

Old Bar Public School

Annual Report



2018



2799

Introduction

The Annual Report for **2018** 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.

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Message from the Principal

I would like to acknowledge the Biripi people as the traditional owners of the land on which Old Bar School stands. I pay my respects to the Biripi elders past, present and future and recognise the responsibility we all have in maintaining the language, culture and customs of the Biripi nation.

I am once again proud to be presenting an annual school report detailing the many successes of students, staff and community of Old Bar Public School. 2018 saw the implementation of a revised school plan incorporating strategic directions that will deliver high quality outcomes for our students over the next three years. This includes the introduction of researched based 'visible learning' pedagogy and will see a common language of learning being used across our school community. There is particular emphasis on student wellbeing with the core values of Safety, Respect and Engagement continuing to underpin all teaching and learning programs.

There is a great sense of anticipation as we prepare to take occupation of a new eight classroom complex in the latter part of 2019. In preparation, teachers have undertaken professional learning, observations and inter-school visits to assist with a smooth transition to open plan learning spaces. Students are increasingly engaged with technology to complete project based learning assignments and to connect with a global classroom. I am proud to report that students at Old Bar Public School continue the proud tradition of excelling in academic, sporting and creative arenas.

I look forward to the year ahead confident in the knowledge that the wonderful work being done by students, families and staff will maintain the exemplary reputation Old Bar Public School enjoys for delivering high quality education

Principal,

Deborah Scanes

School background

School vision statement

To deliver transformational educational programs which promote and foster the holistic development and wellbeing of students, staff and community.

School context

'An Ocean of Learning' is the perfect descriptor for a school so closely associated with the sea. At Old Bar Public School we have maintained the 'village' atmosphere that defines our school and community despite rapid growth and increasing student numbers.

In 2018, we have 21 mainstream classes and 1 Multicategorical facility catering for a student population of 530 including 11% identifying as indigenous.

A major upgrade of our school facilities is to commence in 2018. This will provide additional, state-of-the-art learning spaces for 7 classes. In preparation, we are trialling flexible workspaces that will encourage staff and students to explore new ways of teaching and learning.

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.

As an identified 'Bump-It-Up' school, we have been able to forge strong links with similar schools and establish effective learning networks. A measure against CESE targets indicate an increase of students achieving in the top bands of NAPLAN from 19.4% (2015–2016) to 24.28% (2016–2017) indicating steady progress towards the 2018–2019 target of 30%.

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. 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.

Learning:

In striving for excellence in the domain of learning, the teachers and support staff at Old Bar School are dedicated to providing learners with a strong foundation in literacy and numeracy. We value the strong partnerships that have been forged with parents and the wider community reinforcing high expectations for all.

There is a strategic approach to support wellbeing and engagement of students so they are able to connect, succeed and thrive in their learning environment. Expectations of behaviour are explicitly taught and consistently applied across the school.

Teaching and learning programs are differentiated to cater for individual learning needs. Whole school assessment strategies ensure systematic monitoring of student achievement and identifies gaps in the learning of individuals and groups. The expectation is that all students will display one year of growth for one year of teaching.

Written reports are sent to parents/carers at the end of semester one and semester two. These include detailed descriptions of student strengths and areas to be developed for continued growth. The analysis of both internal and external data provides timely and accurate information on both student and school performance. From this data, we are able to identify growth targets and realign strategic directions to reflect school and community priorities.

In many of the Learning elements, Old Bar School is Sustaining and Growing. Overall however, the school's on-balance judgement in the **Learning** domain is **Delivering**.

Teaching:

At Old Bar School, we believe that student learning is underpinned by high quality teaching. Professionalism, commitment, and ongoing personal development contribute to our success as a centre of educational opportunity and vision.

Explicit teaching remains the cornerstone of all that we do at Old Bar School. There is regular staff collaboration and reflection on teaching practice to inform future lessons. During 2018, a greater emphasis was placed on the collection and analysis of student assessment data to build consistent and comparable judgement of student learning.

