

Old Bar Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Old Bar Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Despite the many challenges faced by students, families and staff throughout 2019, it was a productive and successful year of teaching and learning.

The appointment of a Deputy Principal to the executive team provided additional expertise in supporting student welfare and mentoring teaching staff. An enrolment of 526 students saw the formation of 21 mainstream classes and 1 Multicategorical class.

Professional Learning for both teaching and support staff remained a priority throughout the year. We embarked on a three to five year project to embed visible learning principles into teaching and learning programs with an emphasis on student centered learning goals and success criteria. Staff collaboration and peer support ensured our school vision of delivering transformational education to students while maintaining positive wellbeing was at the forefront of all endeavors.

Old Bar students and staff continue to strengthen links to the wider school community through participation in a wide variety of activities that showcase talent and innovation. School student leaders played key roles in annual events including ANZAC day, Australia Day and Vietnam Veterans' Day. A joint art project with residents of Banyula Aged Care facility received community accolades and the completed works were proudly displayed at the Manning Regional Art Gallery. An exhibition of student art was held to showcase the creativity of both students and teaching staff to the delight and gratitude of its audience. We were delighted with the excellent presentation of a year 6 student who gained first prize in the local Multicultural Public Speaking competition. In term three students from kindergarten to year two were involved in a musical production at the Manning Entertainment Centre and our senior girls' dance group won their section at the local Eisteddfod. Success in sporting events included a quarter final placing in the girls' PSSA soccer and substantial representation in several sports at both regional and state level.

Perhaps our greatest challenge during 2019 was the disruption and chaos caused by the extensive bushfires that ravaged our area necessitating the closure of Old Bar School for 7 days. During this time, our school hall was required to be used briefly as an evacuation centre which was generously supported by community and small businesses in the town. Additional counselling staff provided pastoral care and reassurance to vulnerable students and staff worked collaboratively to maintain a sense of belonging and security for each other.

An eighteen month long, major building project was completed at the end of October. The anticipation and excitement around this beautiful building was the perfect antidote to the angst that had accompanied the fires. Eight classes made the move into the new building and a visit by the NSW Minister for Education, Sarah Mitchell was warmly welcomed by our school community. An official opening and celebration will be organised for Education Week, 2020.

It is with great anticipation that I welcome a new school year. With the removal of nine demountable classrooms, we will have a full playground restored and thankfully return to a whole school timetable. The professionalism of staff, the resilience of students and the support of our school community must be commended and celebrated.

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 2019, 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 be completed in late 2019. This will provide additional, state-of-the-art learning spaces for 8 classes. In preparation, we are trialling flexible workspaces that will encourage staff and students to explore new ways of teaching and learning in open plan classrooms.

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.

Through the local Principal support network 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

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**.

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.

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.

Progress towards achieving improvement measures

Process 1: Classroom Practice:

Teachers are skilled at explicit teaching techniques including the use of effective questioning and timely feedback to students.

Students are actively involved in assessing their own learning needs related to well defined success criteria.

Evaluation	Funds Expended (Resources)
<p>Question: Did identified teachers attend Accelerated Literacy Training? Are these teachers starting to implement some Accelerated Literacy principles into their teaching of literacy? Is this having any impact on student outcomes in literacy?</p> <p>Data sources: PL Register, teacher programs, student assessment data</p> <p>Findings: Identified teachers have attended Accelerated Literacy Training.</p> <p>Implications: Teachers are embedding aspects of AL pedagogy in their teaching/ learning programs</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: Data:

Teachers participate in professional learning to effectively use Learning Progressions as a tool to monitor and track student progress and to inform teacher practice.

Explicit assessment and systematic collection and analysis of student data K–6 drives teaching and learning.

Evaluation	Funds Expended (Resources)
Questions: Have all K – 6 staff entered data into PLAN 2 (K – 2 for Additive	\$0.00

Progress towards achieving improvement measures

Strategies, Stage 2 for Additive Strategies, Stage 3 for Multiplicative Strategies)? Have stage teams worked together to establish consistent teacher judgement? Have all stage teams analysed student data together and what are future directions and implications for teaching/ learning? Did teachers use student data to organise classes for 2020?

Data sources: K – 6 student numeracy assessment, PLAN 2 data, student wellbeing, learning support and progress data, stage meeting/ PL minutes.

