

2023 Annual Report

Old Bar Public School



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Introduction

The Annual Report for 2023 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 barray

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. In 2023 staff at Old Bar PS was able to strengthen our resolve on 'closing the gap' through professional learning and inclusion of the '8 Ways Aboriginal Pedagogy' into all teaching and learning programs. Our commitment to meld best teaching practice with meaningful cultural content is now considered core business.

In 2023 Old Bar PS completed a process of external validation. Evidence submitted to the panel supported our reflection and self-assessment on system improvements against the standards articulated in the School Excellence Framework. Panelists spoke highly of our comprehensive submission and congratulated the school community on an excellent school culture supported by wellbeing programs that encourage all students to connect, succeed, thrive and learn.

As we move into a new planning cycle, a focus of our School Improvement Plan will be to develop a shared commitment to high expectations for all students in all areas of learning. This, coupled with the provision of timely, valid feedback will empower learners and provide a clear understanding of how to improve and achieve their individual learning goals. Extension math groups, advanced writing workshops, art projects, engineering challenges and musical instrument tuition have provided students with an opportunity to extend their learning beyond the curriculum and connect with tutors who challenge and encourage their talent.

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.

Message from the school community

2023 was a year for strengthened connections with the school community. Following the impact of Covid constraints, it was a wonderful to again invite parents and carers back into the school to share in and celebrate student learning and achievement. Parent/carer feedback included:

"It was great to be able to freely visit the school. I felt a stronger connection to my child's teacher because I could have a quick informal chat in the morning rather than trying to make an appointment or speak to her on the phone."

"I love the special days - Easter Hat Parade, Book Week parade, Education Week and NAIDOC. My children were really excited to show me all the great things they are doing in their classroom. It makes me appreciate how much work teachers do!"

"The teachers are really approachable. Thank you."

"This year my daughter was able to learn guitar at lunchtime. She was then invited to attend a guitar workshop in Forster which she loved. I work fulltime so it was great that she was able to go with the school group."

"The Kindergarten Bar-b-que for new parents at the end of the year was such a good idea. As a new parent to the area and to the school I was able to meet my child's teacher and other parents. It really made a difference - we were all looking forward to the start of the year. "

"Thanks for all the sporting opportunities."

Message from the students

Report from 2024 School Captains, Laikey Burns and Luen Stanley.

Laikey and Luens favourite memories from year 5 2023

We both like straight Year 5 classes because after being in a 3/4 class it was nice to be with our own year. In 2023 we enjoyed the end of year Blackhead excursion because we got to swim and enjoy a sunny day with our friends at the beach.

What we love about our school

Luen and I both love that our school is so close to the beach. We are grateful that our school leadership team get to run the weekly assembly. We enjoy learning culture with Aunty Kim. We also like how teachers team teach together in V-Block.

Moving forward

We would like more time with aunty Kim as well as more outside learning time because we have such a beautiful natural environment around our school. We enjoy sitting with our friends from other classes at lunch and recess and having lots of catch ups with them.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	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

Professional learning

Summary of progress

Reading-

In 2023, 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 observations by the APCI and team leaders. Staff in Stage 3 requested modelling of Close Reading by the APCI to ensure the process was authentic.

New staff with no previous training in Close Reading were mentored and supported through the process by the APCI. Staff who missed some of the training had access to it in the school drive and at stage meetings and could request demonstrations by the APCI in the classroom.

Teaching staff felt they had a good grasp on the process of the first and second read, were attending to background knowledge, vocabulary understanding and student questions. Some teaching staff still require practice, professional discussion, and support from the APCI and stage leaders to target more specific vocabulary within the text and to ensure the text is a short moderately complex one and to consider greater planning of inferential questions. This will be addressed in 2024.

Numeracy-

Mathematics was a key focus for the school in 2023. School leaders, the APCI and the mathematics team targeted professional learning around the explicit teaching of number sense K-6. Professional learning in Number Talks took place early in the year with the expectation that teachers would enact and embed this as an evidence-based practice in their classroom.

All staff K-6 enrolled and engaged in Big Ideas to Start Strong professional learning, developed by the NSW Mathematics Strategy Professional Learning team. This professional learning aimed to support teachers to lead, teach and learn about the big ideas and core concepts in mathematics, Kindergarten to Year 6 as outlined in the reform of the NESA syllabus. Staff accessed four modules in 2023 with five modules planned to be accessed in 2024. Data from NAPLAN, Check-in and the DoE Numeracy Snapshot showed improved growth in mathematics across Years 3, 4 and 6.

Data Driven Practices-

Across the school, teachers accessed available DoE supports for the implementation and gathering of data. Teachers made greater use of DoE created assessments available in ALAN. Assessments used and analysed included NAPLAN, Phonological Awareness Diagnostic; mandatory Phonics Check Year 1, Phonics Diagnostic, Check-in for reading and numeracy, Interview for Student Reasoning-Place Value, DoE Numeracy Snapshot and PLAN2. Teacher formative assessment was also used to triangulate data.

Staff were given time to locate their class data in ALAN and SCOUT, ensuring teacher understanding on what data is available across the school and were supported to analyse it alongside the APCI. Team leaders were encouraged to analyse stage data during team meetings and set future student learning goals.

