

2022 Annual Report

Old Bar Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Guudji Yiigu

Yii Baara Ngarralbaa

Yii Ngarralbaa Biripi barrayga

Wanyimbuwanyimbu ganyiy

Biripi Barray

This is Old Bar School. This learning place is on Biripi country; always was, always will be Biripi country.

I acknowledge the wealth of knowledge passed down over the eons, the connection we share with the land and the wisdom of the elders both past and present.

I also acknowledge the role we play in supporting, encouraging and celebrating indigenous youth to emerge as strong, proud leaders in their community.

Coming out of long periods of isolation and Covid restrictions, 2022 provided welcome opportunities for students to connect with community and country.

We were excited to invite parents, carers and community members back into the school to share special events and celebrate the many achievements of both students and staff.

A continued focus on student wellbeing created an effective environment for students to develop a sense of belonging while building trusting relationships with peers and adults.

This coincided with the implementation of the Inclusive, Engaging and Respectful Schools policy and provided a framework for student behaviour and expectations at Old Bar School.

As we move into another year of teaching and learning, I am mindful of the challenges we face in preparing our young learners for the complexities of a rapidly changing world.

I am grateful for the support of our school community and the expertise of staff as we continue to nurture, encourage and celebrate all students at Old Bar Public School.

School vision

At Old Bar Public School we are committed to building educational aspiration where effective, explicit teaching methods and a culture of inclusivity, innovation and high expectations promote excellent student outcomes. The establishment of respectful, collaborative partnerships across our school community inspire learners and support wellbeing so staff and students can connect, succeed and thrive in a complex world.

School context

Old Bar Public School is located in a thriving seaside community on the mid-north coast of New South Wales. Our current school enrolment of 510 students includes 12% Aboriginal and Torres Strait Islander students and 7 students in a multi-categorical class. The school prides itself on being inclusive and responsive to the needs of students, their families and the wider community.

The school completed a situational analysis in 2021 that identified the need for a whole school approach to the explicit teaching of vocabulary and language to better support the development of students' comprehension skills. There is going to be a focus on the explicit teaching of number sense and mathematical language. It has also been identified that further work will be needed to support teachers' develop data driven practices using quality and reliable assessment practices. Developing school processes and further developing teaching practice to meet the needs of high potential and gifted students is also a priority focus.

At Old Bar Public School staff are committed to the pursuit of excellence and the provision of high quality educational opportunities for all learners. Teachers take shared responsibility for student improvement and are committed to providing teaching and learning programs across all key learning areas that promote students' cognitive, emotional, social, physical and spiritual development.

A culture of collaboration and high expectations supports the planning, teaching and assessing of literacy and numeracy, including differentiating content to address all learners' needs. Strategic Professional Learning, including evaluation of teaching practice, improved classroom engagement and effective feedback underpin all teaching and learning. We will continue to use the revised What Works Best: 2020 update document to inform and embed evidence-informed teaching strategies in all classrooms.

Old Bar Public School boasts a strong tradition of providing extra-curricular opportunities in sport, technology and creative and performing arts. We believe that promoting the values of respect, responsibility and sportsmanship along with instilling in students the desire to be the best possible version of themselves enables young people to succeed, thrive and contribute positively throughout life.

Student wellbeing is a priority at Old Bar Public School and features as one of our improvement measures in the current School Improvement Plan (SIP). We believe that providing an environment where children are engaged in setting personal learning goals, feel confident to take risks and have established positive relationships with peers and adults promotes social competence and a sense of belonging. Our ongoing partnership with parents, carers and the wider community maximises potential for students to connect, succeed and thrive in their world.

Old Bar Public School culture has been enhanced through our involvement with and support of the local Aboriginal Education Consultative Group (AECG). Indigenous and non-Indigenous staff members work closely with local elders to coordinate events and celebrations recognising the history of the Biripi nation. We are the first local school to elect a junior AECG, encouraging our young Indigenous students to take pride in their heritage and advocate for their culture.

Old Bar Public School demonstrates a high performance culture with a clear focus on student progress and continuous improvement in teaching and learning. Distributed leadership and effective management facilitates succession training and leadership capability. As we prepare our young people for rewarding lives in an increasingly complex world, we will continue to nurture, inspire, guide and challenge them so that they experience the joy of learning and the satisfaction of success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to optimise learning opportunities for all students, we will maintain and further strengthen evidence based, effective teaching and assessment strategies and develop and sustain a whole school approach to collecting and analysing student performance data to respond to student needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy
- Data driven practices
- Curriculum Reform

Resources allocated to this strategic direction

Socio-economic background: \$41,800.00

Professional learning: \$10,500.00

Literacy and numeracy: \$1,600.00

Summary of progress

Questions

To what extent have we achieved our annual progress measures?

What have been our successes and what are our areas for further improvement?

What have we learned to inform our next steps?

Do we need to make any adjustments to our strategic direction?

Data

NAPLAN

Check-in assessment

School Excellence Framework Self-assessment (SEFSaS)

Internal student data (Learning Progressions and Targeted Early Numeracy)

Reading

In 2022, 100% of teachers from years 2-6 implemented Close Reading to some degree in their classrooms with suitable groups. This was evidenced by programming and lesson observation by the Assistant Principal Curriculum and Instruction (APC&I) and Close Reading team. Staff in Stage 2 requested modelling of Close Reading by the APC&I to ensure the process was authentic.

Close Reading training continued in 2022 with 100% of staff, who took up the initial training, completing it. New staff arriving were mentored and supported through the process by the APC&I. Staff who missed some of the training had access to it in the school drive and at stage meetings.

All staff Years 2-6 had opportunities throughout Term 2 and 3 to observe each other's Close Reading practice as well as complete formal observations and give feedback as part of the Performance Development Plan (PDP) process.

Furniture was purchased for specifically targeting small groups. All classrooms have these specific tables now.

Staff teams have collaboratively analysed Year 4 and Year 6 Check-in assessment data which highlighted that comprehension and processes continue to be areas of need and will require continued and ongoing focus. Year 4 made

gains in Vocabulary improving by 5% and their comprehension remained steady across the year. Year 6 remained steady in Vocabulary. NAPLAN analysis indicated that we reached our target, at or above 37.8%, of Year 3 and Year 5 achieving in the top two bands of NAPLAN Reading.

100% of teaching staff completed an in-school Professional Learning Survey. Analysis suggests many staff are not accessing the Department of Education (DoE) professional learning available for literacy and numeracy including phonics, phonological awareness and literacy/numeracy courses. This was due to a lack of awareness of their availability. This will be addressed in 2023.

Some teaching staff still require practice, professional discussion, and support from the APC&I and stage leaders to fully implement Close Reading particularly the 3rd read and task with scope in 2023.