Teachers routinely make reference to the Australian Professional Teaching Standards for professional reflection and improvement. Within the school staff, we have identified many teachers who willingly share their skills and expertise with others. Executive staff are members of collegial network groups that provide information and insight into current educational research and teaching/management strategies.

A new school plan outlining our priorities and strategic directions for the next three years was implemented in 2018. There is a strong emphasis on innovative, evidence based, future-focused practices to drive teaching and learning programs across the school.

Leading:

Providing opportunities for teachers to develop leadership and managerial skills builds capacity and supports whole school improvement. Professional Learning for teaching and non-teaching staff, aligned to personal goals and school priorities, supports collaborative performance development while monitoring effective improvement.

Our school plan is aligned to student priorities and ensures responsiveness to emerging needs. There has been extensive consultation with the broader school community in the development of beliefs, values and vision for Old Bar School. Feedback on school performance is regularly sought and valued as an effective mechanism to gauge parent, student and staff satisfaction.

The construction of a new, eight classroom building was started in August, 2018. In preparation for staff to take advantage of this state-of-the-art facility, teachers have been encouraged to complete strategic professional learning and external school visits to learn about flexible ways to meet a broad range of student learning interests and needs.

Increasing computer hardware and effectively using technology was a priority for Old Bar School in 2018. Teaching resources were purchased in relation to cost effectiveness, context and need. Two Assistant Principals were released from class to act as mentors and instructional leaders to teachers, building capacity and collegiality amongst staff.

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**.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Teaching for the Future

Purpose

To identify, understand and implement high quality teaching practices using evidence-based strategies.

To systematically identify student achievement and progress in order to evaluate and reflect on teaching effectiveness and inform future directions.

Overall summary of progress

2018 saw the introduction of a new 3 year Strategic School Plan. There continues to be a coordinated approach to build teacher capacity and to develop skills to enhance our vision of implementing 'transformational' change across the school. A focus on teacher professional learning continued with all teaching staff involved in training in Targeting Early Numeracy. (TEN) This was combined with targeted lesson observations to provide timely and effective feedback to teachers. Strengthened collaboration, reflection and reporting on identified criteria resulted in providing rich data for analysis and future planning. High performing staff released off class acted as instructional leaders to colleagues, providing valuable insight into explicit teaching techniques and differentiation of content to engage all learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school will show substantial growth from Delivering to Sustaining and Growing against the SEF criteria in the Teaching Domain: Effective classroom practice and Data skills and use.	\$60,000 – Professional Learning and additional teacher release to provide support to teachers to analyse PAT and NAPLAN data and implement effective teaching programs based on assessment results.	Whole school assessment framework taking shape. Teachers routinely share teaching practices and programs. Growth against the SEF, Teaching domain, is validated by rigorous self assessment.
To increase the percentage of students achieving in the top 2 NAPLAN bands in year 3 and year 5, to 30% for both reading and numeracy as per Bump-It-Up target for Old Bar School.	\$110 000 – A teaching Assistant Principal was released from class to act as instructional leader and Bump-It-Up coordinator. Strategic Professional Learning was implemented in stage teams.	PAT testing and analysis provided vital information for formulating a strategy to move students from middle bands in NAPLAN to the higher bands. The Bump-It-Up target of having 30% of year 3 students achieving in the top two bands of NAPLAN was exceeded. Year 5 results fell short but are on track to hit the target in 2019.
Strategic professional learning, aligned to school priorities, is reflected in teachers' Performance and Development Plans and indicate growth against the School Excellence Framework in the Teaching domain.	\$10 000 – Additional support and Professional Learning for teachers.	All teaching and non-teaching staff produced Performance and Development plans aligned to the National Standards. Teaching programs include evidence of differentiation and the development of a school wide assessment framework promoting consistent judgement is underway.

