

Mogo Public School Annual Report



2016



2586

Introduction

The Annual Report for **2016** is provided to the community of **Mogo Public School** as an account of the school's operations and achievements throughout the year.

It is a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jason Barby

Principal

School contact details

Mogo Public School

Princes Hwy

Mogo, 2536

www.mogo-p.schools.nsw.edu.au

mogo-p.School@det.nsw.edu.au

4474 4815

School background

School vision statement

The staff and wider community of Mogo Public School deliver high standard education to develop the individual talents, interests and abilities of our students in a stimulating, friendly and caring environment.

This is achieved by Mogo's ability to make everyone feel special. Every student is known to staff, and every opportunity is taken to ensure that the needs and well-being, at educational, physical, emotional, and social levels, are being met. Families are encouraged to participate in their children's schooling, and many opportunities throughout each school year are provided for sporting, cultural, and academic participation.

Ultimately, Mogo understands the need to nurture a love of learning so that all students have the opportunity to engage in society to their maximum potential.

School context

Mogo Public School is situated, ten kilometres south of Batemans Bay and sixteen kilometres north of Moruya, on the Princes Highway.

Mogo Public School's student population fluctuates between 35–55 in any given school year. We hope to maintain approximately 40 students for the 2017 year. The school community extends from Batemans Bay to Moruya, taking in the villages of Broulee, Tomakin, Mossy Point and Mogo. There are three main buildings, which include: one permanent classroom block housing the library and a primary class, the administration block, and a separate double classroom for the K/1 class and other primary class.

Mogo Public School has an active Parents & Citizens' Association and Aboriginal Community Group which meet on a regular basis. The school's strong Aboriginal Education program includes mandatory cultural units for each class, with special focus and cultural days throughout the year. "Dhurga" the local Aboriginal language, is taught across the school and at the local Mogo Pre-School.

Mogo Public School is a part of the Eurobodalla Learning Community and enjoys participating in leadership, creative arts and writing camps and activities such as academic challenges and chess days with the eleven other schools in its area.

The core value of the school is CARE – Confidence, Achieve, Respect and Engage.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, Mogo Public School is delivering in 60% of outcomes and sustaining and growing in 40%.

In the domain of Teaching, Mogo Public School is sustaining and growing in 100% of all indicators.

In the domain of Leadership, Mogo Public School is delivering in 80% of outcomes and sustaining and growing in 20%.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Engagement and Well-being

Purpose

To ensure students receive a holistic approach to education that bases itself on a high level of care and commitment to the overall safety and well-being of each student.

Overall summary of progress

Mogo Public School had an increase in suspensions in 2016, despite behavioural plans being improved. Student attendance figures were also lower than anticipated despite proper procedures and initiatives in place.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Extracurricular activities to include cultural excursions, overnight excursions to a city area for primary students, day trip excursions for infant's students, sporting opportunities, and in-school community days.	Students from K-6 participated in several extra curricular activities in 2016, with 60% of students having increased attendance from 2015.	\$10 000 Low Socio Economic
Improved Behaviour Plans resulting in fewer suspensions as students will develop better behavioural coping strategies.	Mogo Public School had an increase in students receiving short and long suspensions, as well as incident referrals through Sentral.	Nil
Student attendance to improve from 2015, with individual students being identified to work with.	Target Goal of 90% attendance for students not achieved. Data collected highlighted this as a priority in 2017, as Mogo Public School had only 85.6% attendance. 90% of absences were justified.	\$2 000 Low Socio Economic
Student work samples and results will demonstrate that students are applying themselves on a par with their cohorts at other local schools as indicated by the Literacy and Numeracy Continuum's.	Work samples collated reflect students are applying themselves with local cohorts.	Nil

Next Steps

Behaviour Plans to be reviewed for 2017 implementation. Student attendance initiatives will also be discussed with the aim on improved attendance from 2016. HSLO interventions and program to be re-visited. Extra curricular activities were a great success in 2016, with the majority of activities and initiatives to be included in the 2017 school calendar.

Strategic Direction 2

Student Learning

Purpose

To ensure quality learning opportunities are consistently provided, allowing all students to increase their knowledge and understandings of curriculum based subjects and to understand and appreciate how knowledge is necessary for maximum participation in society.