Numeracy

Staff teams have collaboratively analysed Check-in assessment data which has highlighted that number sense and understanding mathematical word problems continue to be significant areas of need and will require continued and ongoing focus. Our Year 4 cohort have succeeded in making improvements in the three areas assessed in Check-in, with notable improvements in 'Statistics and Probability,' with our students answering 80% of the questions correctly. Year 6 also made slight gains in the same area. NAPLAN analysis indicates we still need a deep focus on improving our top two bands in numeracy in Year 3, and particularly Year 5. Year 5 Numeracy Aboriginal student performance is trending upwards and is now equal to non-Aboriginal students. Student growth cannot be calculated as the NAPLAN test was cancelled in 2020.

The Mathematics Team have continued to provide professional learning to staff with a focus on number sense, growth mindsets, status, mental warm ups and building profiles of what mathematicians are. The response to this learning has been positive with all staff indicating that they have attempted implementing number talks, whilst many staff have succeeded in making this common practice in their daily teaching routines. The APC&I's have supported staff through in-class coaching, modelling and microteaching to embed and strengthen number sense tasks. Mathematics team leaders engaged in professional learning with Anita Chin, providing a repertoire of ideas and tools to improve whole school planning, teaching and learning of mathematics.

As a result of this, the team have identified that number sense, number talks and problems solving strategies will continue to be an essential focus for teacher professional learning (PL). Moving forward, our next steps include staff engaging in the DoE professional learning; *'Big Ideas to Start Strong across K-6,'* over two years. In addition, the mathematics team will need to be provided with time to continue to collaborate, design professional learning and provide in-class support for teachers along with purchasing and organising resources.

Data Driven Practices

All teachers have continued to plot their students against the Numeracy and Literacy Learning Progressions in the areas of Understanding Texts and Number and Place Value. They continue to record this data, Targeted Early Numeracy (TEN) and reading and fluency levels at the end of each term. Teachers and the learning and support team are using this data to determine future directions, planning, teaching and targeted interventions. There is a lack of consistency in teacher judgement in relation to reading running records and plotting the children against the progressions. There will need to be further professional development on reading running records, assessment and using the progressions to inform decision making. The curriculum reform will provide the perfect opportunity to do this, as teachers will be able to engage in coordinated professional learning on the new English and Mathematics syllabus documents and their links to Version 3 of the Literacy and Numeracy Learning Progressions. Teachers will commence plotting progressions data in Plan 2 in 2023. There will continue to be designated time allocated during team meetings for professional conversations about student data which need to include moderation of student work samples.

The executive team are sharing analysis of data sources such as NAPLAN, Check-in assessments, Progressive Achievement (PAT) assessments, Year One Phonics Screening Check, Phonological awareness diagnostic assessment and the Interview for Student Reasoning (IfSR) with teachers and teachers are engaging more regularly in data driven conversations. However, this is not embedded practice yet and teachers need more opportunity to develop their skills and knowledge. The school executive team and APC&Is have been focusing on developing teachers' data literacy, analysis of data and use of data in teaching and planning during professional learning sessions.

The executive will need to continue delivering professional learning to teachers on how to analyse and effectively use multiple sources of data including, NAPLAN, Check-In assessments, PAT, Year One Phonics Screening Check, Phonological awareness diagnostic assessment and the IfSR and class and grade based assessments to determine teaching directions, to monitor and assess student progress and achievement and to continually reflect on teaching practice.

APC&Is are developing K-6 assessment schedules. Stage leaders and teams need to develop a consistent approach to grade and stage based assessments and this will be reflected in the assessment schedules. Time needs to be provided as part of professional learning and in team meetings for routine and systematic analysis of data and teacher

moderation. Assessments need to be developed further so they accurately reflect exactly what is being taught. With the support of APC&Is, teams will continue to collaboratively design assessment tasks and marking rubrics, that directly reflect the teaching and learning, learning intentions and success criteria.

We need to closely track and monitor the progress and impact of close reading and strategies being used to to teach number sense on student outcomes using formative and summative assessment data.

Curriculum Reform

The NSW Curriculum Reform is a program to deliver a new curriculum for Kindergarten to Year 6 from 2023. The new curriculum is being developed by the NSW Education Standards Authority (NESA). The reform allows more time to focus on deep learning with a solid focus on the foundations in English and mathematics.

Our school provided tailored professional learning for all staff which occurred through a five weekly cycle, with stage teams attending together. This PL was led by the APC&I's and encompassed a suite of DoE provided professional Learning, along with data analysis, professional readings and tools/resources for implementation. Staff actively engaged in professional dialogue and collaboration. Their contribution to discussions were meaningful and insightful, often leading the way for following professional learning. Staff trialled the suggested units of work, facilitated discussions, ask questions and made suggestions about where to next. APC&I's continued to contextualise the units of work to ensure a smooth transition to the syllabus in 2023 for K-2.

At this point in time, further professional learning and time, guided by mentors, will be required to supplement staff understanding of the digital syllabus. Purchasing of resources will be planned and budgeted for during 2023. Next actions include timetabling the 2023 professional learning cycle for teachers. The findings of the analysis have informed: effective resource purchasing, future direction with embedding the K-2 syllabus and ongoing implementation and progress monitoring. Considerations and planning for the new 3-6 curriculum will follow throughout 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading System negotiated targets An improvement in the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN reading between the system negotiated lower bound target of 37.8% and the system negotiated upper bound target of 42.8%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 39.44% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target and is trending towards the system negotiated upper bound target.
Numeracy System negotiated targets An improvement in the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN numeracy between the system negotiated lower bound target of 32.5% and the system negotiated upper bound target of 37.5%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 16.55% of students are now in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Improvement as Measured by School Excellence Framework Learning	Improvement as Measured by School Excellence Framework Learning <ul style="list-style-type: none"> • School self-assessment of the elements 'Student Performance - Student Growth' has moved from Delivering to Sustaining and Growing.