Staff realised the benefit and convenience of the DoE created assessments and the ease at which they can be delivered to students. As a result, there was a greater uptake of these assessments by teaching staff. School leaders will continue to build on teachers' data literacy and the analysis of assessment data in 2024.

Curriculum Reform-

2023 was the first year enacting the new NESA English and mathematics syllabus in K-2. Resources were purchased to support the implementation of curriculum reform. Staff chose to adopt and adapt the DoE suggested scope and sequences and units of work and differentiate according to class context.

100% of teaching staff K-6 continued to engage in their understanding of the syllabus content, research and evidence base behind the reform.

Classroom teachers were allocated 5 hours of dedicated professional learning time, away from the classroom, each term in 2023. They were supported by the APCI to engage and enact the syllabus through collegial discussions and targeted training. All professional learning has been stored in the school's Microsoft Team for it to be accessed and referred to.

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
Improvement as Measured by School Excellence Framework Learning Student Performance (Student Growth) - Delivering to Sustaining and Growing. Assessment (Whole School Monitoring of Student Learning) - Delivering to Sustaining and Growing. Teaching Data Skills and Use (Data Analysis and Data Use in Teaching) - Delivering to Sustaining and Growing. Effective classroom practice (explicit teaching) Sustaining and Growing.	Improvement as Measured by School Excellence Framework Learning <ul style="list-style-type: none"> • <i>School self-assessment of the elements 'Student Performance - Student Growth' has remained at Delivering.</i> • <i>School self-assessment of the element 'Assessment - Whole School Monitoring of Student Learning' has remained at Sustaining and Growing.</i> Teaching <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>
System negotiated target Reading growth All students are able to demonstrate growth and achievement in Understanding Texts over the year, using the learning progressions.	A significant majority of all students K to 6 have demonstrated growth and achievement in Understanding Texts over the year as assessed using the learning progressions.
System negotiated target Numeracy growth All students are able to demonstrate growth and achievement in Quantifying Number and Number Sense and Algebra over the year, using the learning progressions.	A significant majority of all students K to 6 have demonstrated growth and achievement in Quantifying Number and Number Sense over the year as assessed using the learning progressions.
School-determined target	53.1% of Year 3 students have demonstrated growth and achievement in Vocabulary using Check-in assessment data.

Vocabulary

All students are able to demonstrate growth and achievement in Vocabulary over the year, using Check-in assessment data.

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
- Aboriginal Pedagogies

Resources allocated to this strategic direction

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

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 have continued to use LISCs for the teaching of writing and other key learning areas.

The Visible Learning Team created teacher resources and delivered professional learning to K-6 teachers on the Old Bar Public School Learner Dispositions. Visual posters have been created and are now on display in all classrooms and the school library. Two series of lessons (K-2 and 3-6) and a continuum of learning were created by the Visible Learning Team. These lessons were delivered in classrooms in Term 2 and again in Term 4 to consolidate students' understanding before the end of the 2023 school year and the commencement of the 2024 school year. The Visible Learning team will continue to work together in 2024 to focus on delivering professional learning to teachers on quality student to student, teacher to student and student to teacher feedback.

Due to many competing priorities, professional learning on providing students with quality feedback, unfortunately did not take place in 2023 as planned. Feedback continues to be a major priority and teachers will require further professional learning in this area. Learning partners continue to be a successful tool used by teachers to facilitate student collaboration, social learning and 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 Potential and Gifted Education

Professional learning was delivered to teachers that addressed the teaching standard 1.5.2, "Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities" was delivered to all teachers. We looked at how teachers can differentiate learning through the differentiation of content, process, products and the learning environment. We also looked at design thinking. However, due to so many competing professional learning priorities this year, we did not get the opportunity to continue and consolidate this learning. There is evidence of some differentiation in teachers' programs and in classrooms across the school but it is not yet fully embedded practice and this needs to remain a priority moving forward. We need to provide teachers with further professional learning on how to differentiate learning through content, process, products and learning environment and on design thinking.

Mathematics

A member of the school mathematics team has been delivering professional learning to all teachers on quality number talks, mathematics warm-ups and has commenced delivering professional learning on Anita Chin's Mathematics Framework. This will continue in 2024. As part of curriculum reform all teachers have been engaging in the Big Ideas to Start Strong across K-6 professional learning which aims to enrich the leading, teaching and learning of big ideas and core concepts in mathematics from Kindergarten to Year 6. Teachers will complete this professional learning at the beginning of 2024 and are already starting to embed the principles of the big ideas and making connections between mathematical concepts into their teaching.

This year a member of the school mathematics team was released for one day a week to work with targeted students from Years 2 to 6 to provide enrichment opportunities. This has included open-ended and real world challenges. In cluster groups the children were able to work collaboratively and develop their skills and knowledge in the areas of number and algebra, measurement and geometry and statistics and probability. Students engaged enthusiastically in the program and parents and carers have provided positive feedback. Teachers have also identified that student participation in this program has enhanced participation in class mathematics lessons. This program will continue in 2024.