Next Steps

2018 was an exciting year with the introduction of the new school vision and school plan. We were able to access exceptional support from regional advisors and support officers who provided guidance in syllabus implementation, differentiation, programming and data analysis. There is a real commitment by staff to improve teaching practice through teacher observation, feedback and setting personal learning goals. Conversations about current pedagogies and research based teaching strategies has allowed us to open classrooms and minds to the possibility of embracing elements of *growth mindset*, *visible learning* and *success criteria*. In 2019, all staff will be involved in professional learning based on the work and research findings of Professor John Hattie. This three year project will assist us in transitioning to the state-of-the-art learning facility and open plan classrooms currently under construction.

Strategic Direction 2

Learning for the Future

Purpose

To create an aspirational school culture where students succeed and thrive in a challenging, changing world.

To support teachers in understanding and implementing evidence-based, future focused teaching and learning practices.

Overall summary of progress

For the past three years, leadership at Old Bar School has focused on creating a school culture of trust, collaboration, respect and inclusivity. Staff, parents, carers, students and the wider community developed a set of beliefs and values that underpin all that we do. Our vision to deliver '*transformational*' education has provided us with the incentive to improve our practice and attain a higher level of achievement for all students. To this end we have focused on strategic, quality professional learning for all stakeholders. Research based pedagogies form the basis of teaching programs with the flexibility to respond to student needs and interests. There has been a need to embrace technology and project based learning in order to adapt to the state-of-the-art learning spaces that will be completed in the second half of 2019. We are collectively moving towards student centred learning with an emphasis on opening hearts and classrooms to attain excellence in teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of teachers (from 2018 baseline) incorporating effective use of technology in new, flexible learning spaces to promote the elements of authentic learning and transformative pedagogy.	\$60 000 – External providers to deliver 'coding' workshops. Technology resources to implement robotics classes. Additional laptop computers for stage 2 classes Technology advisor employed 1 x day / week	Teaching staff are amenable to 'opening' classrooms to provide a more flexible, student centred space for teaching and learning. The use of technology in classrooms has increased with the provision of additional laptop computers. Project/enquiry based learning is being trialled using the language of learning intentions and success criteria.
To deliver teaching and learning programs that describe expected student progression in knowledge, understanding and skill and the assessments that measure them. (SEF: Learning: Curriculum, Sustaining and Growing)	\$8000 – Professional Learning days for teams and individuals.	Progressive Achievement Testing (PAT) in strands of Reading and Maths provided valuable data for identification of BIU students. Initial teacher training in use of Progressions and Plan 2 provided Reflecting and evaluating teacher practice through pre and post surveys.
To link all teacher professional learning to school priorities and the Australian Professional Standards with a proportion of teachers working towards attaining higher levels of accomplishment.	\$2000 – Executive planning days	There were no teachers interested in or willing to apply for accreditation at higher levels. Regular reference to the National Teaching Standards and Professional coaching will continue in an effort to encourage high achieving teachers to add to their PDP in 2019.

Next Steps

Encouraging teaching and support staff to develop a 'growth mindset' will be a focus of corporate professional learning in 2019. Performance and Development Plans will contain shared and individual learning goals reflecting priorities of the school plan, including 'Visible Learning' strategies. Several teachers have indicated their willingness to 'open' their classrooms and work collaboratively with other teachers to create more flexible learning spaces. The completion of new, open classrooms later in 2019 will allow us to expand our capability to provide for effective use of technology and Project Based Learning in the primary grades. An enthusiastic 'technology team' will continue to share their knowledge and skills to assist teachers in coding projects and robotics. Teachers will again be given time to engage in professional discourse, observations and feedback in an attempt to continuously improve practice and enhance student performance across the school.

Strategic Direction 3

Wellbeing for the Future

Purpose

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

To develop students' capability to build meaningful relationships, recognise and respect diversity and contribute to the wellbeing of the school community.