<p>Student Performance (Student Growth) - Delivering to Sustaining and Growing.</p> <p>Assessment (Whole School Monitoring of Student Learning) - Delivering to Sustaining and Growing.</p> <p>Teaching</p> <p>Data Skills and Use (Data Analysis and Data Use in Teaching) - Delivering to Sustaining and Growing.</p> <p>Effective classroom practice (explicit teaching) Sustaining and Growing.</p>	<ul style="list-style-type: none"> • <i>School self-assessment of the element 'Assessment - Whole School Monitoring of Student Learning' has remained at Sustaining and Growing.</i> <p>Teaching</p> <ul style="list-style-type: none"> • <i>School self-assessment of the element 'Data Skills and Use - Data Analysis and Data Use in Teaching' has remained at Sustaining and Growing.</i> • <i>School self-assessment of the element 'Effective Classroom Practice - Explicit Teaching' has remained at Sustaining and Growing.</i>
<p>Growth</p> <p>System negotiated targets</p> <p>Reading</p> <p>Between 55.5% and 60.5% of students achieving expected growth in NAPLAN reading.</p>	<ul style="list-style-type: none"> • <i>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Check-in assessment data and PAT assessment data indicate ongoing focus is required in the teaching of vocabulary and comprehension skills.</i>
<p>Numeracy</p> <p>Between 59.5% and 64.5% of students achieving expected growth in NAPLAN numeracy.</p>	<ul style="list-style-type: none"> • <i>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Check-in assessment data and PAT assessment data indicate ongoing focus is required in the teaching of number sense.</i>
<p>School High Impact Improvement Measures</p> <p>At least 80% of Year 2 students will have achieved within levels 5/6 of the Understanding Texts sub-element of the Literacy Progressions.</p> <p>At least 80% of Year 4 students will have achieved within levels 7/8 of the Understanding Texts sub-element of the Literacy Progressions.</p> <p>At least 80% of Year 6 students will have achieved within levels 9/10 of the Understanding Texts sub-element of the Literacy Progressions.</p> <p>At least 54% of Year 3 students are correct in the area of Vocabulary in the Check-In Assessment.</p> <p>At least 54% of Year 5 students are correct in the area of Vocabulary in the Check-In Assessment.</p> <p>School High Impact Improvement Measures</p> <p>At least 90 % of Year 2 students (uplift of 7% from 88%) will have achieved Counting on and Back in EAS.</p>	<p>School High Impact Measures Reading</p> <ul style="list-style-type: none"> • <i>99% of Year 2 students have achieved within levels 5/6 of the Understanding Texts sub-element of the Literacy Progressions, indicating achievement of 19% greater than the annual progress measure.</i> • <i>79% of Year 4 students have achieved within levels 7/8 of the Understanding Texts sub-element of the Literacy Progressions, indicating achievement of 1% less than the annual progress measure.</i> • <i>67% of Year 6 students have achieved within levels 9/10 of the Understanding Texts sub-element of the Literacy Progressions, indicating achievement of 13% less than the annual progress measure.</i> • <i>53% of Year 3 students are correct in the area of Vocabulary in the Check-in assessment, indicating achievement of 1% less than the annual progress measure.</i> • <i>67.4% of Year 5 students are correct in the area of Vocabulary in the Check-in assessment, indicating achievement of 13.4% greater than the annual progress measure.</i> <p>School High Impact Measures Numeracy</p> <ul style="list-style-type: none"> • <i>89% of Year 2 students have achieved Counting On and Back in Early Arithmetic Strategies (EAS), indicating achievement of 1% less than the annual progress measure.</i> • <i>There is a new version of the Numeracy Learning Progressions and Quantifying Numbers is now Number and Place Value. Improvement measures in this area are no longer applicable. These will be adjusted in 2023 when benchmarks that link the new K-2 Mathematics Syllabus and Version 3 of the Numeracy learning Progressions are established.</i> • <i>55.9% of Year 3 students are correct in the area of Number Sense and Algebra in the Check-in assessment, indicating achievement of 19.1% less than the annual progress measure.</i> • <i>45.3% of Year 5 students are correct in the area of Number Sense and Algebra in the Check-in assessment, indicating achievement of 14.7% less than the annual progress measure.</i>

<p>At least 89% of Year 2 students will have achieved within levels 8/9 for Quantifying Numbers.</p> <p>At least 70 % of Year 4 students will have achieved with levels 10/11 for Quantifying Numbers.</p> <p>At least 80% of Year 6 students will have achieved with levels 11/12 for Quantifying Numbers.</p> <p>At least 75% of Year 3 students are correct in the area of Number Sense and Algebra in the Check-In Assessment.</p> <p>At least 60% of Year 5 students are correct in the area of Number Sense and Algebra in the Check-In Assessment.</p>	
<p>Improvement as Measured by School Excellence Framework</p> <p>Aboriginal Students</p> <p>Aboriginal student growth in NAPLAN reading and numeracy will be equal to or exceed the growth of non-Aboriginal students in the school.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. • There is an overall negative gap between Year 3 Aboriginal student achievement in NAPLAN reading and other students in the school. Year 3 Aboriginal student achievement is less than Aboriginal student achievement in State but greater than Statistically Similar School Groups. However, Year 5 Aboriginal student achievement in NAPLAN reading is close to all students in the school and exceeds Aboriginal students in Statistically Similar School Groups and State. • Aboriginal student achievement is trending upwards in Year 3 and Year 5.
<p>Improvement as Measured by School Excellence Framework</p> <p>Aboriginal Students</p> <p>Aboriginal student growth in NAPLAN reading and numeracy will be equal to or exceed the growth of non-Aboriginal students in the school.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. • There is an overall negative gap between Year 3 Aboriginal student achievement in NAPLAN numeracy and other students in the school. Year 3 Aboriginal student achievement is less than Aboriginal student achievement in State but greater than Statistically Similar School Groups. However, Year 5 Aboriginal student achievement in NAPLAN numeracy is close to all students in the school and exceeds Aboriginal students in Statistically Similar School Groups and State. • Aboriginal student achievement is trending upwards in Year 5 Numeracy. • Aboriginal student achievement is trending downwards in Year 3 Numeracy.

Strategic Direction 2: A strong Learning Culture

Purpose

To create a school culture focused on building educational aspiration where learners are challenged and teachers are committed to evidence-based teaching practices which meet the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning
- High potential and gifted education

Resources allocated to this strategic direction

Socio-economic background: \$55,600.00

Summary of progress

Questions

To what extent have we achieved our annual progress measures?

What have been our successes and what are our areas for further improvement?

What have we learned to inform our next steps?

Do we need to make any adjustments to our strategic direction?

Data

NAPLAN

PAT test

Newcastle Permanent Mathematics Competition

Record of student progress against Literacy and Numeracy Learning Progressions

Student TEN data

SEFSaS

Visible Learning

100% of classroom teachers are using learning intentions and success criteria (LISC) in Mathematics. Stage teams have continued to collaboratively design LISCs for Mathematics. 82% of teachers are now using LISCs for the teaching of writing and other key learning areas.

Due to other priorities, the Visible Learning Team did not have the opportunity to provide professional learning to K-6 teachers on the Old Bar Public School Learner Dispositions. The team have worked together to finalise the school's Learner Attitudes and have linked them to Active Learner behaviours. Visual images have been created and mini lessons and a continuum of introduction have been drafted. The Visible Learning team will continue to work together in 2023 to design and deliver professional learning to all staff on the Learner Attitudes.

Providing students with quality feedback continues to be a major priority and teachers will require further professional learning in this area. Learning partners have been embedded across the school and proving to be a successful strategy for student to student feedback.

Providing children the opportunity to discuss and articulate their learning will continue to be a major focus and an area for ongoing development.