Findings: Kindergarten teachers are using PLAN 2 to plot additive strategies. Some teachers are in Stage 1 are using PLAN 2 to plot additive strategies.

Implications: Will do further PL with all teachers around PLAN 2 early 2020 and will make a decision about how well PLAN 2 meets our teaching/ planning/ programming needs



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.

Improvement Measures

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.

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)

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.

Progress towards achieving improvement measures

Process 1: Authentic learning

Teachers engage in ongoing professional learning to maintain currency of practice involving effective use of technology to support future focused pedagogies.

Students create tangible, useful products based on real life tasks or simulated tasks that provide them with opportunities to connect directly with the real world.

Evaluation	Funds Expended (Resources)
<p>Questions: What experiences and successes have teachers had in their Varied Innovative Learning Environments in the new building? What have the challenges been? What other systems/ resources can be put in place to support teachers?</p> <p>Data sources: Teacher voice</p> <p>Findings: Teachers have found moving and adapting to the new building and working in the team teaching situation challenging. But all teachers involved indicated that they want to continue working in this environment and developing their skills and knowledge.</p> <p>Implications: We will need to continue to support all of the teachers in the new environment by providing ongoing professional learning and acknowledge that it is going to take time for them to work out and establish how this environment and the team teaching situation is going to work for them. This is going to be ongoing.</p>	\$0.00

Process 2: Success Criteria

Teachers engage in professional discourse and collaborate to improve teaching and learning across stage groups. This involves incorporating learning intentions and student success criteria evidenced in teaching programs, classroom displays and peer observations.

Evaluation	Funds Expended (Resources)
Questions: Have staff had the opportunity to identify the focus areas for visible learning for the start of 2020? What implications do these have for systems/ resourcing/ teacher professional learning?	As above

Progress towards achieving improvement measures

Did all teaching staff attend the Visible Learning training day at end of term 4?

Data sources: Visible Learning Action Plan.

Findings: We have identified focus areas for 2020 following all staff attending VL training day, term 4.

Implications: Our Visible Learning focus areas for next year will be Learning Intentions and Success Criteria for Mathematics during Semester 1, moving into writing during Semester 2. Learning dispositions, the learning pit and feedback later in 2020. There will be professional learning throughout 2020.



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.

Improvement Measures

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.

All teachers regularly analyse attendance data and this data is used to inform planning. There are whole of school and personalised attendance approaches to improving regular student attendance rates for all students, including those at risk.

Attendance rates across the school improve by 10%

Progress towards achieving improvement measures

Process 1: Connection

Students, staff and parents engage in effective, timely interactions to consider aspects contributing to wellbeing and provide opportunities for all to connect, succeed and thrive in the wider school environment.

Evaluation	Funds Expended (Resources)
<p>Questions? Did K – 2 perform at the Manning Entertainment Centre for parents/ carers/ community? Was the performance well attended by parents/ carers and community.</p> <p>Data sources: Ticket sales and film of performance.</p> <p>Findings: K – 2 students performed in 'Our Back Yard' concert at the Manning Entertainment Centre. The performance was extremely well attended by community and the feedback from community has been overwhelmingly positive.</p> <p>Implications: Teachers feel that providing students this opportunity to engage in performing arts through this process contributes significantly towards the children developing their creativity, imagination and will have long term impacts on student confidence which will transfer into all other areas of learning. We will work towards another K – 2 concert in 2021.</p>	\$2000

Process 2: Wellbeing

A whole-school, comprehensive strategy is developed to create an environment with clearly defined behavioural expectations. Students learn to become active learners exercising self-regulation to maximise personal growth and develop understandings, skills and character.

Evaluation	Funds Expended (Resources)
Questions? Has the draft scope and sequence for PDHPE been drafted?	As above

Progress towards achieving improvement measures

Data sources: PDHPE Scope and Sequence

Findings: Two staff members have been engaging in professional learning around the PDHPE syllabus and have commenced writing the scope and sequences for Stage 2 and Stage 3.