K-2 Performance

This year, 225 students across K-2 classes participated in the biennial performance of 'Animals, Animals, Everywhere!' Each class performed an item incorporating dance, drama and music. Teaching staff were involved in selecting and compiling music, organising slideshows and choreographing dances. Teachers increased their knowledge of the performing outcomes in the Creative Arts syllabus. During the rehearsal period, students developed their knowledge, skills and understanding of how a performance is coordinated. Two performances were held, a matinee and an evening to accommodate parents and the school community. Student, staff and parent feedback was extremely positive. Students who we had identified as being reluctant to participate, engaged in the performances confidently and it has been evident through teacher observation, that their confidence has been boosted in other areas of the curriculum also. There has been increased engagement across K-2 in the creative areas of music, dance, drama and visual arts.

Home

This year, the Stage 3 Home Program concentrated on technique and skills-based learning in the area of visual arts. As well as appreciating artworks by a variety of artists, the students were able to reflect upon the artworks studied and create their own artworks influenced by these. Teachers identified students who were high-performing in the area of visual art. The program was incorporated into the Stage 3 Interest Days. As opposed to the previous year, a whole day of workshops was more beneficial to students. It saved art materials having to be given out and packed up and allowed students the extra time to create. Interest Days were going to be held twice a term, but due to time constraints, this was not consistent. Planning for 2024 will involve a strict timetable to implement the program properly and also an exhibition. Students had an increased engagement in visual arts and their critical thinking about artworks was evident as they studied them. Students acted as mentors to other class members and taught them techniques that they had learned in the Home program in art lessons.

Interest Days

This year all Stage 3 students engaged in interest groups 1-2 times per term. Stage 3 teachers nominated which activity they would like to lead for Interest Day and students identified 3 preferred interest groups to participate in each term. Some interest groups included HPGE art (HOME) art, board games, engineering, Aboriginal culture, Auslan, science challenges, cooking, beach sculpture, origami, and drama. Students were excited to choose learning opportunities that suited them and they enjoyed mixing with other students and the hands on nature of each of the groups. Students were keen to participate and share what they had learned about. We saw evidence of students continuing to participate in some of those activities long after interest day e.g., making paper planes, drama groups, art groups and playing cards. Interest groups will continue in 2024 in Stage 3 with some organisational improvements. aimed at providing students with the opportunity to develop a deep understanding about a subject, improve skills or work on a project for an extended length of time.

Aboriginal Pedagogies

All teachers and some student learning support officers engaged in 10 hours of NESA accredited professional learning on Aboriginal Pedagogies (8-Ways). The professional learning was delivered by Aboriginal Education, Strategic Delivery Officers. Moving forward the priority will be for the school executive to work with Aboriginal Education, Strategic Delivery Officers to embed Aboriginal Pedagogies into our next Strategic Improvement Plan and for the executive and teachers to work collaboratively to create an implementation plan for Aboriginal Pedagogies throughout the curriculum.

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
See below	Reading and Numeracy progress: See below
Percentages of Year 3 and Year 5 students in top two bands Reading Increase the percentage of students achieving in the top two bands in Year 3 Reading by 2% . (Baseline average is 0.8%) Increase the percentage of students achieving in the top two bands in Year 5 Reading by 2%. (Baseline average is 6%) Numeracy Increase the percentage of students achieving in the top two bands in Year 3 Numeracy by 2%. (Baseline average is 8.2%) Increase the percentage of students achieving in the top two bands in Year 5 Numeracy by 2%. (Baseline average is 4.2%) School High Impact Improvement Measures 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. At or above 12% of Year 5 students in stanine 7 or above in PAT numeracy. At or above 21% of Year 6 students in stanine 7 or above in PAT numeracy.	Percentages of Year 3 and Year 5 students in top two bands Reading <ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2023 due to the change in the format of the 2023 NAPLAN assessment. However, 19.5% of Year 3 students and 9% of year 5 students achieved 'Exceeding' in 2023 NAPLAN reading. Numeracy <ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2023 due to the change in the format of the 2023 NAPLAN assessment. However, 11% of Year 3 students and 10% of year 5 students achieved 'Exceeding' in 2023 NAPLAN numeracy. School High Impact Improvement Measures <ul style="list-style-type: none"> • 30% of Stage 3 students achieved a Merit or above in the Newcastle Permanent Mathematics Competition, indicating achievement of 13% less than the annual progress measure. • It needs to be noted that due to the Check-in assessment students did not engage in the PAT numeracy and reading assessments this year. School High Impact Improvement Measures <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. • The proportion of Year 3 students who are achieving at or above Level 6/7 for Understanding Texts is below our annual progress measure of 84%. • 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 2024 when benchmarks will ink the new K-2 Mathematics Syllabus and Version 3 of the Numeracy learning Progressions.