Overall summary of progress

Old Bar School is renowned for its inclusivity. A classroom catering for the educational needs of students with Autism and mental health issues has become an exemplar to other schools. The overall increase in the number of students presenting at school with anxiety prompted our school community to prioritise *wellbeing* as a crucial element in all teaching and learning programs. The use of a 'common language' around student wellbeing and behaviour has helped to promote positive connections between staff, students and families. Intervention programs have been successful in maximising personal growth and developing self-regulation skills amongst students. Old Bar School provides extra-curricular activities including *boot camp* and *martial arts* to encourage physical fitness and emotional regulation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers have a deep knowledge and understanding of the Department of Education 'Wellbeing Framework for Schools'. Improvements in social capital are mapped to indicate growth in student engagement and wellbeing. (using 2018 data as a baseline) There is an increase in student resilience and a reduction in the number of negative incidents recorded in EBS4.	\$12 000 Release staff to work on Wellbeing program development. Release of staff to implement transition programs, including parent information sessions. Purchase of 'Bounce Back' materials for 2019.	'Bounce Back' chosen as the most suitable resilience program for K-6 delivery in 2019. Kindergarten 'buddy' program well received by parents and students leading to a smooth transition from pre to primary school. Leadership team and school captains elected democratically against the revised criteria..

Next Steps

In 2019, the Learning and Support teacher role will be absorbed by executive staff responsible for stage teams. This will allow teachers to work closely with their supervisors, students and families to formulate individual learning plans with clearly defined expectations and success criteria. There will be a conscious effort to encourage a '*student voice*' through our leadership team and members of the School Representative Council. Old Bar students remain connected to the wider community through their presence and involvement in the community ANZAC service, sporting events and fundraising efforts. Leadership is encouraged with mentors and coaches working with staff and students to provide support for anyone wishing to extend and enhance their own capabilities. The newly produced School Community Charter will be distributed through our parent body and implemented school wide.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teacher and SLSO support for PLP meetings</p> <p>\$6 000</p> <p>NAIDOC celebrations</p> <p>\$4 000</p> <p>Student Assistance</p> <p>\$2 500</p> <p>Student laptops</p> <p>\$12 000</p> <p>Additional SLSO support</p> <p>\$20 000</p>	<p>An Aboriginal Education Committee continued to operate effectively and oversee specific events in the school. Aboriginal dancers were invited to teach boys and girls traditional dance. They consequently performed at the school events.</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. She also works closely with all staff, indigenous students and their families.</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>
Low level adjustment for disability	<p>Professional Learning</p> <p>\$6 000</p> <p>Integration Funding Support</p> <p>\$220 000</p> <p>Additional Learning and Support Officers</p> <p>\$80 000</p> <p>Teacher release to complete data entries</p> <p>\$3 000</p>	<p>Extensive professional learning was offered to teaching and support staff to develop effective strategies to deal with behaviour challenges and to accommodate students on the Autistic Spectrum.</p> <p>Regular Learning and Support Team meetings were held to prioritise counsellor referrals and track individual interventions. A number of Online Access Requests were completed to secure integration funding for current students and to assist with students transitioning to high school.</p> <p>Learning and Support teachers implemented small group tuition, coordinated tutor programs and liaised with relevant staff to provide individual or whole class interventions.</p> <p>The National Collection of Disability Data confirmed that 33% of students in the school required specific adjustments to engage them effectively in their learning.</p> <p>Teaching staff indicated their preference for additional School Learning and Support Officer presence in classrooms. Integration funding was increased substantially to have additional SLSO's across all grades.</p>
Socio-economic background	<p>Community Liaison Officer</p> <p>\$22 000</p> <p>Technology consultant</p> <p>\$24 000</p>	<p>Employment of the Community Liaison Officer was extended to 5 x days per fortnight. Her roles include; acting as a conduit between the school and families; overseeing the school Facebook page; compiling newsletters and attending to media requests. In 2018, this role also included attending the Project Reference</p>

