

# 2020 Annual Report

## Old Bar Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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I 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.

2020 presented our school community with unprecedented challenges. The local devastating bushfires impacted many families and the onset of COVID 19 sent the school into an extended lock down. Students were supported through home learning packages prepared by teaching and support staff. Our focus throughout 2020 remained firmly on the welfare and wellbeing of students. While the strength and resilience of our community was tested we skillfully navigated the 'new learning' model and completed a year of rich teaching and learning.

The core values of Safety, Respect and Engagement continue to underpin all that we do at Old Bar School. I look forward to the year ahead confident in the knowledge that the wonderful work being done by students, families and staff will enhance the exemplary reputation we enjoy for delivering high quality teaching and learning programs.

I am extremely proud of the inclusive community environment we have established thank families and staff for their ongoing commitment to and support of our learners. students.

## Message from the school community

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An active Parents' and Citizens' Association operates to support students and staff at Old Bar School. In 2020, the executive and general members made the difficult decision to relinquish management of the school canteen. This allowed for a greater focus on fundraising for additional resources to benefit all students.

Parent voice is sought through surveys and interviews throughout the year. It is obvious that the school values our input and attempts to react to suggestions and feedback.

"Old Bar School facilitates a wonderful, very complete learning experience full of opportunities for my child to learn, grow and progress."

"I have been very satisfied with the communication and support received during 'home learning' and appreciate the efforts all staff have gone to during this time to support my child."

" I would like to commend the office staff for their professionalism and dedication to the students and their families.

## School vision

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

## School context

Old Bar Public School is located in a picturesque, seaside location on the mid north coast of New South Wales. Our school community takes great pride in the physical environs and maintains strong links with community organisations to enhance and protect our environment.

In 2020 we catered for 236 students in 21 mainstream classes and 1 Multi-Categorical class. 15% of students identify as Indigenous. A major building project begun in 2019 saw the completion of a state-of-the-art facility housing eight open-plan classrooms. Staff and students were excited to occupy learning spaces affording them the opportunity to explore new ways of teaching and learning.

Teachers demonstrate ongoing commitment to quality education aligning their professional development to current, research-based pedagogical thinking. In 2019, we embarked on a whole school professional learning journey based on the extensive research of professor John Hattie. Visible Learning provides students with explicit learning intentions and success criteria promoting more self directed learning goals.

We are proud of producing students who excel in academic, sporting and cultural arenas. In 2020, due to the Covid-19 pandemic, face-to-face learning was disrupted due to school lock-downs and ongoing restrictions. While the challenges were significant, staff worked closely with families to provide alternative, innovative learning options to support students through the difficult times.

Old Bar School students, staff and wider community value inclusivity, acceptance of diversity and respectful, courteous behaviour. 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.

Collaborative leadership, personal creativity and strategic professional learning are linked to school priorities and performance goals. We strive to maintain happy, productive classrooms where the physical and emotional wellbeing of our students is a priority.

As we head into 2021 and the implementation of a new School Improvement Plan (SIP) we will continue the emphasis on strong collegiate support, teacher reflection and feedback to provide a clear focus on future directions leading us to excellence in teaching and learning. It is noteworthy that there are a number of teachers considering relieving in higher positions and preparing to engage in Highly Accomplished and Lead Teacher (HALT) positions.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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)
75% of teachers are using Learning Intentions and Success Criteria in their teaching of Mathematics. All teachers are embedding learning partners as part of their pedagogy. All teachers have participated in professional learning around the writing of effective learning intentions and success criteria. We need to continue to support teachers develop their skills and knowledge in this area and provide teachers with time to collaborate and reflect on their practice.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$70000.00)</li></ul>

##### 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)
<p>The executive team delivered professional learning to all K - 6 teachers in Term 4 around quantifying numbers and understanding texts from the Numeracy and Literacy Learning Progressions.</p> <p>A whole school approach has been established for plotting students' reading levels, quantifying numbers levels against the Numeracy Learning Progressions and understanding texts levels against the Literacy Learning Progressions. Teachers have commenced recording students' reading levels, Targeting Early Numeracy levels, quantifying numbers and understanding texts levels in a google drive folder. They are plotting this data in Week 8 of every term.</p>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$30000.00)</li></ul>

