

# Mogo Public School

## Annual Report



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## Introduction

The Annual Report for **2018** 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

#### Vision

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.

#### Purpose

In achieving our vision, 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.

### 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 2019 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 other educational activities.

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 48% of outcomes and 35% in sustaining and growing outcomes and 17% in excelling outcomes.

In the domain of Teaching, Mogo Public School is delivering in 40% of outcomes, 40% in sustaining and growing outcomes, and 20% in excelling.

In the domain of Leading, Mogo Public School is delivering in 30% of outcomes, 50% in sustaining and growing outcomes, and 10% in excelling outcomes, as well as, 10% working towards outcomes.

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

### Welfare and Wellbeing

#### Purpose

The school's wellbeing approach focuses on creating an effective environment for learning where expectations of behaviour are co-developed with students, staff and the community, and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

#### Overall summary of progress

Mogo Public School's milestones allow staff to keep abreast of our goals. It is displayed in the staff room where staff review it regularly. Our progress is monitored and we are on track with progress in implementation of structures and processes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A reduction of unexplained absences. 8% reduction by end of 2018.  Increase school attendance rate. Target for 2018 increased by 2%.	\$1000 for school attendance reward program (90% > or 0% unexplained absences)	This year we have seen a substantial reduction in unexplained absences by 12%.  Unfortunately increase of school attendance rate was effected by student suspensions.
PBL practices visible in the classrooms and across the school.	\$200 Professional learning, and resources.	PBL Matrix completed and visible around school. PBL classroom rules consistent and displayed in all classrooms (incl. library).

#### Next Steps

2019 –Staff commitment to attend outside of school hour professional learning, four times per semester over the year. Trained by PBL Consultant. Outside of classroom PBL practise training has been completed.

2019 – In class PBL systems implemented.

2019 – LST and HSLO/ASLO to continue to work to support school attendance processes. / Continuation of celebrating success in school attendance achievement of 90% or more attendance rate, as well as 0% unexplained absences.

## Strategic Direction 2

Quality Education For All

### Purpose

**Create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.**

### Overall summary of progress

Mogo Public School's milestones allow staff to keep abreast of our goals. It is displayed in the staff room where staff review it regularly. Our progress is monitored and we are on track with progress in implementation of structures and processes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• PLP's to be supported and implemented.</li><li>• All students literacy and numeracy goals included in student academic reports.</li></ul>	\$80.00 catering and prizes.	PLP's were completed, however an increase of parental turn out is required. Student literacy and numeracy goals were included in academic reports.
<ul style="list-style-type: none"><li>• Documented evidence of achievement using Best Start, PLAN2 data and NAPLAN data.</li></ul>	\$136000 IL \$900 (Beginning teacher PL/ Time out of class).	IL coordinated assessments and data analysis. Worked closely with K–2 teachers to support data entry, identify work samples and classroom practices.  There is evidence of achievement in literacy and numeracy. Data wall is accessible to all staff.  Staff completed training for Scout.  New Scheme teacher supported, PL opportunities supported by leadership.

### Next Steps

2019 will see a whole school assessment schedule, as well as continuing to develop whole school scope & sequence (to also include new Science & Tech syllabus).

PLP's to be conducted outside of school time (to see if there is an improvement).



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>This funding has directly and successfully supported students in the classroom. Having additional support in the classroom reduced 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>\$95,000</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 LaST to support students and classroom intervention. In addition coordinating LST meetings, teacher mentoring, and modelling learning adjustments and differentiation. In addition, supporting families with external agency support.</p>	<p>\$31,000</p> <p>\$13,000 Additional SLSO support.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>The QTSS directly impacted learning by providing staffing to provide additional support in the classroom, which in turn provided more 1:1 time for teachers to address learning needs.</p>	<p>\$6,000</p> <p>Additional Supplement teacher intervention</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 student to staff, which in turn provided more 1:1 time for teachers to address individual needs.</p> <p>Funding allowed students K-6 the opportunity to participate in a variety of extra curricular activities including sporting days, school excursion to Borambola, mini excursions and cultural activities. If there was no funding to support these activities, Mogo students would not be able to experience these educational and social</p>	<p>\$88000</p> <p>Additional SLSO's</p> <p>Supplement additional teacher intervention</p> <p>Assist students financially so they can participate in extra curricular activities, such as major excursions.</p>

<b>Socio-economic background</b>	events.	<p>\$88000</p> <p>Additional SLSO's</p> <p>Supplement additional teacher intervention</p> <p>Assist students financially so they can participate in extra curricular activities, such as major excursions.</p>
<b>Support for beginning teachers</b>	<p>This year, the allocation supported the new beginning teacher, by providing mentoring for in class intervention. In addition, it provided opportunities for our beginning teacher to attend professional development and also time off class to work with other professionals which impacted student learning directly.</p>	<p>\$30000</p> <p>Professional learning and development.</p>
<b>Early Action For Success</b>	<p>This allocation has provided Mogo with an additional non teaching staff member to coordinate and monitor in class intervention, professional development, mentoring. In addition facilitating state wide literacy and numeracy assessment processes, data collection and data analysis to guide the learning goals in each classroom from kindergarten to year 2.</p>	<p>\$136,000</p> <p>Instructional Leader</p> <p>Additional resources</p>
<b>Digital Technology in Focus</b>	<p>The project allocates a budget to our small school to implement the new Science &amp; Technology syllabus from K-6.</p> <p>New resources for classrooms, as well as support and professional learning for classroom teachers to deliver lessons to meet the standards of the NSW Syllabus.</p>	<p>\$3,000</p> <p>resources</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	22	27	24	19
Girls	25	24	23	16