<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>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"> • <i>School self-assessment of the elements 'Learning Culture - Transitions and continuity of learning' has remained at Excelling.</i> • <i>School self-assessment of the element 'Learning Culture - High Expectations' has remained at Sustaining and Growing.</i> • <i>School self-assessment of the element 'Reporting' - Parent Engagement' has moved to Delivering.</i> • <i>School self-assessment of the element 'Curriculum - Differentiation' has remained at Sustaining and Growing.</i> <p>Leading</p> <ul style="list-style-type: none"> • <i>School self-assessment of the element 'Educational Leadership - Community Engagement' has moved to Delivering.</i>
<p>Visible Learning</p> <p>100% of classroom teachers are using Learning Intentions and Success Criteria in Mathematics.</p> <p>90% of classroom teachers are using Learning Intentions and Success Criteria in Writing.</p> <p>60% of classroom teachers are using Learning Intentions and Success Criteria in other key learning areas.</p> <p>Aboriginal Pedagogies</p> <p>100% of teaching staff and executive will engage in ten hours of NESA Accredited Professional Development on Aboriginal Pedagogies (8-Ways).</p>	<p>Visible Learning</p> <ul style="list-style-type: none"> • <i>100% of classroom teachers are using Learning Intentions and Success Criteria in Mathematics.</i> • <i>82% of classroom teachers are using Learning Intentions and Success Criteria in writing.</i> • <i>82% of teachers are using Learning Intentions and Success Criteria in other key learning areas.</i> <p>Aboriginal Pedagogies</p> <ul style="list-style-type: none"> • <i>100% of teaching staff and the executive engaged in ten hours of NESA Accredited Professional Development on Aboriginal Pedagogies (8-Ways) with Aboriginal Education, Strategic Delivery Officers.</i>

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

Low level adjustment for disability

Summary of progress

Breakfast Program

Coming to school without breakfast impacts on learning and emotional wellbeing. We have been specifically targeting 'at risk' students to attend the breakfast program. Whilst numbers of students have been small, the students who are coming are attending regularly. The breakfast program is supporting students' social and emotional wellbeing and learning. When participating in the breakfast program, not only are students receiving a nutritious breakfast but it is an opportunity for a trusted staff member to check-in with them and to help set students up for a positive day. It We will continue our breakfast program in 2024.

Supporting Our Students' Mental Health

The Deputy Principal and wellbeing teacher delivered 3 hours of NESA Accredited professional learning on Supporting our Students' Mental Health to all teaching staff, executive and some student learning support officers. There is a developing school wide collective responsibility for student mental health. A school wide language around mental health is also being developed as evidenced by the fact some teachers are already referring to the mental health continuum when speaking to students about their mental health. There has been a decrease in the number of students being referred to Marrungarr but we have had an increase in the number of male students being suspended for violent behaviour. A focus on targeted wellbeing programs for 'at-risk' students will continue to be a major priority. Executive, teachers and student learning support officers will be provided with follow-up professional learning on supporting our students' mental health. The Bounce Back program is being delivered across all grades to varying degrees of success. We will need to examine the ongoing effectiveness of the Bounce Back program and explore other whole school programs that may be more effective in addressing, rage, social and emotional intelligence and regulation, conflict resolution and mental health.

Social and emotional learning

The Wellbeing Teacher facilitated the following research-based programs in 2023: The Zones of Regulation program to assist with emotional regulation for 8 students, Mind Ninja to explicitly teach strategies to manage anxiety for 5 students, the newly sourced UR Strong - Language of Friendship program for 16 students, Seasons for Growth grief and loss program for 11 students. Individualised targeted intervention was provided for 20 students ranging from anxiety, grief, anger management and empathy, personal values, goal setting and emotional regulation through sensory means. Support was also provided as required for students experiencing emotional distress and self-harm. Predominantly Year 5 girls were targeted mid-year for social skills development in respectful conflict resolution. Year 4 girls were targeted specifically in a one-off, "Girls Day In" intervention at the end of the year for friendship issues. Stage 3 boys were predominantly referred for aggression requiring emotional regulation and empathy mid-year, whilst Year 4 boys were targeted for aggression requiring emotional regulation at the end of the year. This was addressed at a Boys Day In intervention around good sportsmanship, where the Zones of Regulation and corresponding calming strategies were introduced. Calming strategies that work were sourced directly from Stage 3 for inclusion in future intervention days. Professional Development was delivered to staff by the Wellbeing Teacher to provide an overview of the programs available via Learning Support Team referral. Stage 3 social skills development around taking responsibility for the consequences of words and actions is recommended at the start of 2024. This may be facilitated by introducing the Zones of Regulation to teach emotional regulation particularly in the yellow and red zones using coloured cards in the playground and possibly classroom.

Attendance

Attendance has continued to be a major priority. The systems we have in place to follow up student absences, particularly in relation to unexplained absences are having a positive impact. We send out daily SMS messages to parents and carers of students who are absent, we send out letters once a week to parents and carers of students who have had unexplained absences in the previous fortnight and teachers are making regular contact with parents and carers of students with unexplained absences. We send out formal attendance letters every five weeks to parents and carers of students whose attendance is falling below 85% and we organise attendance improvement plan meetings with families of children whose attendance is of concern. We work with these families to do everything we can to support them and ensure that there are no barriers to their children attending school. Due to numerous competing professional learning priorities this year, we did not engage in the professional learning that we had hoped to around attendance. Attendance is a standing item at all communication and team meetings and in our school newsletter. Students did not have the opportunity to create an elevator pitch on attendance. Our attendance rate and the number of students attending 90% or more of the time have improved. Professional learning, including the Attendance Matters SDD package, the e-Learning on the attendance matters website, the Influencing Attendance Showcase video and engaging student voice by asking students to create an elevator pitch on attendance will need to remain a priority in 2024.