## 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)
Due to Covid teachers did not complete the survey identifying what technology they are using in their teaching and learning programs to support future focused learning. The school STEAM team were unable to attend the STEAM network meetings. A future focus is to provide teachers the opportunity to share and showcase aspects of their programs that provide students with opportunities to create tangible products connected to the real world including the sharing of student projects.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$22000.00)</li></ul>

##### 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)
There will continue to be a focus on developing teachers' understanding of quality lesson observations and feedback as part of the Performance Development Framework.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$25000.00)</li></ul>

## 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>A large number of parents and community members attended the School Welcome Party. The School Aboriginal Education Committee has been very active and has established a Junior AECG. Due to Covid the school didn't hold a community event for NAIDOC celebrations but many activities were organised for students. The majority of students participated in Clean up Australia.</p> <p>Due to COVID 19 circumstances Week 10 parent /teacher interviews were cancelled and school leaders were filmed leading an ANZAC service which was shared virtually via the school Facebook page and school website on ANZAC Day. Over 100% of parents and carers attended IFS and IFS review meetings and over 90% of carers and case workers attended OoHC and OoHC review meetings. Meetings were very positive and successful and students' plans were finalised.</p> <p>The school's PBL expectations have been revised and teachers are explicitly teaching these to students. Posters have been produced and put up around the school.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$15300.00)</li></ul>

##### 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
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Old Bar Public School was unable to hold a Harmony Day and National Day of Action Against Bullying and Violence assembly due to COVID 19 restrictions but teachers marked both occasions within classroom programs. Specialist teachers have been delivering the PD and PE component of the PDHPE syllabus K - 6 with great success. Specialist teachers will continue to deliver PD and PE for K - 6 in 2021. Professional learning has not as yet been delivered to teachers for the Bounce Back Program. The delivery of the Bounce Back program across the school is going to remain as a priority area as part of the student wellbeing focus in the school's 2021 to 2024 Strategic Improvement Plan.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

### 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>The school reviewed attendance monitoring procedures throughout the year to support improved student attendance. All staff undertook professional learning and engaged in 5 weekly monitoring of attendance rates as well as introduction of enhanced procedures for addressing non-attendance issues with individual students. Attendance rates have remained static across the school and 68.2% of students were attending more than 90% of the time during the last five weeks of 2020. There will be a continued focus on improving partial attendance in 2021.</p> <p>All staff engaged in accurate and regular monitoring and follow through of attendance. Two students did not return after Covid impacting on overall attendance data. These students and families were followed up by the HSLO. Attendance plans were personalised for students at risk.</p>	<p>Teacher release \$4000</p> <p>Fortnightly release time for follow-up on non-attendance issues. \$5000</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$77,343 <ul style="list-style-type: none"> <li>• employed additional SLSOs to support teachers, students and families</li> <li>• employed local Aboriginal elder, Uncle Mick Saunders, once a fortnight to teach history, language and culture</li> <li>• construction of a yarnning circle</li> <li>• purchase of materials for NAIDOC activities</li> </ul>	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. The school has developed strong links with the AECG and Old Bar Public School is the first school in the area to form a Junior AECG. The school has focused on developing Indigenous students' leadership skills and has provided them with leadership opportunities, such as leading activities at Old Bar Public School and at our local pre-school during NAIDOC celebrations. Aboriginal perspective is being embedded across all key learning areas and Indigenous students are thriving. As a result of Aboriginal programs, all students at Old Bar Public School are developing a deeper understanding of Australian history and respect for the stories, history, culture and language of local indigenous people.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Integration funding support (\$314 199.00)</li> </ul>	All Out of Home Care and Integration Funding support meetings were held to plan for and review student learning goals. These were held in conjunction with parents and case workers in 2020. Minutes were taken and OOH and IEP plans were documented.
<b>Socio-economic background</b>	Community Liaison Officer Technology Consultant <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$67 000.00)</li> </ul>	Old Bar Public School families were able to access restricted school information during the COVID19 epidemic via Facebook posts, fortnightly newsletters, use of Class Dojo amongst teaching staff, phone calls and direct notes. In 2020 the school had the opportunity to use and students and parents accessed Google Classroom technology through the unforeseen Covid19 lockdown.
<b>Support for beginning teachers</b>		Old Bar School had no beginning teachers employed in 2020.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	251	263	267	267
Girls	247	249	249	257

