

Mogo Public School

2019 Annual Report



2586

Introduction

The Annual Report for 2019 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.

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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

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 school plan and annual report. Every five 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 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

A reduction of unexplained absences. 8% reduction by end of 2018.

Increase school attendance rate. Target for 2018 increased by 2%.

PBL practices visible in the classrooms and across the school.

Progress towards achieving improvement measures

Process 1: Evidence Based Practices

- Well developed and evidence-based approaches, programs and assessment processes are in embedded which support teachers to regularly review and monitor student learning needs.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>In 2019 our school introduced and trialled Zones of Regulation in our classes. This strategy focuses on student self-regulation and monitoring. Additionally, our school trained four classroom teachers in the evidence-based strategy Berry Street Model, focusing on trauma-informed practices.</p> <p>Where to Next?</p> <p>In 2020 our school intends to fully implement the learnings of the Berry Street Education Model (BSEM). Our school will update our Well-Being Policy to include the strategies (both negative and positive) of BSEM and PBL.</p>	Professional Learning Funds – \$6000

Process 2: Student Behaviour

- To develop procedures that promote respectful relationships across the student, staff and community and strengthen student wellbeing to ensure positive learning conditions across the whole school.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>In 2019 staff at Mogo P.S began their professional development in Positive Behaviour for Learning (PBL). Classroom teachers completed the modules associated with PBL. This year, through PBL we have streamlined our recording of behaviours using the platform Sentral.</p> <p>Where to Next?</p> <p>In 2020 appropriate signage, both in the playground and in classrooms, will be visible to ensure that our agreed school values become common language across our school. We intend to engage our students through student voice forums to ensure that our students have ownership and input into our whole school rules, and how positive behaviours are reinforced. Our school intends to update our Student Well-Being policy incorporating the ethos of PBL and the NSW DoE Wellbeing Policy.</p>	Therese Short (PBL Coach/AP)

Progress towards achieving improvement measures

Process 3: Community Partnerships

- Develop dynamic and diverse community and external agency partnerships which enhance and support student wellbeing.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>In 2019 our school focused our attention in building community partnership with our local pre-school and high-school. Students from our primary cohort attended the preschool on a fortnightly basis, to read books to the preschool children. The preschool actively engaged in our kinder orientation program to ensure that all prospective children were provided with a smooth introduction to school life.</p> <p>Our school liaised with the local high school on a 6–7 transition plan with particular focus on supporting our more complex students to feel ready and equipped to move into the high-school setting.</p> <p>Where to Next?</p> <p>In 2020 our school intends to work in close partnership with Katungul on the initiative "Mogo Boys @ Katungul". This initiative will involve senior boys from our school with identified needs engaging in a mentorship program comprising of physical fitness (gym), as well as a mental wellness program (connecting to self and country).</p> <p>Mogo P.S will also facilitate through a partnership with an Aboriginal Outreach Worker at Grand Pacific Health for the Red Dust program. This program will involve students 3–6 in an Aboriginal mindfulness strategy.</p> <p>Our school will also engage with the local PCYC using their expertise to support our schools daily physical fitness program.</p>	<p>AEO –admin time/community networking time.</p>

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.

Improvement Measures

- PLP's to be supported and implemented.
- All students literacy and numeracy goals included in student academic reports.
- Documented evidence of achievement using Best Start, PLAN2 data and NAPLAN data.

Progress towards achieving improvement measures

Process 1: Quality Teaching

- Processes are embedded which support teachers to identify and monitor specific areas of development or continual improvement.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>With the leadership of our Instructional Leader (IL), teaching staff at Mogo P.S began exploring how to embed student learning goals, one-to-one conferencing, and appropriate differentiation to support student outcomes. Professional learning was provided in these areas throughout 2019 with our focus now being on embedding this learning into everyday practice.</p> <p>Where to Next?</p> <p>As mentioned above our school intends to embed student learning goals, conferencing, and visible learning in 2020 to identify and monitor student learning.</p> <p>As a result of the 2019 Spiral of Inquiry into spelling at Mogo P.S, our school will be involved in <i>Small Schools Pilot Program – Mobilising Professional Learning</i>. The focus of this program will be the implementation of Multit strategies across the whole school.</p>	IL support.

Process 2: Evidence Based Practices

- Utilise assessment data to determine areas of need and drive differentiated learning to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>In 2019 with the leadership of the IL, our school continued to successfully engage in EAfS, where we utilised The Literacy and Numeracy progressions to plot students and their growth. We plotted our students in Creating Texts, Understanding texts, Phonemic Awareness, Phonological Awareness, Quantitative Number, Additive Strategies, and Pattern and Algebra. The IL supported teachers skills in using The Progressions as an avenue to identify learning gaps and thus tailor appropriate teaching and learning opportunities for individual students.</p> <p>Where to Next?</p>	EAfS IL Casual relief funding

Progress towards achieving improvement measures

Our school intends to use 2020 as a year to embed the efficient use of The Literacy and Numeracy Progressions and PLAN2 as a means for analysing the data to enable best individual differentiated learning.

