in 'Gathung', the local indigenous language. The students are justifiably proud of their sense of belonging to the oldest culture in the world. Signage in Gathung has been placed around the school to further promote the language and its importance to our community.

Our NAIDOC activities recognised the impact the wider indigenous communities have on our school and our community. A week long celebration of indigenous music, dance, story and art showcased the talents of our students and allowed for important recognition of local artists and performers. Connecting through cultural pursuits gave our students a rich and

memorable learning experience.

Over the past three years we have been able to forge strong links with the local Biripi Medical Centre. They provide, free of cost, hearing and vision assessments as well as dental checks and follow-up treatment.

All Aboriginal families are invited to complete Individual Learning Plans with students to incorporate areas of development and acknowledgement of strengths. This clearly defines learning and social goals that have been negotiated and defined to develop skills, knowledge and confidence.

During 2017, groups of girls and boys were invited to perform traditional dance items at various local cultural events. Tuition was provided by respected members of the local community who also provided background information and insight to add significance to the experience.

In class support as well as small group and individual tuition addresses the identified learning needs of all students. Particular attention is given to student transitioning from pre-school to primary school to ensure a positive start to their schooling journey. Students heading to high school are given a comprehensive orientation to the 'Koori' facility (at Taree High School) and make strong connections with peers and teachers. This has been positive aspect in maintaining good attendance rates for our Aboriginal students in high school.

Attendance rates of our Aboriginal students in 2017 was 89%.

Year 3 NAPLAN results in Reading, indicated 30% of Aboriginal students performed in the top two bands. In Numeracy, 45% performed in the top two bands.

Year 5 NAPLAN results in Reading indicated 20% of Aboriginal students performed in the top two bands. In Numeracy, 40% performed in the top two bands. This is a significant improvement on previous years.

### **Multicultural and anti-racism education**

Multicultural perspectives continue to feature in classroom teaching and learning programs.

In 2017, Old Bar School held a book stall to raise funds for an Indian community struggling to provide information technology to the students in the local school. Our efforts provided the school community with computer and WiFi connectivity. We were able to make real-time contact with the students and observe the differences in their school facilities and our own. The students found this to be an authentic learning experience that provided them with a sense of connection with children in another country. We will continue to support this community through regular donations and ongoing meaningful conversations with the children and teachers.

The spirit of 'giving' continued when families again

contributed to the annual 'Christmas Box' appeal to provide gifts to children in poor communities. The sense that we now live in a global community is reinforced through the availability of excellent videos, documentaries and Youtube clips that support and enrich the learning of our students.

Harmony Day was celebrated in March with students getting into the spirit of racial harmony and dressing in a rainbow of colours. The Student Representative Council gathered and sold second hand books and reminded students how fortunate we are to have access to education and technology.

A trained Anti-Racism officer in the school is on hand to deal with incidents of racist or discriminatory behaviour. Explicit lessons to reinforce the tenants of our core values encouraged students to reflect on the behaviours we expect of all members of our school community.