Overall summary of progress

Growth was evident in 2016, especially in the K–2 class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Documented growth evident in Literacy and Numeracy skills for all students including those receiving targeted interventions.	All students demonstrated growth in Literacy and Numeracy. 40% of students are working successfully on an IPL.	Nil
Evidence to be seen through Best Start, Early Action for Success data, PLAN, and NAPLAN data.	2016 results show 80% of Kindergarten students reached staged outcomes in Literacy and Numeracy. 2016 results show 66% of year 1 and year 2 students reached staged outcomes in Literacy and Numeracy.	Nil

Next Steps

Funding through Low Socio Economic Background and Aboriginal Loading in 2017 will allow the school to employ additional staff members to improve results in Literacy and Numeracy. The appointment of an Assistant Principal Early Action for Success will support teachers in improving students K–2 in Literacy and Numeracy as evidenced through Best Start, Early Action for Success data, PLAN and NAPLAN data.

Strategic Direction 3

Aboriginal Education

Purpose

To engage all Aboriginal students so that they wish to attend school daily, as well as to improve literacy and numeracy outcomes so that individuals achieve at or near the national benchmark as indicated through NAPLAN utilising Departmental strategies.

Overall summary of progress

Aboriginal results were very strong, especially in the Year5/6 class, emphasised by 60% of Aboriginal students in the Year 5 NAPLAN test achieving in the top 2 bands (reaching Premier' Priorities).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Aboriginal students show progress and improvement in Literacy and Numeracy, demonstrated through consistent PM Level benchmarking, Probe comprehension testing, SENA testing and Literacy & Numeracy Continuum's.	All Aboriginal students showed progress in Literacy and Numeracy.	Nil
2016 NAPLAN results demonstrating that an identified 100% of Yr 3 and 70% of Yr 5 being of Aboriginal background, perform at or near NMS.	2016 NAPLAN results identified 100% of Year 3 students were above NMS in Reading, Grammar and Punctuation. In Year 5 99% of Aboriginal students were above NMS in Numeracy and 100% in Grammar and Punctuation.	Additional Teacher and SLSO Support
Traditional Aboriginal cultural activities to be facilitated by Mogo P.S throughout the year	Cultural activities and initiatives very successful including Fishing days, Cultural Days, traditional walks, excursions and Health days.	\$3 000 Aboriginal Loading
MGoals and PLP's to be supported and implemented.	DET requirements reported on by the AEO/Principal. MGoals initial implementation successful.	\$ 2000

Next Steps

Priorities for 2017 include Aboriginal outcomes matched by Premiers' Priorities, MGoals to be fully operational and PLP's supported. Cultural activities to be organised with consultation and to be funded by the RAM's Aboriginal Loading.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal Background loading has directly and successfully supported students in the classroom. Having additional support in the classroom reduced the ratio of students to staff, which in turn gave more 1:1 time for teachers to address student needs.</p> <p>The appointment of an AEO was crucial in the successful operations of the school. The AEO connected us with the Aboriginal community closely and allowed us to implement many programs and initiatives smoothly and efficiently.</p>	<p>\$67 986</p> <p>Additional SLSO's</p> <p>AEO</p> <p>Supplement Teacher intervention</p>
Low level adjustment for disability	<p>Additional days were added to the existing 0.3 allocation to allow the LST to support students and classroom intervention. Also, co-ordinating attendance was added to the LaST role, thus enabling teachers more time to concentrate on daily teachings. Also after evaluations, another feature as a result, allowed for consistent teacher judgement around attendance and expectations.</p>	<p>\$37 754</p> <p>Additional LaST teacher days</p> <p>Additional SLSO's</p>
Socio-economic background	<p>Socio Economic loading has directly and successfully supported students in the classroom. Having additional support in the classroom reduced the ratio of students to staff, which in turn gave more 1:1 time for teachers to address student needs.</p> <p>Funding allowed students K-6 the opportunity to participate in a variety of extra curricular activities including sporting days, Yr3-6 excursion to Sydney, mini excursions, cultural activities such as fishing days, cultural walks and health checks etc. If there was no funding to support these activities, Mogo students would not be able to experience these educational and social events.</p>	<p>\$92 424</p> <p>Additional SLSO's</p> <p>Supplement additional Teacher intervention</p> <p>Assist students financially so they can attend extra curricular activities such as major excursions etc.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	22	20	22	27
Girls	20	22	25	24