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94.7	93.7	95.4
1	95.8	93.5	91.7	93.6
2	95.4	93.6	94.5	93.3
3	96.3	94.1	93.5	94.5
4	94.2	92.9	93.5	94
5	94.7	91.2	93.6	93.9
6	94.3	91.4	90.7	94.1
All Years	95.3	93.1	93.1	94.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	20.77
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	631,727
<b>Revenue</b>	5,456,537
Appropriation	5,392,276
Sale of Goods and Services	3,683
Grants and contributions	59,786
Investment income	791
<b>Expenses</b>	-5,404,482
Employee related	-4,834,679
Operating expenses	-569,804
<b>Surplus / deficit for the year</b>	52,054
<b>Closing Balance</b>	683,781

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	350,508
<b>Equity Total</b>	526,527
Equity - Aboriginal	77,343
Equity - Socio-economic	232,157
Equity - Language	2,576
Equity - Disability	214,452
<b>Base Total</b>	3,998,857
Base - Per Capita	125,548
Base - Location	14,830
Base - Other	3,858,479
<b>Other Total</b>	324,263
<b>Grand Total</b>	5,200,155

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

Old Bar Public School (OBPS) students, parents and teachers participated in the Tell Them From Me (TTFM) survey during 2020. The survey provides insight into the drivers of student engagement and student learning outcomes.

### Student Satisfaction

200 students from years 4, 5 and 6 completed the survey. 64% of OBPS students identify themselves as being socially engaged at school. Students who are actively involved in the school community feel they belong which promotes academic motivation. 64% of students identified a positive sense of belonging, 67% participated in sports and clubs and 84% of students consider themselves to have positive relationships.

Institutionally engaged students feel their learning is directly related to long-term success. 88% of students indicated they value school outcomes, 89% of students have positive behaviour at school while 36% of students consider themselves to have positive homework behaviours.

Intellectual engagement reflects the emotional and cognitive investment in student learning. The measured data reflects the interaction between the classroom teacher's instruction and student motivation. In the 2020 TTFM survey, 61% of students indicated that they are interested and motivated, 80% identified that they apply effort and 78% believe that quality instruction is provided by their classroom teacher.

Learning and behavioural issues are signs of student disengagement. 23% of year 4, 32% of year 5 and 30% of year 6 children identified themselves as displaying early signs of disengagement. The four school-level drivers of student learning that identify engagement are measured using a ten-point Likert scale. OBPS students agreed that they are provided with quality instruction (7.3), have positive teacher-student relations (7.8) and expectations of success are measured (8.0). The school mean for a positive learning environment was neutral (6.3). Improving student engagement continues to be a focus at OBPS.

### Parent Satisfaction

Parents of students at OBPS were provided with the opportunity to participate in the 'Partners in Learning' Parent Survey. 52 parents participated between 27 August and 13 October 2020. 74% of parents feel welcome at OBPS. Most parents (91%) feel administrative staff are welcoming and helpful, 82% indicated that they feel welcome when visiting the school. The lower scoring factors were 62% of parents felt that parent activities are scheduled at times that they can attend and 68% of parents indicated that teachers listen to their concerns.

Parents surveyed indicated a neutral response to feeling informed (6.1). Parents strongly agreed that school reports were easy to understand (8.1), but were neutral in their confidence that teachers would advise them when students were lacking academic progress (6.1). Parents felt less informed about their child's social and emotional development (5.1) and information relevant to their child's future endeavours (5.4).

While OBPS is usually fortunate to have many different parent volunteers, the TTFM survey for 2020 reflected the impact of Covid-19. 15% of parents indicated that they are members of a school committee. 68% spoke with the teacher of their child on two or more occasions and 51% indicated that they attended meetings within the school grounds during the year.