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
Caring for and valuing students System Negotiated Target A minimum of 88.5 % of students with positive wellbeing	<ul style="list-style-type: none"> 81.71% of students have a positive wellbeing which is 6.79 % less than the system negotiated target.
Caring for and valuing students TTFM parent survey reveals that minimum school mean for 'School Supports Learning' is 7.8 TTFM parent survey reveals that minimum school mean for 'Parents Support Learning at Home' is 8.1 TTFM parent survey reveals that minimum school mean for 'Two-Way Communication with parents - Parents Are Informed' is 6.7 TTFM parent survey reveals that minimum of 50% of parents talked with a teacher two or more times (Parents' participation at school)	Caring For and Valuing Students Tell Them From Me Survey <ul style="list-style-type: none"> TTFM parent survey reveals that minimum school mean for 'School Supports Learning' is 7.2 which is 0.6 less than school target. TTFM parent survey reveals that minimum school mean for 'Parents Support Learning at Home' is 7.5 which is 0.6 less than school target. TTFM parent survey reveals that minimum school mean for 'Two-way Communication with Parents - Parents are Informed' is 6.1 which is .6 less than school target. TTFM parent survey reveals that 68% of parents talked with a teacher two or more times which is 18% greater than school target. <p>* It needs to be noted that 20% of families responded to the TTFM survey which is a 7% improvement from 2022.</p>
Attendance System Negotiated Target 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%.	Attendance System Negotiated Target <ul style="list-style-type: none"> 63.11% of students attended 90% of the time which is 17.29% less than the system negotiated lower bound target.
Improvement as Measured by School Excellence Framework Learning	Learning <ul style="list-style-type: none"> School self-assessment of the elements 'Wellbeing - A Planned Approach to Wellbeing' has moved to excelling. School self-assessment of the elements 'Wellbeing - Behaviour' has

<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><i>remained at excelling.</i></p> <p>Leading</p> <ul style="list-style-type: none"> • <i>School self-assessment of the elements 'Educational Leadership - Community Engagement' has moved to delivering.</i>
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Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,657.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • One non-English speaking student was enrolled in year 1. A School Learning Support Officer (SLSO) was employed to assist him become familiar with school routines and processes. • Resources from the Henry Parkes Equity Resource Centre were borrowed to provide appropriate learning materials and encourage engagement in English texts. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Staff support provided reassurance for the child and his mother to help navigate the complexities of a large school environment. * Exposure to the English language in the classroom and and reciprocal language sharing created a safe learning environment for the student. * The student demonstrated an improved understanding of English and began using single words/phrases to identify people and objects around him. <p>After evaluation, the next steps to support our students will be:</p> <p>This student has returned to his homeland and will not be returning in 2024.</p>
<p>Integration funding support</p> <p>\$355,198.00</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to provide additional support for students who have high-level learning and behaviour needs • implementation of targeted programs to differentiate teaching and learning programs. These included MiniLit, MultLit and MacqLit programs. • the ongoing employment of a Student Wellbeing teacher to facilitate program delivery including Seasons For Growth, and to liaise with parents/carers about individual student needs, including referrals to external agency providers. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Students receiving funding benefited from additional, targeted support in class and in the playground to access all learning programs. * Teachers built constructive, positive relationships with parents/carers allowing for effective goal setting and monitoring of student progress. * Appropriate adjustments were made allowing all students to access all school and class activities without stigma or discrimination. <p>After evaluation, the next steps to support our students will be:</p> <p>The employment of a dedicated Student Wellbeing teacher will continue into 2024. This has provided critical support for students and their families in dealing with complex mental health issues and school refusal. Teaching and</p>

<p>Integration funding support</p> <p>\$355,198.00</p>	<p>support staff will continue to access relevant training to assist students meet their academic and social goals . It is hoped that all support staff will complete training to deliver the Multi Lit programs so that students requiring remediation in Literacy can be supported in a timely manner in the classroom. Support staff who completed the '8 Ways Aboriginal Pedagogy' training will be encouraged to implement identified strategies in supporting the wellbeing of Aboriginal students.</p>
<p>Socio-economic background</p> <p>\$182,929.96</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"> • 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"> • professional development of staff through 8 Ways (Aboriginal)Pedagogy to support student learning with an emphasis on maintaining and reinforcing local cultural links. This was combined with the employment of an Aboriginal teacher 1 x day each week to conduct local culture, dance and language lessons for Indigenous students. • resourcing to increase equitability of resources and services. This included updating and replacing home readers, maths, science and technology equipment. • providing students without economic support for educational materials, uniforms, equipment, camp fees, and other items to ensure no child missed an opportunity to be included in all offerings. • resourcing to increase equitability of resources and services including the provision of musical instruments and a specialised music teacher to conduct band lessons at school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Additional students were afforded the opportunity to join the band and use school purchased instruments. The band was able to perform at the end of year presentation day to the delight of parents and community members. * All classes engaged in music lessons with a specialist teacher. A school choir performed several times throughout the year at school functions and at the local Nursing Home for residents. * No child was discriminated on the basis of financial disadvantage. Student assistance extended to all who applied to ensure equity and inclusion. <p>After evaluation, the next steps to support our students will be:</p> <p>Additional students have already applied to join the concert band in 2024. Additional instruments will be purchased to accommodate the growing interest. An external band tutor will again be employed to conduct weekly lessons.</p> <p>Continuation of support for families to ensure all eligible students are able to engage in all incursions and excursions on offer.</p>
<p>Aboriginal background</p> <p>\$101,285.80</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teaching staff to deliver personalised support for Aboriginal students. Aunty Kim was employed 1 x day each week to work