High Performance Gifted and Talented Students

Teachers have been provided with professional learning on the new High Performance and Gifted Education (HPGE) policy throughout the year. They have had the opportunity to become familiar with the new policy and have been delivered professional learning that has helped develop their understanding of how to use assessment to help identify talented students. Teachers have also developed their understanding of how to best provide cross curriculum activities to create opportunities for talented students and activities within the classroom that differentiate learning content, processes, products and the learning environment. Some teachers are referring HPGE students through the school Learning and Support Team. In 2023, our goal is that all teachers will be referring identified students through the Learning and Support Team. The school HPGE team worked together to provide various opportunities for talented students such as the HOME visual arts program and the school Music Instrument Program and Beginning Ensemble Band. Teachers will continue to be provided with professional learning in the area of HPGE, with a particular focus on in-class differentiation and Design Thinking. In 2023 Old Bar Public School will continue to provide extra curricular activities for students demonstrating talent in the areas of visual arts, sport and music and there will be a renewed focus on providing opportunities for dance, drama and the performing arts and choir. We also plan to provide opportunities for students to attend interest groups on a regular basis, that will include activities such as chess and a Press Club.

In 2022, 18 students joined the school Music Instrument Program and band. 17 new students have expressed an interest to join the school Music Instrument Program and band in 2023. Students in our beginning band commenced 2022 unable to read music or play an instrument. At the end of 2022, our new school band was able to celebrate its achievements by performing in our end of year school presentation day assemblies. One of the students in the school band has now taken up private tutoring in their instrument and has joined the Taree District Band.

A specialist music teacher was employed to deliver music lessons to all students from Kindergarten to Year 6. Lessons delivered by a specialist music teacher have lifted the status of music across the school and inspired a greater interest of music by students. In 2023, two specialist music teachers will continue to deliver music lessons K-6. One of these teachers will be working in classrooms alongside other teachers to help build their capacity to teach music.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Percentages of Year 3 and Year 5 students in top two bands</p> <p>Reading</p> <p>Increase the percentage of students achieving in the top two bands in Year 3 Reading by 2% .</p> <p>(Baseline average is 0.8%)</p> <p>Increase the percentage of students achieving in the top two bands in Year 5 Reading by 2%.</p> <p>(Baseline average is 6%)</p> <p>Numeracy</p> <p>Increase the percentage of students achieving in the top two bands in Year 3 Numeracy by 2%.</p> <p>(Baseline average is 8.2%)</p> <p>Increase the percentage of students achieving in the top two bands in Year 5 Numeracy by 2%.</p>	<p>Percentages of Year 3 and Year 5 students in top two bands</p> <p>Reading</p> <ul style="list-style-type: none"> • 7% of students in Year 3 are achieving in the top two bands (NAPLAN) for reading, indicating achievement of 4% greater than the annual progress measure. • 10% of students in Year 5 are achieving in the top two bands (NAPLAN) for reading, indicating achievement of 4% greater than the annual progress measure. <p>Numeracy</p> <ul style="list-style-type: none"> • 7% of students in Year 3 are achieving in the top two bands (NAPLAN) for numeracy, indicating achievement of 1.2% less than the annual progress measure. • 1% of students in Year 5 are achieving in the top two bands (NAPLAN) for numeracy, indicating achievement of 5.2% less than the annual progress measure. <p>School High Impact Improvement Measures</p> <ul style="list-style-type: none"> • 31% of Stage 3 students achieved a Merit or above in the Newcastle Permanent Mathematics Competition, indicating achievement of 12% less than the annual progress measure. • 9% of Year 5 students achieved Stanine 7 or above in PAT numeracy, indicating achievement of 3% less than the annual progress measure. • 8% of Year 6 students achieved Stanine 7 or above in PAT numeracy, indicating achievement of 13% less than the annual progress measure. • 8% of Year 5 students achieved Stanine 7 or above in PAT reading, indicating achievement of 9% less than the annual progress measure. • 12% of Year 6 students achieved Stanine 7 or above in PAT reading, indicating achievement of 7% less than the annual progress measure. • It needs to be noted that Stage 3 students only did the PAT assessment

<p>(Baseline average is 4.2%)</p> <p>School High Impact Improvement Measures</p> <p>At least 43% (uplift of 8% from a combined 2019/2020 average baseline of 41%) of Stage 3 students achieve a Merit or above in the Newcastle Permanent Mathematics Competition.</p> <p>At or above 12% of Year 5 students in stanine 7 or above in PAT numeracy.</p> <p>At or above 21% of Year 6 students in stanine 7 or above in PAT numeracy.</p> <p>At or above 17% of Year 5 students in stanine 7 or above in PAT reading.</p> <p>At or above 19% of Year 6 students in stanine 7 or above in PAT reading.</p> <p>School High Impact Improvement Measures</p> <p>At least 91 % of Year 2 (uplift of 3% from 88%) will have achieved Counting on and Back in EAS.</p> <p>At least 84% of Year 3 will have achieved within Level 6/7 or above for Understanding Texts.</p> <p>At least 79% of Year 3 will have achieved within Level 9/10 or above for Quantifying Numbers.</p>	<p><i>once in 2022 and that was earlier in the year. In previous years, the students did the test early in the year and then again at the end of the year, so the above data is not a reflection of a years worth of teaching or a years worth of growth.</i></p> <p>School High Impact Improvement Measures</p> <ul style="list-style-type: none"> • 89% of Year 2 students have achieved Counting On and Back in Early Arithmetic Strategies (EAS), indicating achievement of 2% less than the annual progress measure. • 79% of Year 3 students have achieved within levels 6/7 or above for the Understanding Texts sub-element of the Literacy Progressions , indicating achievement of 5% less than the annual progress measure. • There is a new version of the Numeracy Learning Progressions and Quantifying Numbers is now Number and Place Value. Improvement measures in this area are no longer applicable. These will be adjusted in 2023 when benchmarks that link the new K-2 Mathematics Syllabus and Version 3 of the Numeracy learning Progressions are established.
<p>Learning</p> <p>Learning Culture (Transitions and continuity of learning) - Sustaining and Growing to Excelling</p> <p>Learning Culture (High Expectations) - Sustaining and Growing to Excelling</p> <p>Reporting (Parent engagement) - Sustaining and Growing to Excelling</p> <p>Curriculum (Differentiation) - Sustaining and Growing</p> <p>Leading</p> <p>Educational leadership (Community Engagement) - Sustaining and Growing</p>	<p>Improvement as Measured by School Excellence Framework</p> <p>Learning</p> <ul style="list-style-type: none"> • School self-assessment of the elements 'Learning Culture - Transitions and continuity of learning' has remained at Excelling. • School self-assessment of the element 'Learning Culture - High Expectations' has remained at Sustaining and Growing. • School self-assessment of the element 'Reporting - Parent Engagement' has moved to Excelling. • School self-assessment of the element 'Curriculum - Differentiation' has remained at Sustaining and Growing. <p>Leading</p> <ul style="list-style-type: none"> • School self-assessment of the element 'Educational Leadership - Community Engagement' has remained at Sustaining and Growing.
<p>Visible Learning</p> <p>90% of classroom teachers are using Learning Intentions and Success Criteria in Mathematics.</p> <p>80% of classroom teachers are using Learning Intentions and Success Criteria in Writing.</p>	<p>Visible Learning</p> <ul style="list-style-type: none"> • 100% of classroom teachers are using Learning Intentions and Success Criteria in Mathematics. • 82% of classroom teachers are using Learning Intentions and Success Criteria in writing. • 82% of teachers are using Learning Intentions and Success Criteria in other key learning areas.