Enrolments since 2015 have been stable, however from 2017 Mogo Public School's enrolments are expected to decrease in number.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	86.8	80.7	93.9	84.1
1	89.2	78	78.2	82
2	86.7	89.4	92.1	74.2
3	86.8	85	91.5	71.7
4	87.6	95.3	80.3	76.3
5	94.2	92.8	92.9	80.1
6	93.2	89.3	93.3	89
All Years	89.8	87.4	87.9	80.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

School attendance in 2016 was below State average considerably. As a result, attendance is a priority at Mogo Public School, as evidenced in our 2017 School Plan. Mogo Public School worked with the HSLO closely in 2016 and will engage further in positive programs aimed at improving student attendance in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.11

*Full Time Equivalent

Mogo Public School employed four Aboriginal staff members, which represents 29% of our workforce in 2016. A full time permanent teacher is employed, an Aboriginal Education Officer (AEO) is employed to work across the school and two School Learning Support Officers (SLSO's) are employed to assist in the classrooms.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Mogo Public School has one full-time new scheme teacher and one permanent Teaching Principal. Teachers have received Professional Learning in many areas including L3, TEN, Covey, Growth Coaching and How2Learn.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	44 644.94
Global funds	85 873.56
Tied funds	249 013.50
School & community sources	15 061.45
Interest	1 951.45
Trust receipts	4 796.43
Canteen	0.00
Total income	401 341.33
Expenditure	
Teaching & learning	
Key learning areas	72.34
Excursions	6 221.00
Extracurricular dissections	5 593.07
Library	105.00
Training & development	2 106.95
Tied funds	267 183.02
Short term relief	21 039.32
Administration & office	28 370.90
School-operated canteen	0.00
Utilities	11 764.29
Maintenance	6 188.04
Trust accounts	6 692.67
Capital programs	0.00
Total expenditure	355 336.60
Balance carried forward	46 004.73

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 Literacy NAPLAN Mogo Public School results were as follows;

* 100% of Year 3 students were in Band 2 or 3 in Reading, Writing, Spelling, Grammar and Punctuation.

* 33% of Year 3 students were below National Minimum Standards in Spelling.

* 41% of Year 5 students were below National Minimum Standards in Reading.

* 0% of Year 5 students were below National Minimum Standards in Grammar and Punctuation.

* 77% of Year 5 students had Student Growth in Reading greater than 50 points.

* 50% of Year 5 students had Student Growth in Spelling greater than 100 points.

* 100% of Year 5 students had Student Growth in Grammar and Punctuation greater than 130 points.

In 2016 Numeracy NAPLAN Mogo Public School results were as follows;

* 33% of Year 3 students were below National Minimum Standards in Number, Data, Measurement, Space and Geometry, Patterns and Algebra.

* 11% of Year 5 students were below National Minimum Standards in Numeracy.

* 88% of Year 5 students achieved at Band 4 or higher in Numeracy.

* 38% of Year 5 students had Student Growth in Numeracy greater than 100 points.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the 'Find a school' tab and select GO to access the school data.

Premier's Priorities;

1. Increase proportion of NSW students in top 2 NAPLAN bands by 8%.

* In Year 3 Mogo Public School had 0% of students in the top 2 bands in Literacy and Numeracy.

* In Year 5 Mogo Public School had 9% of students in the top 2 bands in Reading, 33% in Spelling, 60% in Grammar and Punctuation and 22% in Numeracy.

2. Increase proportion of NSW Aboriginal students in the top 2 bands by 30%.

* In Year 3 Mogo had 0% of Aboriginal students in the top bands in Literacy and Numeracy.

* In Year 5 Mogo had 10% of Aboriginal students in the

top two bands in Number.

* In Year 5 Mogo had 10% of Aboriginal students in the top 2 bands in Reading.

* In Year 5 Mogo had 40% of Aboriginal students in the top 2 bands in Spelling.

* In Year 5 Mogo had 60% of Aboriginal students in the top 2 bands in Grammar and Punctuation.

Policy requirements

Aboriginal education

The NSW Department of Education is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

Mogo Public School's goal is that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

Mogo Public School is also committed to the increased knowledge and understanding of the histories, cultures and experiences of the Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

Multicultural and anti-racism education

Mogo Public School promotes intercultural understanding and community harmony in schools and supports English language learners, refugees and newly arrived students. Mogo Public School and the Department of Education is committed to building a diverse and inclusive learning environments that benefits all students including those from language backgrounds other than English.

Mogo Public School has an active Anti Racism Coordinator (ARCO) and a Wellbeing Team.