<p>Aboriginal background</p> <p>\$101,285.80</p>	<p>with other Aboriginal staff in creating a time and space to embrace culture through dance, storytelling and art.</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency. This involved professional learning in the 8 Ways Pedagogy to ensure all staff was familiar with local cultural protocols and confidently included elements in their teaching and learning programs. • All teaching and support staff engaged with local Aboriginal guides on a trek through the Saltwater National Park to learn about local Biripi Indigenous history and cultural practices. • Auntie Kim and one SLSO attended training in Sister Speak and delivered it as a weekly program for stage 2 and 3 girls. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All students were afforded an opportunity to connect with Indigenous culture through Auntie Kim's lessons. Her local experiences and knowledge was shared through storytelling and art. * Following the 8 Ways pedagogy training staff began collaboratively planning ways to embed their learning into teaching and learning programs. * Indigenous students learnt traditional dance and performed during NAIDOC week at school and at the local pre school. * During NAIDOC week our Indigenous students were invited to perform at the Manning Entertainment Centre as part of Taree High's celebrations. <p>After evaluation, the next steps to support our students will be:</p> <p>Auntie Kim will continue to deliver her cultural lessons to all students K-6. One SLSO is attending Taree TAFE to complete training in the Biripi language, Gathang. He will then be able to tutor students in language. Teachers will continue to embed 8 Ways into teaching and learning programs to reflect our understanding and commitment to the pedagogy.</p>
<p>Low level adjustment for disability</p> <p>\$220,465.81</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"> • 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"> • Intervention teachers and SLSO's provided support for targeted students within the classroom to enable them to more effectively engage with the curriculum. • Intervention teachers and SLSO's completed training in evidence-based intervention programs such as MultiLit. Specific materials were purchased and individual programs delivered to identified students. • Employment of additional SLSO's supported teachers to differentiate the curriculum and develop resources and classroom. • A wellbeing teacher was employed to support students in Life Skills programs. She was available to assist with Individual learning profiles, social stories and behaviour management. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Intervention teachers worked collaboratively to plan and deliver MiniLit, MultiLit and MacqLit to targeted students K-6. Small group sessions proved to be popular and effective in engaging reluctant readers. * Students used decodable texts to practice blending and reading letters/sounds that were explicitly taught. * All students demonstrated improvement in benchmark levels and most reached an acceptable grade reading level. In primary grades, an emphasis on reading fluency where there was overall improvement in decoding, fluency and comprehension. * Students suffering anxiety, demonstrating school refusal and/or coming from trauma backgrounds were referred by teachers and parents to participate in a variety of wellbeing programs. Overwhelmingly, the outcomes for students demonstrated increased engagement, enhanced

<p>Low level adjustment for disability</p> <p>\$220,465.81</p>	<p>resilience and improved self esteem.</p> <p>After evaluation, the next steps to support our students will be: Due to the success of all intervention strategies, we will again offer individual and group intervention programs to address specific educational and wellbeing requirements of students.</p>
<p>Location</p> <p>\$17,175.00</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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student assistance was made available to all families to ensure no child was excluded from excursions, school camps, incursions, music tuition or sporting events. • Student assistance was available to families experiencing financial difficulty to assist with the purchase school uniforms. • Subsidies were provided school wide to assist with bus travel and access to the Life Education Van. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * No student or family was disadvantaged due to financial hardship. When requested, subsidies and/or payment plans were approved without question or stigma attached. * All students have a school uniform. <p>After evaluation, the next steps to support our students will be: Student assistance and social support will continue to be available to families and students to ensure inclusion and equality.</p>
<p>Professional learning</p> <p>\$43,607.79</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"> • Numeracy • Curriculum Reform <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher relief was provided for staff to engage in collaborative professional learning associated with new syllabus documents. • Teaching and non teaching staff attended training in identifying and managing students who have experienced trauma. • All teaching staff completed 4 of 9 modules of 'Big Ideas to Start Strong.' They were supported by the APC&I to implement their learning in classrooms and to feedback effectiveness. • The provision of math trolleys provided instant access to the essential tools and resources required daily for effective whole class and individual math sessions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All teaching staff are familiar with the current syllabus documents and are ready to begin implementation. * Classrooms are well resourced with essential math equipment to allow for effective implementation of the syllabus. <p>After evaluation, the next steps to support our students will be: All teaching staff will continue to work through the Big Ideas, Starting Stronger modules and complete by the end of 2024. The APC&I will support teachers through modeling pedagogy, assisting with</p>