The 2020 TTFM survey indicated that parents agree that they support the learning of their child (7.5) and their child's learning is supported by the school (7.2). Parents agree that teachers have high expectations of their child to succeed (7.2) and teachers show an interest in their child's learning (7.4). Parents identified homework expectations and consideration of individual student's needs, abilities and interests were the factors least supported by the school. Parents agree that the school supports positive behaviour at school (7.7) and that their child is safe at school (7.4) however, parent confidence is neutral regarding the school's inclusivity (6.4).

Parents identified formal interviews with classroom teachers as the most useful type of communication relating to student learning outcomes. Social media was the most preferred form of communication for finding news and information about the school.

All parents surveyed agreed or strongly agreed that the school is well maintained, 90% indicated that the physical environment is welcoming and 92% indicated that the school was easy to access. 70% of parents agree or strongly agree that they would recommend the school to other parents.

29 teachers from OBPS participated in the 'Focus on Learning' TTFM survey in 2020. The survey revealed that 87% of teachers have been teaching for six years or longer and 56% of those surveyed were permanent teaching staff. 84% of teachers are accredited at proficient, 13% are conditionally accredited.

## Teacher Satisfaction

The TTFM survey measured teacher perceptions about eight of the most important Drivers of Student Learning identified from the 'effective schools' research and the Four Dimensions of Classroom and School Practices. The following teacher responses are provided from a ten-point Likert scale where a score of 0 represents strong disagreement and 10 indicates a strong agreement.

A school mean of 6.9 was attained towards leadership. Teachers strongly agree that leaders provide support during stressful periods (7.9). Teachers agree that leaders provide useful feedback about teaching (6.3), help set challenging and visible learning goals (6.7), assist to provide opportunities for students (6.9) and agree that leaders create a safe and orderly school environment (7.8). Teacher responses were neutral towards lesson observations indicating more consistency is required around teacher lesson observations.

A school mean of 7.4 was achieved regarding collaboration. Teachers strongly agreed that collaboration is evident at OBPS when discussing student needs and engagement (8.0). Collaboration regarding the sharing of learning goals (7.2), lesson plans (7.1) and provision of feedback about teaching (6.6) could further strengthen collaboration between teachers at OBPS.

Teachers at OBPS strongly agree that high expectations are set for student learning and monitoring. The school's learning culture mean was 7.6, the lowest score for this driver of student learning was a neutral response that teachers talk to students about barriers to learning (6.4).

OBPS established an across school data collection platform during 2020. Teachers agreed (7.4) that data informs practice. Teachers recorded strongly agree with using assessment results to inform lesson planning (8.2) and identifying where students are having difficulties (8.1).

Teachers recorded a mean of 7.6 towards teaching strategies. They strongly agreed that new concepts are linked to mastery of skills and knowledge (8.1) and two or more teaching strategies are used in most teaching sessions (8.4). Teachers agree that challenging learning goals are set (7.0) and written feedback is provided on student work samples at least once a week (7.1).

Technology has been identified as an area that requires attention by teachers in the 2020 TTFM survey. Technology received a neutral school mean (6.1). Teachers disagree that students are provided with the opportunity to use computers or interactive technology to monitor goals (4.4) and are neutral that students are provided with immediate feedback through the use of ICT (5.8). OBPS has a large fleet of laptop computers for primary school classes (approximately 12 laptops per individual classroom) and has increased its fleet for year 2. Kindergarten classes are provided with six iPads per class which are used in daily literacy and numeracy sessions. To improve this measure, professional learning is required for teachers to benefit from the digital devices and subscription-based platforms provided.

Overall, teachers strongly agree that OBPS provides an inclusive learning environment (8.0). Teachers establish clear classroom behaviour expectations (9.2), provide differentiation for learners with special needs (8.4) and create opportunities for students who are learning at a slower pace (8.2).

Teachers recorded a neutral (6.7) measure of parental involvement at OBPS. While teachers agreed they are in regular contact with parents of students with special needs (7.8) and parents are regularly informed about their child's progress (7.2), teachers disagreed that parents are involved with reviewing and commenting on student work samples (4.0) and were neutral that learning goals are shared with parents (5.8).

We are extremely proud of what our school community achieves together. As a result of a situational analysis conducted at the end of 2020 we have identified areas for improvement. We will be implementing high impact initiatives as part of our 2021 to 2024 Strategic Improvement Plan to better meet the needs of all of our students.