50% of classroom teachers are using Learning Intentions and Success Criteria in other key learning areas.

Purpose

Create an environment in which all students experience a sense of belonging and are respected, valued, encouraged, supported and empowered to succeed. Positive relationships across our school community will enable learners to thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Caring for and valuing students
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$100,000.00

Summary of progress

The Old Bar Public School Behaviour Support and Management Plan has been written. There was consultation with all staff and the school Parents and Citizens Association (P&C). This plan was emailed out to all families and it has been uploaded to the Old Bar Public School website. The school Anti-Bullying Plan was also revised and shared with staff and the P and C, and also uploaded onto the school website. The school's plan reflects the DoE Behaviour Strategy, Wellbeing Framework for Schools and the policies associated with the new Inclusive, Engaging and Respectful Schools Reform. Resources such as some flow-charts were created to support the new school plan. Restorative practices are a focus of the new plan and teachers have been provided with professional learning on these.

As a result of the new Old Bar Public School Behaviour Support and Management Plan, there is more consistency in the way behaviour is being managed across the school. Less children attended our planning room (Marrungarr) in 2022 than the previous year and we had less suspensions. Teachers are developing their understanding of restorative practices and there will be more professional learning provided on this in 2023.

The scope and sequence for teaching Bounce Back has been adjusted to suit our context and grade based programming. Resources have been purchased and matched to the Bounce Back units of work. Due to other priorities we did not provide any further professional learning on teaching Bounce Back but there has been some collaboration on stage teams around embedding Bounce Back through their Personal Development, Health and Physical Education (PDHPE) programs. Most teachers are teaching Bounce Back across the school but some stages are delivering the program in a more systematic and thorough way.

In 2023 our goal is to continue supporting teachers so that all teachers K-6 feel confident explicitly teaching Bounce Back as part of the PDHPE program.

The Wellbeing Teacher has worked with a significant number of students throughout the year who are experiencing friendship and mental health issues and traumatic life experiences. The programs being delivered to these students and the targeted interventions are having a significant positive impact on student wellbeing and providing ongoing support for the students and their families. This year targeted students have engaged in evidence based programs such as Stinking Thinking, Mind Ninja, Social Thinking, Don't Stir The Drama Pot, Seasons for Growth, Zones of Regulation and Stormbirds. The wellbeing teacher will also introduce the Westmead Feelings Program in 2023. Old Bar Public School recorded significantly less behaviour incidents and less suspensions than the previous year. Stronger connections are being developed with at-risk families and children, and community wellbeing will continue to be a priority. The social emotional learning programs will continue to be delivered by the Wellbeing Teacher in 2023 and Old Bar Public School will continue to focus on community wellbeing and providing support to children and families most at risk from the impacts of trauma, life events and mental health issues.

This year only 13% of our families responded to the Tell Them From Me Survey (TTFM) which compromises the validity of the data. In 2023 we will explore ways in which we can encourage more families to engage with the survey.

Old Bar Public School has continued to track and monitor student attendance closely. Some teachers are communicating early with parents/carers of children who have unexplained absences and we need to continue to ensure that all teachers are engaging in this early intervention. There will also be a focus on working with families struggling with attendance issues to create school based Attendance Improvement Plans.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Caring for and valuing students</p> <p>System Negotiated Target</p> <p>A minimum of 87% of students with positive wellbeing</p>	<ul style="list-style-type: none"> • 80.79% of students have a positive wellbeing which is 6.21 % less than the system negotiated target.
<p>Caring for and valuing students</p> <p>TTFM parent survey reveals that minimum school mean for 'School Supports Learning' is 7.8</p> <p>TTFM parent survey reveals that minimum school mean for 'Parents Support Learning at Home' is 8.1</p> <p>TTFM parent survey reveals that minimum school mean for 'Two-Way Communication with parents - Parents Are Informed' is 6.7</p> <p>TTFM parent survey reveals that minimum of 50% of parents talked with a teacher two or more times (Parents' participation at school)</p>	<p>Caring For and Valuing Students</p> <p>Tell Them From Me Survey</p> <ul style="list-style-type: none"> • TTFM parent survey reveals that minimum school mean for 'School Supports Learning' is 6.8 which is 1 less than school target. • TTFM parent survey reveals that minimum school mean for 'Parents Support Learning at Home' is 6.8 which is 1.3 less than school target. • TTFM parent survey reveals that minimum school mean for 'Two-way Communication with Parents - Parents are Informed' is 6 which is .7 less than school target. • TTFM parent survey reveals that 55% of parents talked with a teacher two or more times which is 5% greater than school target. <p>* It needs to be noted that only 13% of families responded to the TTFM survey.</p>
<p>Attendance</p> <p>System Negotiated Target</p> <p>Increase the percentage of students attending more than 90% of the time to be between the system negotiated lower bound target of 80.4% and the system negotiated upper bound target of 85.4%.</p>	<p>Attendance</p> <p>System Negotiated Target</p> <ul style="list-style-type: none"> • 53.27 % of students attended 90% of the time which is 27.13% less than the system negotiated target lower bound target.
<p>Improvement as Measured by School Excellence Framework</p> <p>Learning</p> <p>Wellbeing - A planned approach to wellbeing - Sustaining and Growing</p> <p>Wellbeing - Behaviour - Sustaining and Growing</p> <p>Leading</p> <p>Educational Leadership - Community Engagement - Sustaining and Growing</p>	<p>Learning</p> <ul style="list-style-type: none"> • School self-assessment of the elements 'Wellbeing - A Planned Approach to Wellbeing' has remained at Sustaining and Growing. • School self-assessment of the elements 'Wellbeing - Behaviour' has moved to excelling. <p>Leading</p> <ul style="list-style-type: none"> • School self-assessment of the elements 'Educational Leadership - Community Engagement' has remained at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$345,465.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Old Bar Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing was allocated to assist students with additional learning needs: School Learning Support Officers (SLSOs) were strategically placed to assist teachers in implementing individual and small group programs in classrooms. • Staff release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) was provided. Teaching and support staff worked closely with parents/carers to discuss appropriate learning goals, access strategic materials and create engaging learning environments. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' PLSPs. <p>The allocation of this funding has resulted in the following impact:</p> <p>Stronger connections were established between learners, teachers, parents/carers and support staff.</p> <p>Students attracting funding benefited from targeted support in class and in the playground to be fully integrated into all school based programs.</p> <p>Parents readily engaged in setting realistic, aspirational goals for their children.</p> <p>Students felt empowered to approach teachers and support staff for assistance and advice.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Ongoing Professional Learning for both teaching and support staff to maintain expertise in providing individual, targeted support for all students identifying as having special needs. The incidence of anxiety and trauma in our students has escalated. The employment of a trained Student Well Being Officer has proved both popular and successful and will continue throughout 2023.</p>
<p>Socio-economic background</p> <p>\$197,400.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Old Bar Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Visible Learning • High potential and gifted education • Caring for and valuing students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A specialist music teacher was employed to provide weekly lessons for all Kindergarten to Year 6 students. The intent was to allow all students the opportunity to engage in music lessons to gauge interest and potential talent to eventually form a school band. • Employment of additional staff to support student wellbeing program implementation. A trained teacher was employed specifically to present small group programs such as 'Seasons for Growth' and 'Stormbirds.'