Socio-economic background	<p>Classroom furniture</p> <p>\$25 000</p>	<p>meetings with the Principal to maintain currency with the building project.</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 30 laptop computers were purchased for stage 2 and IWB's replaced as required.</p> <p>Replacement and additions to classroom resources included maths, science and reading resources.</p> <p>2 x classrooms were successfully refurbished with new, modular furniture to allow for experimentation in open plan learning spaces.</p> <p>A shade shelter to cover a substantial area of the infants playground was installed to provide a sun-safe area for the children to play.</p>
Support for beginning teachers	<p>Additional Teacher Release</p> <p>\$12 500</p> <p>Mentor release</p> <p>\$4 000</p>	<p>In 2018, three beginning teachers were supported by colleagues at Old Bar School. A specially trained mentor was appointed to oversee their accreditation documentation and provide feedback on progress.</p> <p>All beginning teachers were released from class for an additional 2 x hours each week to work with the supervisor, observe other teachers and to engage in professional dialogue.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	236	250	251	263
Girls	209	219	247	249

Student enrolments increased slightly throughout 2018. Student numbers in the lower divisions of the school provided the greatest growth. A smaller number of kindergarten enrolments expected in 2019 meant no overall increase in the school student population.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	94.9	95.9	94.7
1	93.8	94.1	95.8	93.5
2	94.4	94.3	95.4	93.6
3	93.4	94	96.3	94.1
4	94.3	93.8	94.2	92.9
5	93	94.1	94.7	91.2
6	92.7	90.6	94.3	91.4
All Years	93.6	93.7	95.3	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is monitored regularly by teachers. Roll marking procedures are reinforced in whole-school staff meetings and student attendance is included in team meeting agendas. In 2018, we introduced the SMS system to alert parents/carers of student absences. These alerts are distributed each day at 10am and encourage parents/carers to explain their child's absence in a timely manner. When there are

concerns about a student's attendance, initial phone contact is made with the parents and this is followed up by a letter if required. In 2018, five referrals were made to the Home School Liaison Officer. All referrals displayed exceptional improvement in attendance and parents/carers were congratulated on their efforts to adhere to the Department of Education's attendance guidelines. One student in year 6 was awarded a Certificate of Excellence for 100% attendance throughout her seven years of Primary schooling.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.75
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Administration and Support Staff	4.96

*Full Time Equivalent

In 2018, Old Bar School employed:

2 Aboriginal classroom teachers

2 part time Aboriginal School Learning and Support Officers.

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

All teaching and non-teaching staff at Old Bar School develop an individual Professional Development Plan. (PDP) Teachers align their plan to the National Teaching Standards. Both internal and external Professional Learning courses are made available to staff with a specific focus on elements of the current school plan. All teachers are currently involved in maintaining accreditation status at Proficient level or

beyond. Each Tuesday is designated to professional learning with stages/grades taking turns to release teachers to engage in planning and collegial dialogue. Every Tuesday afternoon, meetings are held for whole staff professional learning or team meetings. Executive staff share expertise through observations, feedback and coaching. There is a shared responsibility for providing instructional leadership with personal strengths and interests taken into account. Specific Professional Learning in 2018 included:

Accelerated Literacy for stage 3 teachers

NAPLAN analysis

Coding workshops

Targeted Early Numeracy (TEN)

Programming strategies

Art of Leadership and Art of Leadership Masterclass

Introduction to Learning Progressions

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	315,125
Revenue	4,978,648
Appropriation	4,832,878
Sale of Goods and Services	3,834
Grants and Contributions	139,179
Gain and Loss	0
Other Revenue	0
Investment Income	2,757
Expenses	-4,862,047
Recurrent Expenses	-4,862,047
Employee Related	-4,401,529
Operating Expenses	-460,519
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	116,601
Balance Carried Forward	431,726

Funds were allocated to support teaching and learning programs at Old Bar School throughout 2018. Professional Learning was a high priority with specialist teachers released from class to update and up skill staff. Technology also received a boost in funding to provide for changing pedagogies and expectations. Fund allocation included the following;

Human Resources

2 x teaching Assistant Principals were taken off class to provide intensive, in-class support to teaching and support staff.