<p>Professional learning</p> <p>\$43,607.79</p>	<p>programming, analysing data and creating a common understanding of SIP priorities.</p> <p>Student wellbeing and mental health awareness will be a standing item on the weekly staff meeting agenda to afford opportunities for the wellbeing teacher, executive and school counsellor to reinforce indicators and strategies for managing in the classroom.</p>
<p>Beginning teacher support</p> <p>\$15,673.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Old Bar Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Beginning teachers are afforded ongoing support, professional learning and critical feedback by mentor teachers to assist in their development of effective pedagogy. • Weekly sessions with a mentor are dedicated to the collection of evidence to demonstrate mastery of the proficient professional standards. Mentor teachers work closely to assist beginning teachers with completing the accreditation process, observing practice and writing final reports. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * In 2023, we supported three beginning teachers to attain their accreditation at Proficient level. * We have consequently been able to employ all recently accredited teaching staff on casual or temporary part-time basis in 2024. <p>After evaluation, the next steps to support our students will be:</p> <p>In 2024, we will continue to assist beginning teachers to plan and implement their Professional Development Plans.</p> <p>The APC&I and executive staff is committed to continuous mentorship of all staff. We have new beginning teachers working casually in the school who will be encouraged to begin their accreditation.</p>
<p>QTSS release</p> <p>\$103,690.37</p>	<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> <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 in classrooms requiring or requesting additional support with curriculum reform. • Assistant principals were released from class to conduct meetings with individuals and groups of teachers to discuss assessment, data collection and analysis prior to forward planning. • Executive staff was available to monitor attendance of students, conduct parent meetings, liaise with external agencies and assist new students transition into the school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Teachers have felt well supported by their team leaders. * Significant connections were forged with external agencies who in turn support students and families with ongoing therapies. * Teaching staff report growing competence in analysing assessment data to inform teaching. * Teaching staff K - 2 feel confident in fully implementing the English and Maths syllabus while teachers 3 - 6 are broadening their knowledge of syllabus content and available support materials. <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$103,690.37</p>	<p>As lead teachers in the school, all executive staff will have a team-teaching load in 2024. Providing exemplary models to colleagues and developing effective pedagogy will ultimately lead to improved student outcomes. Embedding systematic data collection and analysis will continue as a core practice in 2024.</p>
<p>COVID ILSP</p> <p>\$130,094.88</p>	<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 2023.</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"> • Employment of experienced staff to to design and implement appropriate, effective interventions for students performing below grade expectations in literacy and numeracy. • Identification of students requiring remediation in literacy and numeracy through assessment and referral to the Learning and Support Team. • Implementation of individual and small group tuition for targeted students. <p>The intervention team continued to access PL in Microsoft Teams ILSP. Teachers and SLSO's updated training in MacqLit and MultiLit. Class teachers conducted DoE short assessments including Best Start and Phonics Check-In Assessment.</p> <ul style="list-style-type: none"> • A specialist wellbeing teacher was employed to work alongside teaching and support staff to provide support to students experiencing trauma, anxiety and school refusal. Along with the Deputy Principal, she was able to present accredited Professional Learning focusing on the identification and management of students presenting with mental health issues. <p>The allocation of this funding has resulted in the following impact:</p> <p>Pre and post testing of students receiving individual and group tuition indicated a significant improvement in the basic skills of phonic knowledge, blending skills and reading fluency.</p> <p>A volunteer reading tutor program afforded targeted students the opportunity to practice new skills consistently with 1-1 support.</p> <p>Student evaluation and feedback indicated overwhelming satisfaction of their improvement in skills and confidence following intervention.</p> <p>All teaching and most support staff completed vital training in Supporting Students' Mental Health. An awareness of the mental health continuum provided staff with understanding and strategies to and more effectively manage student mental health.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The wellbeing teacher will continue to work with individuals and small groups to support student mental health.</p> <p>The intervention team under the guidance of the APC&I will continue to monitor effectiveness of the programs being delivered through analysis of data and make adjustments as required.</p>
<p>Per capita</p> <p>\$130,431.94</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of educational resources to support effective delivery of the curriculum. • Replacing, upgrading and maintaining computer hardware to provide suitable technology across all classes. • Employment of technology specialist to oversee, advise and repair

<p>Per capita</p> <p>\$130,431.94</p>	<p>technology resources in the school.</p> <ul style="list-style-type: none"> • Provision of additional School Learning Support Officers to assist teaching staff with administration and classroom tasks. <p>The allocation of this funding has resulted in the following impact:</p> <p>* Old Bar PS is well resourced in technology. Students have ready access to computers that are well maintained, resourced with current, appropriate programs and replaced as needed.</p> <p>* Additional School Learning Support Officers provide exceptional support to students and teachers with at least 1 x SLSO between 2 x classes.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>A strategic plan has been developed with the technology team to replace outdated computers over the next two years.</p> <p>Supplementary funds will continue to be allocated to the Integration Funding Support budget to provide enhanced care for all students with additional needs.</p>
<p>AP Curriculum & Instruction</p> <p>\$186,105.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact:</p> <p>* All staff have an increased understanding of current evidence informed pedagogy throughout the new English and mathematics curriculum. Staff has regularly reflected and refined their teaching practice through self and peer feedback.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>All staff K-6 continuing to access high impact professional learning in 2024. All classroom teachers will implement daily number number sense warm ups and continue to embed and differentiate the new English and mathematics curriculum with support from middle leaders.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	267	268	247	265
Girls	257	258	249	262

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	92.9	89.8	91.1
1	93.6	91.2	89.8	90.2
2	93.3	92.3	89.5	89.6
3	94.5	91.0	88.7	91.4
4	94.0	91.6	87.2	89.3
5	93.9	90.5	87.0	87.2
6	94.1	90.7	87.7	88.3
All Years	94.1	91.4	88.5	89.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	21.78
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	374,925.00
Revenue	6,301,594.55
Appropriation	6,135,722.64
Sale of Goods and Services	11,291.49
Grants and contributions	143,761.09
Investment income	10,719.33
Other revenue	100.00
Expenses	-6,139,788.06
Employee related	-5,663,964.40
Operating expenses	-475,823.66
Surplus / deficit for the year	161,806.49
Closing Balance	536,731.49

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.