Process 3: School and Community Partnerships

- Ensure staff have the best support and materials available to facilitate learning programs to raise student learning expectations.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>In 2019 the IL was utilised as a coach/mentor for all classroom teachers, in particular for term 1 with a Beginning Teacher. All teaching and SASS staff engaged in a Performance and Development Plan (PDP): this is an area of focus for 2020.</p> <p>As part of the community partnerships component of this process, our school held numerous opportunities for community participation. Examples of this include our well attended NAIDOC week celebration including the Koori Cook-Off, and the children's Aboriginal Creation stories, where students presented both their created books and digital presentations to their families in a showcase event.</p> <p>Where to Next?</p> <p>In 2020 our PDP process will be refined to ensure genuine goals are created with the school plan and school priority areas highlighted. We intend to create our goals around 3 key themes. With the support of Executive and IL, our school intends to develop a culture of co-plan, co-teach, co-evaluate.</p> <p>Our school intends to continue involving our community in as many events and opportunities as possible. Examples include our refurbished 'Giving Gardens', construction of our Yarning Circle, and PLP community BBQ day.</p>	\$5000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$80 331.00) 	<p>In 2019 our school employed an Aboriginal Education Officer (AEO). The role of the AEO at Mogo P.S is to liaise with our local Aboriginal community, support students in all areas of their school life, and provide support for all staff in cultural awareness and embedding Aboriginal Education across all KLA's and general day-to-day functioning at our school.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$46 538.00) 	<p>In Low-level Adjustment for Disability loading we received \$32015 in staffing (0.3FTE). Additionally we received \$14524 in Flexible funding.</p> <p>Our staffing allocation was used to employ a Learning and Support Teacher (LaST). The role of the LaST was to maintain the learning and support profiles of the students, conducting Access Requests as well as facilitating all Individual Learning Plans including those required for Out-Of-Home-Care students, and those students requiring adjustments (academic/behavioural/social), to succeed at school.</p> <p>Our Flexible funding was used to employ a School Learning Support Officer (SLSO). The SLSO worked with students both in the classroom and the playground, supporting</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$6 723.00) 	<p>In Quality Teaching, Successful Students (QTSS) funding, our school utilised these funds to release the Teaching Principal ensuring that she had adequate time to be available for our school community as well as successfully managing the complex role of a Teaching Principal with both classroom teaching responsibilities and the overall administration of our complex school.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$101 392.00) 	<p>In Socio-Economic Background loading, our school received \$10,672 in staffing (0.1FTE). Additionally we received \$90,720 in Flexible funding.</p> <p>Our Socio-Economic Background funding was used to employ an additional classroom teacher. In 2019 we ran with a 3 class model making our classes much smaller to ensure that the individual needs (academic/behavioural/social/cultural), of all students at our school were best catered for. On average, in 2019, as a result of our self-funded additional class, class sizes were, K/1 –12, 2/3/4 – 14, 5/6 – 12.</p>
Early Action For Success	Funding Sources: <ul style="list-style-type: none"> • Early Action for Success (\$139 824.00) 	<p>In 2019 through the Early Action for Success (EAFS) funding, our school employed the services of an Instructional Leader. The role of the Instructional Leader at our school was to support classroom teachers in providing</p>

Early Action For Success	Funding Sources: <ul style="list-style-type: none"> • Early Action for Success (\$139 824.00) 	the highest quality delivery of research based programs in both Literacy and Numeracy. Student progress was captured through the analysis and tracking using PLAN2 and The Learning Progressions.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	27	24	19	15
Girls	24	23	16	19

Student attendance profile

School				
Year	2016	2017	2018	2019
K	84.1	89.7	85	75.7
1	82	88.4	89.7	88.9
2	74.2	86.7	82.4	89
3	71.7	84.4	78	84.7
4	76.3	87.2	72.8	84.9
5	80.1	85.3	91.5	79.7
6	89	90	72.7	87.3
All Years	80.8	87.8	81.6	84.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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
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

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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	38,547
Revenue	1,028,186
Appropriation	1,004,821
Sale of Goods and Services	2,778
Grants and contributions	20,072
Investment income	515
Expenses	-1,016,708
Employee related	-946,379
Operating expenses	-70,329
Surplus / deficit for the year	11,478

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.

	2019 Approved SBA (\$)
Targeted Total	42,225
Equity Total	228,261
Equity - Aboriginal	80,331
Equity - Socio-economic	101,392
Equity - Language	0
Equity - Disability	46,538
Base Total	476,592
Base - Per Capita	8,212
Base - Location	1,396
Base - Other	466,984
Other Total	161,035
Grand Total	908,113

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. 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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through our "Through Your Eyes" survey. An analysis of the findings from our survey include:

- Children's needs being met by our school – 92%
- Teachers set high expectations for students – 90%
- Our school creates a safe environment for children to learn and grow – 100%
- The school makes parents/carers/and community feel welcome – 97%

It is pleasing to report that 97% of respondents indicated that our school successfully acknowledges and celebrates Aboriginal culture. 92% of respondents indicated that they believed Aboriginal culture was visible in our school.

We analysed our "Through Your Eyes" survey and have identified that most parents are happy with the way our school communicates with our parental community with general notes, school newsletter, and day-to-day, one-to-one conversations being the greatest method of communication.

In our survey, parents were asked to describe our school, some responses include, *"Great", "Awesome, because the teachers and staff make it that way."*

Moving into 2020, our school has identified that it is important that we gauge student voice at our school. We intend to run "Student Voice Forum" surveys to gain this information and student insight.

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.