<p>Socio-economic background</p> <p>\$197,400.00</p>	<p>The allocation of this funding has resulted in the following impact: The school purchased a full fleet of percussion instruments. 13 children joined the Music Instrument Program and Beginning School Band in 2022. It was an extremely successful program resulting in some of the children signing up for external private instrument lessons and joining the Taree District Band. The band performed at the end of year presentation day assemblies, showcasing the progress that they had made in one year. The program has resulted in a renewed interest in music across the school.</p> <p>After evaluation, the next steps to support our students will be: 17 students have expressed interest to join the band in 2023. A specialist music teacher will continue to be employed in 2023 to coordinate and teach the Music Instrument Program and train the school band.</p>
<p>Aboriginal background</p> <p>\$108,462.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Old Bar Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional School Learning Support Officers (SLSO) to support teachers, students and families. A local Aboriginal elder, Uncle Mick Saunders, attends once a fortnight to teach history, language and culture across all stages. • Library resources are reviewed and updated regularly to reflect modern indigenous culture. Classroom and home readers were updated in 2022 to include more Aboriginal content and language. • Indigenous staff regularly attend local Aboriginal Education Consultative Group (AECG) meetings to broaden engagement with local community and support regional education programs. • In 2022, Aboriginal student leaders met regularly with a staff mentor to create leadership opportunities where these students could teach and share their culture with students across the whole school. <p>The allocation of this funding has resulted in the following impact: Indigenous students at Old Bar Public School 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's connection with the AECG continues to strengthen. The school has continued to focus on 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 continuing to develop a deeper understanding of Australian history and respect for the stories, history, culture and language of local indigenous people. Aboriginal student attendance is excellent.</p> <p>After evaluation, the next steps to support our students will be: Future focus is to close the performance gap in numeracy and literacy, between Aboriginal students and non-Aboriginal students at Old Bar Public school. In particular, there will be an emphasis on academic growth of Aboriginal students between Year 3 and Year 5. We will continue our strong connections with local Aboriginal elders in the community to reinforce the impact of culture and language. We will continue to provide our Aboriginal student leaders the opportunity to grow their leadership skills and develop their pride and confidence in their culture and identity.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Old Bar Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Inclusive education</p> <p>After evaluation, the next steps to support our students will be: Review effectiveness of intervention and resources.</p>
<p>Low level adjustment for disability</p> <p>\$220,600.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Old Bar Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funding of additional Assistant Principal Curriculum (APCI) Instruction. APC&I collaborated extensively with classroom teachers to build capability in meeting the literacy needs of identified students. • A team of interventionists provided support for targeted students within the classroom through carefully selected programs and differentiation of the curriculum. • Teachers were supported through Professional Learning opportunities and classroom assistance to effectively cater for students with behavioural issues that create a barrier to their learning. • A specialist wellbeing teacher was employed 3 x days per week to conduct small group intervention targeting students with trauma background. • Recruitment, coordination and training of volunteer tutors. <p>The allocation of this funding has resulted in the following impact: The infants intervention teacher delivered Minilit to targeted students. The intervention teacher worked with Year One students in small groups of no more than six students. In these sessions, the children worked with sounds and words - where students were explicitly taught the relationship between sounds and letters. Students were provided opportunities to practise their reading skills using a variety of activities and resources. These included, sound boxes, showing the number of sounds in a word, letters where they were able to manipulate the letters to make new words within the sound boxes. Students used decodable texts to practise blending and reading the letters/sounds that were explicitly taught in each session. All students demonstrated improvement in their reading benchmark levels, where most of them reached the expected level for the end of Year One, or just below this. The confidence and excitement shown by the students as a result of taking part in this program was the catalyst for many exciting sessions spent reading and writing. The primary intervention teacher worked with 22 Stage Two and Three students throughout 2022, averaging 45 minutes each session, four times per week. The MacqLit program was implemented, which is a carefully sequenced and structured program of instruction for small groups of children who have fallen substantially behind their classmates in the mechanics of learning to read. The program incorporates the following essential components - phonemic awareness, phonics, fluency, vocabulary and</p>

<p>Low level adjustment for disability</p> <p>\$220,600.00</p>	<p>comprehension. All students involved in this program improved their decoding skills and fluency levels. The average improvement in fluency was 32 words correct per minute.</p> <p>After evaluation, the next steps to support our students will be: Due to the success of these activities they will all continue in 2023.</p>
<p>Location</p> <p>\$16,648.00</p>	<p>The location funding allocation is provided to Old Bar Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to access school based activities requiring payment • subsidising student excursions to enable all students to participate • assistance to families to purchase school uniforms <p>The allocation of this funding has resulted in the following impact: No student was disadvantaged due to financial hardship. All students were able to have a school uniform and represent the school in both incursions and excursions.</p> <p>After evaluation, the next steps to support our students will be: ongoing support to families to ensure equality and inclusion.</p>
<p>Professional learning</p> <p>\$54,108.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Old Bar Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning was systematically provided to all staff around the Curriculum Reform. On a five weekly basis, teams met to engage in professional learning on the new syllabus, the digital component, units of work and data analysis. We were able to stay on track due to an efficient plan and adequate funding. • Staff engaged in professional learning relating to the 'Close Reading' pedagogy in staff meetings and on staff development days. Training consisted of staff understanding of text complexity, vocabulary, fluency and designing tasks with scope. New staff were upskilled and supported by the APC&I, in their class, to implement 'Close Reading' throughout the year. <p>The allocation of this funding has resulted in the following impact: An increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results, particularly in the area of vocabulary. Staff are developing a greater awareness and understanding of the new K-2 curriculum and associated units of work as a result of the professional learning.</p> <p>After evaluation, the next steps to support our students will be: In class support for staff, by stage leaders and APC&Is, to ensure the Close Reading pedagogy is sustained and embedded across the school. Personalised and targeted professional learning in the form of mentoring and co-teaching will be provided. Staff will continue to engage in systematic and collegial professional</p>