4 x Assistant Principals were allocated additional relief from face to face teaching to oversee special programs.

A technology advisor was employed 1 x day per week to assist with resourcing, repairing and training staff in effective use of current technologies.

1 x School Community Liaison Officer was employed for five days per fortnight to assist with liaising with families and the wider community.

Additional administrative support staff were employed to assist with the challenges associated with the implementation of the SAP.

Additional School Learning Support Officers (SLSO's) were employed to assist in classrooms and playground.

2 x physical trainers were employed to implement 'book camp' and 'martial arts' activities for senior students.

Teaching Resources

Additional laptop computers were purchased for stage two classrooms

A shade shelter was constructed in the infants playground to provide protection from the sun.

Home Reading program was purchased for use in Kindergarten

Additional literacy and numeracy resources for classrooms

New modular furniture for the library and two classrooms

Professional Learning course fees for teaching and non-teaching staff.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,608,448
Base Per Capita	97,462
Base Location	16,288
Other Base	3,494,698
Equity Total	412,570
Equity Aboriginal	48,019
Equity Socio economic	164,263
Equity Language	0
Equity Disability	200,288
Targeted Total	461,955
Other Total	212,738
Grand Total	4,695,711

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, reading results indicated that 38% of students in year 3 achieved results in the top two bands of

NAPLAN. 35% of students were in the top two bands for Spelling and 40% in the top two bands for Grammar and Punctuation. The most pleasing result was in writing, where 32% of year 3 students performed in the top two bands, reflecting a 12% increase from the previous year. Overall, we averaged 37.7% of year three students achieving in the highest two bands. This well exceeds the Bump It Up target of 30%

While year five results were less impressive, there were pockets of growth to be celebrated. 23% of year five students performed in the top two bands in Reading reflecting an increase of 4% while Grammar and Punctuation displayed a 3% increase. Spelling achieved 19% in the top two bands and writing only managed to have 5% in the top two bands. Overall, year 5 students had an average of 25% in the top two bands across all literacy strands.

Year three results showed a slight increase with 38% of students achieving in the top 2 bands in Numeracy. This wasn't reflected in the year 5 results where just 14% of students managed to achieve results in the top two bands. An analysis of the NAPLAN results has highlighted focus teaching areas for the coming year.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Our Aboriginal students are continuing to demonstrate growth in all areas. In year three NAPLAN reading, 75% of our indigenous students performed in the top two bands. In Numeracy, year three, there were 50% of students achieving results in the top two bands. Year 5 reading had 25% and Y5 numeracy had 12.5% of students in the top two bands. The overall results were very pleasing with 33.3% of indigenous students achieving in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Students: Students at Old Bar School continue to forge strong connections with the wider community. School leaders play an integral part in community services commemorating ANZAC Day, Australia Day and Vietnam Veterans' Day. In 2018, a joint project was completed with residents of Banyula Nursing Home resulting in residents' stories being documented and presented to their families. This received accolades through the local media and provided our students with a deeper understanding of the aged living in our area. Students from stage two took part in the radio program 'School's Out' and we had significant representation in the annual eisteddfod in dance, band and choir sections. Students commented that they felt fortunate to have access to a variety of extra curricular activities including martial arts, boot camp and mural painting.

Student wellbeing has been a focus of teaching and learning programs at Old Bar School. Students indicated they felt supported and encouraged by their teachers who clearly articulated expectations for behaviour and academic success. Behaviour issues were dealt with in a timely, appropriate manner and there was a sense that respectful, trusting relationships between teachers, support staff and students were forged and valued.

Parents: The Old Bar School P&C Association continued their support of students through their fundraising activities and social events. Communication with families and the wider community is paramount. A School Community Liaison Officer is employed five days per fortnight to maintain, monitor and update social media and the school web page. A school newsletter comprehensively informs families of upcoming events and celebrates student achievement. The schools 'open door' policy encourages parents to be involved in their child's education as classroom volunteers, tutors, canteen workers, sport coaches and visiting speakers.