	2023 SBAR Adjustments (\$)
Targeted Total	307,333
Equity Total	504,682
Equity - Aboriginal	101,286
Equity - Socio-economic	182,930
Equity - Language	0
Equity - Disability	220,466
Base Total	4,380,316
Base - Per Capita	130,432
Base - Location	17,175
Base - Other	4,232,709
Other Total	499,548
Grand Total	5,691,879

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

In our 2023 Year 3 NAPLAN reading results 9.5% are exceeding, 50% are strong, 19.5% are developing and 11% need support.

In our 2023 Year 5 NAPLAN reading results 9% are exceeding, 55% are strong, 13% are developing and 16% need support.

In our 2023 Year 3 NAPLAN numeracy results 11% are exceeding, 57% are strong, 28% are developing and 4% need support.

In our Year 5 NAPLAN numeracy results 10% exceeding, 42% are strong, 42% are developing and 6% need support.

Parent/caregiver, student, teacher satisfaction

Based on the Tell Them From Me Survey 84% of parents would recommend Old Bar Public School to other parents. 93% of parents believe that their children are enrolled at their first choice of public school. 79% of parents believe that Old Bar Public School is a culturally safe space for all children. 69% of parents have talked with their child's teacher twice or more throughout the year and the majority of parents feel welcome when they come to the school.

Based on the Tell Them From Me Survey 72% of students have a positive sense of belonging at school and 87% of students believe they have positive relationships which is greater than the NSW Government school norm. 87% of students value schooling outcomes.

Based on the Tell Them From Me Survey 89% of teachers believe that they have a positive sense of belonging. 89% of teachers believe that they are well supported in their job. 96% of teachers believe that Old Bar Public School is a welcoming place for all students and 93% believe that it is a culturally safe space for all students.

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 2023, 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/carers 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.

An Aboriginal teacher and SLSO worked closely with teaching and non-teaching staff and parent/carers to research, negotiate and implement culturally appropriate, local, educational programs. Aunty Kim acted as our Elder in Residence and encouraged other community members to support and mentor our young student leaders. The team from the local Aboriginal Health Service conducted dental, hearing and sight assessments for eligible students.

In 2023 Aunty Kim and one of our SLSOs undertook the Sista Speak training and are now implementing the Sista Speak program with our Stage 3 Aboriginal 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.

All staff completed 10 hours of NESA accredited professional development around Aboriginal Pedagogies and 8 Ways with Benn Stewart our Aboriginal Education Strategic Delivery Advisor and Kayla Arthur our Aboriginal Education Strategic Delivery Officer. All teachers have started to program and embed 8 ways into their teaching and Aboriginal Pedagogies will becoming a priority focus in our 2024 to 2027 Strategic Improvement Plan moving forward.

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. In 2023, there was an increase in notifications of racist behaviours which prompted a second Anti-Racism Contact Officer (ARCO) to be

trained. Referrals to the ARCO are actioned by the Learning and Support Team and followed-up in a timely manner. 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.

Students and staff are updated on the definition of racism and provided with information on the processes to deal with racist comments and actions. Due to the increase in notifications of racist comments in 2023 we upgraded the level of support to student victims of racism. Our ARCOs have been working with classes and groups of children across the school to provide them with additional information about racism and its impacts.

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. Old Bar Public School celebrates Harmony Day and acknowledges the United Nations International Day for the Elimination of Racial Discrimination. The children learn about different cultures and their practices and beliefs through their studies in Human Society and Its Environment.

Other School Programs (optional)

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

* A school music teacher worked side by side with classroom teachers to teach music to students in Kindergarten to Year 2. We employed a music teacher to continue delivering our school Music Instrument Program and to teach the school band. Student band members have music instrument lessons and ensemble band practice each week. Our band performed at our end of year presentation assembly.

* 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 raising funds for children in war torn countries, brain cancer research, putting on a morning tea for residents of Banyula Aged Care Home, planting a bush tucker garden and organising a tennis day to raise funds for our local Old Bar Tennis Club.

* 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. 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.

* Year 4 and year 6 students enjoyed school camps. Year 4 students attended a one night sleepover at Camp Elim while Year 6 attended a three day sport and recreation camp on the Hawkesbury River.

* Talented artists were provided the opportunity to take part in the school HOME art program. Students produced outstanding pieces of art and enjoyed developing their artistic skills and knowledge.

* K - 2 students participated in the biennial performance of 'Animals, Animals, Everywhere!' at the Manning

Entertainment Centre. Each class performed an item incorporating dance, drama and music.

* Throughout the year, stage groups celebrated and recognised the efforts of students through a series of activities including; the regular school leaders' podcast; 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 and the GRIP Leadership seminar for school leaders.