Implications: This will need to carry over into 2020

Process 3: Attendance

A whole school comprehensive strategy is developed to continually track and monitor student attendance and to review attendance monitoring procedures

Evaluation	Funds Expended (Resources)
<p>Question: What did we learn from the evaluation? Do staff understand their roles, responsibilities and the importance of student attendance?</p> <p>Data Sources: School procedures document review and revised procedures. (see attached) Staff survey re attendance roles and responsibilities.</p> <p>Findings: Staff are yet to complete the survey.</p> <p>Implications Teachers will complete survey in 2020 and Baseline data will be established. Professional learning support to implement enhanced procedures early in 2020.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20000 additional SLSO support to teachers, students and families	Indigenous students at Old Bar connected with country through extensive NAIDOC activities and access to cultural and local language lessons. All Indigenous students completed Personal Learning Plans with goals set in conjunction with their families. One of our much respected Aboriginal support workers was awarded local recognition for her dedication to students, families and staff.
Low level adjustment for disability	\$2000	<p>Were meeting held with parents/carers during term 4 to discuss student progress and attainment of learning goals?</p> <p>Data Sources: Minutes from meetings with parents/carers and Out of Home Care Plans.</p> <p>Findings: Most OoHC meetings were cancelled due to unforeseen school closure. (bushfires, Nov 2019)</p> <p>All IFS meetings were held and documented.</p>
Socio-economic background	<p>\$23000 Community Liaison Officer</p> <p>\$25000 Technology Consultant</p> <p>\$25000 Technology hardware</p>	<p>Old Bar School families and the wider community were able to access information relating to school programs, activities and achievements through comprehensive Facebook posts and fortnightly newsletters. The school has maintained an admirable reputation for providing quality, diverse and inclusive educational programs to all students.</p> <p>Effective use of technology has increased amongst student and staff due to improved access and ongoing Professional Learning opportunities.</p>
Support for beginning teachers	\$12000 Additional teacher release	Two classroom teachers were able to successfully complete their Accreditation and registration with NESA.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	250	251	263	267
Girls	219	247	249	249

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	95.9	94.7	93.7
1	94.1	95.8	93.5	91.7
2	94.3	95.4	93.6	94.5
3	94	96.3	94.1	93.5
4	93.8	94.2	92.9	93.5
5	94.1	94.7	91.2	93.6
6	90.6	94.3	91.4	90.7
All Years	93.7	95.3	93.1	93.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.78
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	431,726
Revenue	5,096,091
Appropriation	4,965,909
Sale of Goods and Services	3,521
Grants and contributions	124,201
Investment income	2,459
Expenses	-4,896,090
Employee related	-4,486,100
Operating expenses	-409,990
Surplus / deficit for the year	200,001

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	370,114
Equity Total	474,792
Equity - Aboriginal	62,363
Equity - Socio-economic	200,705
Equity - Language	0
Equity - Disability	211,723
Base Total	3,706,695
Base - Per Capita	121,547
Base - Location	14,659
Base - Other	3,570,488
Other Total	347,319
Grand Total	4,898,920

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. 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.

Parent/caregiver, student, teacher satisfaction

Parents are encouraged to support their child's learning and to be actively involved in all aspects of school life.

An active Parents' and Citizens' Association is an effective conduit between school and the community. Their recognition of staff through dedicated awards on Presentation Day indicates their deep appreciation of teachers and support workers in our school.

Communicating with families is a high priority at Old Bar School with a dedicated Community Liaison Officer managing social and print media. Through the *Tell Them From Me* surveys, parents clearly indicated they felt welcomed at school and received timely, concise information about school activities and individual student progress. 85% of parents and carers were able to attend meetings and school functions throughout the year. The inclusive nature of our school along with clearly defined expectations of behaviour, attendance and academic excellence were all regarded as positive elements of Old Bar School.

Students at Old Bar School continue to forge strong connections with the wider community through their representation at all community events and related activities. The school leaders attended Grip Leadership training which offered support and encouragement in their leadership journey. The School Representative Council has a strong voice and report their ideas, suggestions and feedback to staff through regular meetings. Providing all students with a safe, engaging learning environment remains a top priority for our school community.

Staff at Old Bar School are valued for their expertise, dedication and professionalism. As a Principal, I am proud of the warmth, empathy and respect each one brings to our environment. While we all navigate the changing landscape of teaching and learning, the trusting relationships we have embedded with each other and our school community provide a framework in which we can maintain and improve systems and processes.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.