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	84.1	89.7	85
1	78.2	82	88.4	89.7
2	92.1	74.2	86.7	82.4
3	91.5	71.7	84.4	78
4	80.3	76.3	87.2	72.8
5	92.9	80.1	85.3	91.5
6	93.3	89	90	72.7
All Years	87.9	80.8	87.8	81.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

School attendance in 2018 was below state average considerably. Although there were improvements from the previous years in a reduction of unexplained absences. Attendance continues to be a priority at Mogo Public School, as evidenced in the 2018 school plan. Mogo Public School worked with the HSLO/ASLO, as well as regional student wellbeing team and will continue to engage consultant support and expertise in ensuring our school attendance process continues to adhere to school attendance policy and procedure, as well as positive programs aimed at improving student attendance in 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.42
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

Mogo Public School employed four Aboriginal staff members, which represents 29% of our workforce in 2018. A fulltime permanent teaching principal is employed, and Aboriginal Education Officer (AEO) is employed to work across the school and additional 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 had two fulltime classroom teachers (including teaching principal). In addition to our resource allocation, an additional fulltime new scheme teacher was employed to create an additional class to meet the school context. Teachers have received professional learning in many areas including; L3, Positive Behaviour for Learning and Berry Street Model. Professional discussions around career goals and aspirations are conducted throughout the year to ensure teachers are equipped with the most up to date, current practises, to address student learning needs, and school processes and systems.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.



	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	24,796
<b>Revenue</b>	920,996
Appropriation	897,216
Sale of Goods and Services	757
Grants and Contributions	22,150
Gain and Loss	0
Other Revenue	0
Investment Income	873
<b>Expenses</b>	-907,245
Recurrent Expenses	-907,245
Employee Related	-826,633
Operating Expenses	-80,612
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	13,751
<b>Balance Carried Forward</b>	38,547

Balance brought forward amount are not tied funds, and are rolled over into new school year to provision funds to meet general school costs.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	453,058
Base Per Capita	9,088
Base Location	1,551
Other Base	442,419
<b>Equity Total</b>	227,762
Equity Aboriginal	95,175
Equity Socio economic	88,000
Equity Language	0
Equity Disability	44,587
<b>Targeted Total</b>	11,228
<b>Other Total</b>	143,600
<b>Grand Total</b>	835,648

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 Literacy NAPLAN Mogo Public School results were as follows;

For Grammar and Punctuation; 40% of Year 3 students were above the National Minimum Standard. 60% of Year 5 students were at the National Minimum Standard, and 20% were above the National Minimum Standard.

For Writing; 75% of Year 3 students were above the National Minimum Standard. 20% of Year 5 students were above the National Minimum Standard, while 80% were in the bottom two bands.

For Reading; 80% of Year 3 students were in the middle Band 4. 20% of Year 5 students were in the top two bands, while the remaining cohort were in the bottom two bands.

For Spelling; 50% of Year 3 students were above the National Minimum Standard and 80% were at the National Minimum Standard, while 20% were in the top two bands.

In 2018, Numeracy NAPLAN Mogo Public School results were as follows;

100% of Year 3 students were above the National Minimum Standard. 60% of Year 5 students were above the National Minimum standard, and 40% were at the National Minimum Standard.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Early Action For Success is in its' fourth year at Mogo Public School. As a small school, the resource allocation of an Instructional Leader has been a pivotal resource in improving quality learning for students across the school, in particular Kindergarten to Year 2 classes.

In 2018, Literacy has been a priority, in particular the elements of writing and reading. Literacy, Learning and Language (L3) pedagogy has been the classroom strategy utilised to achieve significant growth in our students. The majority of our students are engaged in classroom literacy time.

Our data has shown improvements for our students; with :

75% of kindergarten students are reading and writing at or above bench mark level

100% of Year 1 students reading and writing at or above bench mark level

67% of Year 2 students reading and writing at or above bench mark level

Throughout 2019, priority will be given, with a focus on strengthening mathematical thinking and numerical understanding.

Another facet of the EAfS initiative is ensuring that all staff have current and up to date teaching practices. This is supported through ongoing professional development. All Mogo PS staff (teaching and non teaching) have accessed and implemented research based teaching practices to facilitate learning.

## **Parent/caregiver, student, teacher satisfaction**

Mogo Public School values the communication with its' school community. The ongoing feedback, ideas and contributions of Parents/carers, students and wider community are an integral process in achieving our school vision.

We acknowledge the parents/carers as partners, in delivering a high standard of education to develop the

individual talents, interests and abilities of our students in a stimulating, friendly and caring environment.

## **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.