In 2018, feedback from parents indicated confusion around the grading system, A – E, used in student reports. Following consultation with teachers and parents there will be information sessions to clarify the criteria for specific grades early in 2019.

In 2018, a 'uniform' committee comprising staff, parents and students surveyed the school community and consequently designed a new uniform for Old Bar School students. Initial feedback to the unisex design has been positive. Representatives from the P&C have established a uniform shop and have employed a supervisor to oversee stock maintenance and to fill online orders. The change of school colours to a sea-based theme is in keeping with the new classrooms being constructed and due for completion in 2019.

Teachers: Teaching and support staff have again embraced the essence of our new school plan by continuing to forge strong collegial links. A focus on strategic professional learning to improve practice and

the school environment. With the pending completion of 8 state-of-the-art classrooms in 2019 there has also been a focus on utilising open-plan learning spaces, project based learning and integrating technology into daily practice. Many teachers have opted to 'open' their classrooms and establish routines in a team-teaching capacity. In 2019, all teaching staff will engage in professional development around Visible Learning strategies where a common language of learning intentions, success criteria and effective feedback will dominate professional learning and conversations.

Administration and support staff at Old Bar are valued for their expertise, dedication and professionalism. In an environment where administrative tasks provide daily challenges, all staff felt they were well supported in navigating new systems and processes.

Policy requirements

Aboriginal education

Old Bar School has an active Aboriginal Education Committee comprising both teaching and support staff. Representatives from the committee attend local Aboriginal Education Consultative Group (AECG) meetings and report back on current issues relevant to our school policies and processes. Support from the AECG in creating interest in and providing tuition for local Aboriginal dialect, Gathung, has been welcomed by staff and families. It is now common practice to have an acknowledgement or welcome to country at the beginning of assemblies, meetings and school based events in Gathung performed by students, staff or community members. This has helped to instil a sense of pride and ownership in their culture and to further promote the importance of language to our wider community.

NAIDOC Week was celebrated at the end of term two in 2018. Activities, performances and guest artists provided our school community with a rich, diverse showcase of indigenous history and culture. Students were recognised for their engagement in school life and one student was the recipient of a local commendation for her contribution to Aboriginal Dance and Performance. The week long recognition of the oldest culture in the world provided many opportunities for families to connect with each other, their history and their language. The pride and confidence of our indigenous students was evident throughout.

The attendance of our Aboriginal Students in 2018 was 91.3%. This demonstrated an increase of 2% on the previous year.

In 2018 we were fortunate to employ a local Biripi man to teach stage three students elements of local indigenous culture and language. This included traditional games and sports that were incorporated into the NAIDOC celebrations. This proved to be an excellent strategy to strengthen our links with the local Aboriginal community. All Aboriginal families were invited to complete Individual Learning Plans with their children and teachers to incorporate areas of development and to acknowledge strengths. Teaching and support staff consequently provided significant input into the educational goals of students while maintaining a focus on their heritage. This was particularly evident during the transition process for year six students and for children entering kindergarten.

Multicultural and anti-racism education

Multicultural perspectives are an integral feature of all teaching and learning programs at Old Bar School.

Through Student Representative Council initiatives, significant funds were raised throughout the year to support targeted global projects. Students were able to respond to particular situations in New Guinea, India and Africa and determine how their fundraising dollars could be used to benefit children in other countries.

'Global Connections' is taught throughout the school with particular emphasis on countries that hold specific significance for our families. Old Bar School currently has a small number of students who identify as being from another cultural group. Their stories, their families and their countries are used as a stimulus to provide rich insight into other nationalities and their associated traditions. Multiple resources are available to teaching staff to reinforce the notion of tolerance, inclusivity and racial harmony.

Trained Anti-Racism officers are available in the school to deal with incidents of racist or discriminatory behaviour. Explicit lessons to reinforce the tenants of our core values encourage students to reflect on the behaviours we expect of all members of our learning community.