Professional learning \$54,108.00	learning and dialogue in relation to the K-2 syllabus supported by APC&Is.
QTSS release \$103,690.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Old Bar Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive staff work alongside teachers requiring additional support with curriculum reform. Team leaders conducted meetings dedicated to discussions about student assessment data and the moderation of work samples to ensure consistency of teacher judgement. • Assistant principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in the following impact: Greater support to teachers in classrooms with curriculum delivery, resource management, behaviour support and data collections and analysis.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support to teaching staff in all areas of developing effective pedagogy to improve student outcomes.</p>
COVID ILSP \$173,460.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • To implement individual or small group tuition programs for targeted students in Literacy/Reading as determined by teacher referral, learning and support team and student assessment. <p>To implement individual or small group tuition for targeted students in Numeracy in Semester 2 after NAPLAN and Year 4 and 6 Check-in.</p> <p>STAFFING Employ teachers through casual staffing and current staff allocation.</p> <p>STUDENT IDENTIFICATION ILST, AP-Learning and Support and APC&I to identify students through analysis of previous and current student assessment data (Data on google Drive, NAPLAN, Check-in Assessment Data) to identify students requiring additional learning support.</p> <p>PROFESSIONAL LEARNING Covid ILSP team to access PL in Microsoft Teams Covid ILSP team, MultiLit Reading Tutor Program, MacqLit Reading Program, MiniLit Reading Program and DoE PL associated with Covid ILSP learning and support. LST staff to be trained in MacqLit and MultiLit as reported in 2021 evaluation. Year 1 staff engaged in EL&L training in 2022. New Year 1 staff to be trained in Phonics Check In assessment.</p> <p>COMMUNICATION Communication between parents/carers, class teachers and Covid ILSP</p>

<p>COVID ILSP</p> <p>\$173,460.00</p>	<p>teachers to be monitored.</p> <p>IMPLEMENTATION x2 teachers delivering small group tuition. Year 1 students receive 30 minutes daily tuition using MiniLit. Year 2 students receive 30 minutes daily tuition using MiniLit. Year 3-6 students receive 30 minutes daily tuition using MacqLit and MultiLit Reading Tutor Program. SLSO to work individually with red stage 3 students x4 days per week in class. SLSO to complete fluency sprints and discuss Tier 2 vocabulary. x1 AP Stage 1 delivering small group tuition with targeted Year 2 and 3 students. Volunteer Reading Tutor Program implemented with orange students and students on waitlist in Year 2, requiring Rel. APC&I to plan, timetable and monitor.</p> <p>The allocation of this funding has resulted in the following impact: * The Covid ILSP team delivered individual and small group tuition to 78 students who were identified at the beginning of 2022 from Kindergarten to Year 6. * Pre and post assessment data showed students improved their advanced phonic knowledge, blending skills and reading fluency. * Staff were trained in using the DoE diagnostics tools in ALAN including Phonological awareness diagnostic, Phonics diagnostic and Interview for Student Reasoning (IfSR)-NP and utilised these tools for assessment with data directly going into PLAN 2.</p> <p>* 1 x LST staff accessed a 2 day training course in MacqLit, 2 x LST staff accessed a 1 day training course Measuring Reading Progress by MultiLit, the LST and intervention executive accessed professional learning on the Covid ILSP Teams space.</p> <p>* A specialist wellbeing teacher provided 57 students intensive small group tuition for identified students who were experiencing effects of anxiety and trauma from the pandemic.</p> <p>* Student evaluations and feedback indicated the following: 96% of all students either liked or really liked the sessions; 97% of students said the tutoring sessions changed their learning a little and a lot at school; 98% of students think the tutoring has improved their reading in the classroom in some ways now.</p> <p>After evaluation, the next steps to support our students will be: * Using end of year 2022 triangulated data, students will be grouped and targeted for further support from LST teachers, SLSO's and APCI in 2023; * continue monitoring students in class and withdraw in 2023 as needed or if referred to LST; * train all SLSO's and reading volunteer tutors in MultiLit; * continue professional learning and engagement in Coffee Catch Up's on Covid ILSP Team space as well as support from APC&I.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	267	267	268	247
Girls	249	257	258	249

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	95.4	92.9	89.8
1	91.7	93.6	91.2	89.8
2	94.5	93.3	92.3	89.5
3	93.5	94.5	91.0	88.7
4	93.5	94.0	91.6	87.2
5	93.6	93.9	90.5	87.0
6	90.7	94.1	90.7	87.7
All Years	93.1	94.1	91.4	88.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.2
Classroom Teacher(s)	21.82
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Administration and Support Staff	4.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	444,545
Revenue	6,043,915
Appropriation	5,864,954
Sale of Goods and Services	12,989
Grants and contributions	162,928
Investment income	3,045
Expenses	-5,988,346
Employee related	-5,451,700
Operating expenses	-536,647
Surplus / deficit for the year	55,569
Closing Balance	500,114

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.

	2022 SBAR Adjustments (\$)
Targeted Total	345,465
Equity Total	528,862
Equity - Aboriginal	108,462
Equity - Socio-economic	197,966
Equity - Language	2,400
Equity - Disability	220,034
Base Total	4,270,583
Base - Per Capita	134,431
Base - Location	16,649
Base - Other	4,119,503
Other Total	504,118
Grand Total	5,649,028

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year parents/carers are invited to respond to a comprehensive questionnaire covering several aspects of parents'/carers' perceptions of their children's experiences at home and at school. In 2022, only 41 respondents provided feedback to the school on effective communication; safety, inclusivity; supporting positive behaviours and supporting learning at home.

Parents/carers indicated they felt welcomed when visiting the school and gave particular mention to the helpfulness of administrative staff. They also indicated they preferred informal face-to-face interviews and email as an effective means of communication.

There was concern among some parents/carers that our reporting system didn't give adequate information about behaviour and social/emotional development of their child. There was general consensus that the lifting of Covid restrictions was welcomed allowing parents to attend assemblies and performances at the school.

An active P&C, led by an enthusiastic committee, continued to oversee the uniform shop and plan fundraising events. Monies raised supported student travel on excursions, purchased classroom resources and contributed to the installation of fixed playground equipment in both infants' and primary play areas. Stalls held for Mothers' Day and Fathers' Day provided affordable gifts for all children to purchase. At the annual Presentation Day assemblies, the P&C President made a presentation of flowers and a certificate to two staff members recognised for their dedication to our school and student learning. The P&C membership grew throughout the year, in part due to the option of attending meetings via ZOOM. P&C meetings have provided a popular forum for discussing issues raised by parents/carers and given members opportunities to ask questions and provide valuable feedback to school executive.