# Policy requirements

## Aboriginal Education Policy

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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.

It is a priority at Old Bar Public School that Aboriginal students feel connected to country, their culture and one another.

## Anti-Racism Policy

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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.

Old Bar PS has always had a trained Anti-Racism Contact Officer. The school is committed to the elimination of racist discrimination through the school's curriculum, policies and working environment; school-based professional learning refreshed staff understanding of the school's policy and action plan for anti-racist behaviours.

## Multicultural Education Policy

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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.

Old Bar PS has always promoted the active involvement of students reaching out to other children around the world through charitable projects; in previous years students have been involved in fund-raising events to support children and their communities in Africa and India, as well as the ongoing contribution to Christmas Boxes for students in a number of countries. Through their involvement students begin to understand and appreciate cultural differences and similarities, and recognise the diversity of beliefs, values and experiences. The opportunities for such projects were limited in 2020 but staff still ensured that through policies, programs, inclusive teaching practices and resources that students' own cultural backgrounds were addressed, as well as maintaining awareness of the diversity of other cultures.

## Other School Programs (optional)

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### Other School Programs

Old Bar Public School offers a diverse range of sporting, cultural and community-based programs.

While Covid 19 restricted many planned activities in 2020. Students at Old Bar PS embraced challenges and actively engaged in a variety of school and community-based activities.

- During 2020 students accessed online classwork via Google Classrooms. All staff and students were instructed on the use of this learning platform and lessons were delivered daily to students by classroom teachers during the home learning period.
- K-6 students participated in a Get Fit 'Let Loose' Fun Day - conducted by accredited sport providers 'Be Skilled Be Fit'
- The Jump Rope for Heart skipping program was supported by students and parents - Students from K-6 were

provided with a skipping rope as part of the PE component of the school home learning program. Skipping skills were demonstrated by school leaders and presented online via Google Classrooms.

- Stage 3 students were involved in an eight-week drumming program taught by an external provider.
- The School Leadership Team and class SRC members were involved in a range of initiatives that focused on Fundraising, Global Connections, Community Engagement, Environmental Education, Technology and Student Well being.
- The school dance group choreographed their own dance routine and performed at the end of year 3-6 Presentation Day celebration.
- During terms 2 & 3, all K-6 Students participated in the 10 weeks 'Premiers Sporting Challenge' fitness program with a focus on developing student awareness of fitness, resulting in the school receiving a Diamond level certificate of achievement.
- K-6 students engaged in a range of visual and creative art activities which was showcased to the parents and wider community as an online Art Show.
- A range of fundraising activities were conducted by the school leadership team and class SRC members to support nominated school charities. eg: The Koala Foundation, Bear Cottage.
- Year 2 students participated in the DET School Sport Unit 10-day Intensive swimming program.
- A limited number of PSSA Sporting events were held due to Covid 19 - however students were able to compete at the Zone Swimming Carnival prior to Covid 19 restrictions.
- K-2 students were actively involved in the annual Easter hat parade - this event was live streamed to parents due to Covid 19 restrictions.
- School leaders conducted a virtual ANZAC Service which was recorded and uploaded online on Anzac Day. This initiative was by embraced by the local media and students were interviewed for radio programs and local television news broadcasts.
- Year 6 students attended a local two day 'Outdoor Adventure Camp'
- The School continues to support PSSA sporting activities at Zone Hunter and State level. A large proportion of school staff are actively involved in the Manning Zone PSSA Committee with many staff taking on roles of President, Secretary, sporting conveners and coaches for a range of sporting activities within the Manning and Hunter region.
- An extensive Kindergarten orientation program was conducted during Term 3 & 4 - involving stage 2 and 3 students, parents and local preschool and day care centres.
- Online High School Transition programs were implemented for Year 6 students and MC students attending local high schools via zoom meetings.
- School Leaders conducted and lead the community Remembrance Day service.
- School leaders welcomed visiting parliamentarians and visitors associated with the opening of new school buildings.

Old Bar Public School provided students with access to a range of events and activities that focused on student well being, and catered for a variety of student-centered interests and needs. These programs and activities were embraced and welcomed by school staff, students, parents and carers and the wider school community.