

# Mogo Public School

## Annual Report



2017



2586

## Introduction

The Annual Report for **2017** is provided to the community of **Mogo Public School** as an account of the school's operations and achievements throughout the year.

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

Erin Eade

Principal

## School contact details

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## 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

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 40% of outcomes and sustaining and growing in 60%.

In the domain of Teaching, Mogo Public School is sustaining and growing in 90% and delivering in 10% of indicators.

In the domain of Leadership, Mogo Public School is delivering in 75% and sustaining in 25% of practices.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## 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

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 2017. TTFM survey recorded 100% of students (surveyed) strongly agreed that they felt good about their culture. 80% of students (surveyed) strongly agreed that Teachers have a good understanding of their culture.	\$10000 Low Socio Economic
Improved Behaviour Plans resulting in fewer suspensions as students will develop better behavioural coping strategies.	Mogo Public School had an increase of students receiving short and long suspensions, as well as incident referrals through Sentral and Eb central.	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 2018. However, Mogo Public School had 87.8% in 2017, an increase from 2016 attendance rate.	\$2000 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 2018 implementation. Student attendance initiatives will also be discussed with the aim on improved attendance from 2017. HSLO interventions and program to be re-visited. Extra curricular activities were a great success in 2017, with the majority of activities and initiatives to be included in the 2018 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

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Documented growth evident in Literacy and Numeracy skills for all students including those receiving targeted interventions.	All students demonstrated growth in Literacy and Numeracy. Identified students do have a current ILP to support literacy and numeracy interventions.	Nil
Evidence to be seen through Best Start, Early Action for Success data, PLAN, and NAPLAN data.	2017 results show 100% of students in Early Stage 1 and Stage 1 have improved reading results.  4 students were in the top 2 bands for literacy and numeracy.	Nil

#### Next Steps

Funding through Low Socio Economic Background and Aboriginal Loading in 2018 will allow the school to employ additional staff members to improve Literacy and Numeracy. The appointment of an Early Action For Success, Instructional Leader has supported 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

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 students demonstrated progress and improvement in literacy and numeracy. With reading and comprehension remaining on par for students, and an overall strength in numeracy in kindergarten and Year 2.	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.	2017 NAPLAN results showed 30% of Year 3 students and 45% of Year 5 being of Aboriginal background, performed at above NMS.	Nil
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, excursions and health days.	\$3000 Aboriginal Loading
MGoals and PLP's to be supported and implemented.	DET requirements reported on by the AEO/Principal. MGoals implementation unsuccessful, however other projects were implemented successfully (Grandfathers Gully – U.O.W partnership project).	Nil

#### Next Steps

Priorities for 2018 include Aboriginal outcomes matched by Premier's Priorities and PLP's supported. Cultural activities to be organised with consultation and to be funded by RAM's Aboriginal Loading.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<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>
<b>Low level adjustment for disability</b>	<p>The 0.3 allocation allowed the LST to support students and classroom intervention. Also, coordinating 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 Additional SLSO's</p>
<b>Socio-economic background</b>	<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 the Snow, mini excursions, cultural activities. 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.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	20	22	27	24
Girls	22	25	24	23

Enrolment since 2015 have been stable, however as predicted the 2017 school enrolment decreased in number. This was due to a large group transitioning to high school.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	80.7	93.9	84.1	89.7
1	78	78.2	82	88.4
2	89.4	92.1	74.2	86.7
3	85	91.5	71.7	84.4
4	95.3	80.3	76.3	87.2
5	92.8	92.9	80.1	85.3
6	89.3	93.3	89	90
All Years	87.4	87.9	80.8	87.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

School attendance in 2017 was below State average considerably. Although there was improvement from 2016 results. Attendance continues to be a priority at Mogo Public School, as evidenced in our 2017 School Plan. Mogo Public School worked with the HSLO/ASLO in 2017 and will continue to engage consultant support and expertise in positive programs aimed at improving student attendance in 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.39
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

Mogo Public School employed four Aboriginal staff members, which represents 29% of our workforce in 2017. A fulltime permanent teacher is employed, and 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	0

### Professional learning and teacher accreditation

Mogo Public School has one full time new scheme teacher and on permanent Teaching Principal. Teachers have received Professional Learning in many areas including, L3, How2Learn, Positive Behaviour for Learning.

# Financial information (for schools using both OASIS and SAP/SALM)

## Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>46,005</b>
Global funds	46,516
Tied funds	128,844
School & community sources	4,575
Interest	745
Trust receipts	3,253
Canteen	0
<b>Total Receipts</b>	<b>183,933</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	0
Excursions	1,349
Extracurricular dissections	5,359
Library	112
Training & Development	2,255
Tied Funds Payments	101,354
Short Term Relief	1,578
Administration & Office	9,682
Canteen Payments	0
Utilities	3,446
Maintenance	1,193
Trust Payments	1,233
Capital Programs	0
<b>Total Payments</b>	<b>127,561</b>
<b>Balance carried forward</b>	<b>102,377</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>297,528</b>
Appropriation	283,990
Sale of Goods and Services	1,038
Grants and Contributions	12,240
Gain and Loss	0
Other Revenue	0
Investment Income	261
<b>Expenses</b>	<b>-272,732</b>
Recurrent Expenses	-272,732
Employee Related	-201,228
Operating Expenses	-71,504
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>24,796</b>
<b>Balance Carried Forward</b>	<b>24,796</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	431,409
Base Per Capita	7,794
Base Location	1,724
Other Base	421,891
<b>Equity Total</b>	279,566
Equity Aboriginal	112,007
Equity Socio economic	126,598
Equity Language	400
Equity Disability	40,562
<b>Targeted Total</b>	0
<b>Other Total</b>	138,569
<b>Grand Total</b>	849,544

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.

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 2017 Literacy NAPLAN Mogo Public School results were as follows;

\*100% of Year 3 students were above the National Minimum Standard for Grammar and Punctuation.

\*100% of Year 3 students were above the National Minimum Standard for Reading.

0% of Year 3 students were below National Minimum Standards for grammar & punctuation and reading.

\*45% of Year 5 students were at the National Minimum Standard for Reading.

\*9% of Year 5 students were below the National Minimum Standard for Reading.

\*82% of Year 5 students were above National Minimum Standards in Grammar and Punctuation

\*18% of Year 5 students were in the Top 2 Bands for Reading and Grammar and Punctuation.

\*18% of Year 5 students were below the National Minimum Standard for Grammar and Punctuation.

In 2017 Numeracy NAPLAN Mogo Public School results were as follows;

\*66% of Year 3 students were above the National Minimum Standard.

\* 33% of Year 3 students were below the National Minimum Standard.

\*66% of Year 5 students were above the National Minimum Standard.

\*33% of Year 5 students scored in the Top Band for Numeracy.

\* 33% of Year 5 students were below the National Minimum Standard.

Premier Priorities;

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

\*In Year 3 Mogo Public School had 66% of students in the top 2 bands in literacy and numeracy.

\*In Year 5 Mogo Public School had 33% of students in the top 2 bands in Literacy and Numeracy.

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

\*In Year 3 Mogo had 30% of Aboriginal students in the top bands in Literacy.

\*In Year 5 Mogo had 0% of Aboriginal students in the top bands in Literacy and Numeracy.

## 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 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