Teachers

Following the challenging years of Covid lockdowns and restrictions, 2022 saw a need for a dedicated focus on student, staff and community wellbeing. Teaching and non teaching staff indicated they felt well supported through the 'stressful' times and were grateful for the safety and security of the school environment. Collaboration about teaching and learning programs, behaviour management and school organisation were mentioned as contributing to the engaging and positive vibe in the school. An area that continues to require attention, as identified by teachers and included in our School Improvement Plan, is the collection and effective analysis of student data to inform 'next steps' in the teaching cycle.

Visible Learning strategies along with the 'What Works Best' guidelines continue to drive ongoing teacher improvement. The appointment of an Assistant Principal, Curriculum and Instruction was a timely addition to our staff and coincided with the release of the new K-2 English and maths syllabus documents. Teachers were well supported through the administration of professional learning modules and gained confidence in making the necessary adjustment to pedagogy aligned to the amended student outcomes.

The use of technology in the school was also given priority through the Regional Access Gap. (RAG) An expert in her field, the Teacher Librarian, became the go-to for teachers requiring assistance in overcoming barriers to the effective use of interactive technology. Additional hardware and improved internet access have also had a positive impact on student and teacher competence.

Students

Student engagement through collaboration and the employment of active learning dispositions have assisted in building student agency. Comments made by some students about using learning partners reveal pleasing insights to their personal growth in the social/emotional domain. This is a work in progress that we will continue to consolidate in the coming year.

"My learning partner and I have good conversations - we also help each other with our work."

"I think learning partner discussions are a good way of getting to know others. It's also great to have your say and express an opinion."

"Sometimes we don't get along but in the end we usually work out our problems. It's actually a good way to make new friendships and learn about their world."

"I'm usually a little bit hesitant about groups because I am a bit introverted. It's a bit awkward when you don't know what to say though! I think being in a group with your friends and being with a random learning partner is a bit different because you don't know what to say to this person. Overall, I think it is good being with learning partners because it forces you to branch out a bit, and you get to share your opinion."

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.

Aboriginal Education - School statement

In 2022, we continued to expand the programs and experiences offered to all Aboriginal students at Old Bar Public School. Connecting students to country and culture remained a priority with additional community members joining forces with school based staff to ensure there was active, meaningful engagement with the curriculum.

Throughout the year, Personal Learning Plans were updated to reflect parent/carer aspiration and learning expectations for all indigenous students. Student attendance and positive academic progress was the eventual result of the strong links forged between families and the school.

Aunty Linda worked closely with teaching and non-teaching staff and parent/carers to research, negotiate and implement culturally appropriate, local, educational programs. Uncle Mick acted as our Elder in Residence and encouraged other community members to support and mentor our young student leaders. After two years without the annual health checks for students, we were able to invite the team from the local Aboriginal Health Service to conduct dental, hearing and sight assessments for eligible students.

A highlight of the year was our NAIDOC celebrations showcasing our girls' and boys' dance groups. Students combined with the local pre school and with Taree High School leaders to lead and participate in a variety cultural activities. The pride and confidence displayed by our students validated the work being done across our school community to engage and celebrate our First Nations people.

As active members of the Aboriginal Education Consultative Group, two staff members were called upon regularly to participate in recruitment panels for teaching and non teaching appointments.

Anti-Racism Policy

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

Anti-Racism - School statement

Old Bar Public School is committed to the elimination of racist discrimination through curriculum delivery, policy implementation, modelling exemplary behaviour and quick action to address all incidents of racism.

Referrals to our trained Anti-Racism Contact Officer (ARCO) are actioned by the Learning and Support Team and followed-up in a timely manner.

Students and staff are updated on the definition of racism and provided with information on the processes to deal with racist comments and actions.

In 2022, there was an increase in notifications of racist comments which prompted the school to upgrade the level of

support to student victims of racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Old Bar Public School continues to encourage students to learn about and maintain awareness of the diversity of multiple cultures. Where possible, teachers draw upon the experiences of families and individuals who observe cultural and religious celebrations. Encouraging students to take pride in their family history and culture is paramount.

Other School Programs (optional)

* 'Get Fit/Get Loose' Fun Days conducted by accredited sport providers encouraged physical exercise and team building. The students loved the competitive nature of the activities and the K-6 grouping for teams encouraged patience, understanding and collaboration.

* Music tuition for Stage 2 and Stage 3 students continued under the guidance of an external teacher. This year we were able to purchase instruments and begin selections for a school concert band. Students were able to borrow their instruments and were encouraged to practice at home. At our end of year presentation assembly the band performed after just two terms of learning and playing together.

* Premier's Sporting Challenge fitness program engaged students across all grades and resulted in the school receiving a Diamond level certificate of achievement.

* The Premier's Spelling Bee was again contested across Stages 2 and 3. Children competed in front of an audience and the successful contestants in each division were able to move to the next level.

* The elected members of the School Representative Council engaged in initiatives focusing on fundraising, global connections, environmental education, technology, community engagement and student wellbeing. Teacher mentors guided each committee through the planning and execution stage of an activity that reflected their portfolio. Some of the highlights included accessing funding for a bush tucker garden and collecting donated items for communities affected by widespread flooding in NSW.

* Vietnam Veterans Day in August has been commemorated by Old Bar Public School for the past eight years. A special bond has been developed with local veterans who have used our facilities and included our school leaders in their annual service. In 2022, a naval helicopter landed in the school grounds to deliver the Commodore and other official guests, much to the delight of the students and families. A short march to our covered learning space preceded the moving tribute commemorating the Battle of Long Tan. Our students were congratulated by guests on their reverence and behaviour during this special assembly.

* Overnight school camps were given the go ahead following the easing of Covid restrictions. Year 4 students attended a one night sleepover at Camp Elim while Year 6 ended their primary schooling with a three night stay in central Sydney. Both experiences left students happy and suitably exhausted.

* Then HOME art project was a joint venture with the Manning Valley Art Gallery and included visits from local Indigenous artists who discussed their works and offered inspiration and tuition to a select group of students. This initiative identified students with a talent or specific interest in art. The final products were hung in the Taree Council chambers where an official opening of the exhibition recognised the outstanding creativity of our students.

* Throughout the year, stage groups celebrated and recognised the efforts of students through a series of activities including; Vocabulary Day; Easter Hat Parade; Grandparents Day; Book Week parade; Sport gala days; Public Speaking; Excursions to see live performances at the Manning Entertainment Centre; Harmony day; ANZAC community service; Jump Rope For Heart and GRIP Leadership seminar for school leaders.