

# 2020 Annual Report

## Michelago Public School



## MICHELAGO PUBLIC SCHOOL

2540

# Introduction

The Annual Report for 2020 is provided to the community of Michelago 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.

## School contact details

---

Michelago Public School  
20 Ryrie Street  
Michelago, 2620  
[www.michelago-p.schools.nsw.edu.au](http://www.michelago-p.schools.nsw.edu.au)  
[michelago-p.school@det.nsw.edu.au](mailto:michelago-p.school@det.nsw.edu.au)  
6235 9153

## School vision

***'Think, Reflect, Create, Grow!'***

School Motto :

*School and Family Working Together.*

## School context

Michelago Public School is a small, country school committed to providing quality educational opportunities and experiences for all students.

Students are educated in a positive, caring and safe environment. There are 2 multi-stage classrooms.

We actively promote a culture of learning where individual needs are met and each student understands and is responsible for their learning.

The school is valued as a community based school with high expectations in terms of education and behaviour.

The school values the involvement and participation of the community in supporting the students and school programs.

Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication and is underpinned by our school's core values.

The school has great potential for growth in the coming years, as the village expands with planning and sub developments.

Our school's core values require our students to do their best by being:

SAFE RESPECTFUL RESPONSIBLE

School and Family Working Together



## 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. 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.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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

### Quality Learning Building Strong Foundations

#### Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated, thereby enabling students to develop strong identities as self directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

#### Improvement Measures

- Increase the proportion of students achieving proficiency in NAPLAN
- 85% of students will achieve their stage appropriate expected growth in Literacy and Numeracy
- Differentiation is evident in all teaching & learning programs

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enables students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Data (what did we? How well did we do it? How do we know?)</p> <p>LST data reflects: Improvement in reading and comprehension across the board. Class data Stages: S2 spelling reflected strong growth, improvements reflected in reading diagnostic test and paper PAT Maths results. Students demonstrating problem solving strategies such as underling the key points and using paper to draw and problem solve.( Evidence that splitting the senior class was a successful trial) Growth demonstrated despite COVID!</p> <p>Data Analysis for Literacy and Numeracy 2020 is attached to the Plan</p> <p>eg of data:</p> <p>80% of Yr5/6 students have reflected growth in reading &amp; Comprehension</p> <p>70% of students in Y3/4 are meeting stage expectations in reading and comprehension. Interventions and accommodations were put in place for those students who are working towards or below year level expectations. These students have worked intensively with the SLSO and the LAST.In Year 2, all students have made pleasing progress in reading with sound comprehension skills.</p> <p>Year 1- all students reflecting growth in reading with the majority of students showing growth above stage outcomes. Students working below stage outcomes are receiving interventions and are on the LAST caseload.</p> <p>Kinder: The majority of students are at and above in reading and comprehension.</p> <p>K-2 60% of students at or above their chronological age in spelling.</p> <p>65% of Year 3/4 students are at or above outcomes in spelling</p> <p>90% of Y 5/6 students are at or above their chronological age in spelling.</p> <p>Student concerns have been addressed promptly through stff meetings and</p>	<p>Refer to Financial Information.</p>

## Progress towards achieving improvement measures

with parents. The LAST and staff have liaised effectively with Assistant principal Learning Support and with the School Counsellor.

All ILPs and PLPs have been written and completed for all students and followed up on a regular basis with parents.

All Literacy and numeracy data has been recorded in the LAST folder and is monitored and tracked over time by staff.

The school's SIP Analysis and SEF Analysis were completed through collegial discussion and provided many areas to address in the 2021 strategic plan.

Mathsburst & EISA data:

### Where to Next?

Continue to teach reading & comp skills. Programs to reflect differentiation to ensure student learning needs are being addressed.

Focus on implementing the Networks Reading Strategy across the next 4 years with:

Phonics

Phonological Awareness

English Textual Concepts & Learning Processes-6 processes to be embedded into practice.

Online etc relevant professional development: HITS - High Impact Teaching Strategies

NB: This could be included as the next 'Tailored Support Program

Previous Tailored Support Program was not delivered successfully due to the challenges of 2020.

Staff completed the 2 components of PLAN 2- Understanding Text & Quantifying Number.

Network 1 a term with Bredbo or like small school to consolidate CTJ practices in writing and provide collegial support.

The following 2 components are to be incorporated in 2021:

Spelling & Additive Strategies

Continue ELSA & Mathsburst programs Employ a part time 3rd teacher to split the senior class and support the broad range of diversity in ability.

Employ SLSO for K\_2 class part time to support a large intake for the first term to establish routine and support structure.

Employ a 'competent' teacher 3/4 days a week to support the senior class split and provide effective teaching and programming to meet student need.

Staff to engage in updated professional learning around the revised Professional Learning Policy for

Teachers and School Staff

### Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions.

## Progress towards achieving improvement measures

**Process 2:** Timely, targeted intervention and feedback for all students reflects best practice. Students access tailored support, extension or enrichment setting high expectations for student achievement.

Evaluation	Funds Expended (Resources)
<p><b>Question-</b></p> <p>Have staff been able to plan effectively to meet a broad range of learning needs across the school?</p> <p>Staff worked cooperatively to address the challenges of COVID 19. Planning and programming were targetted to address the needs of the families. Hard copy student resources as well as online teaching provided an effective means to reach students and support home learning.</p> <p>Has the additional staffing improved student learning outcomes?</p> <p>Extra staffing has provided more time to plan and program more effectively for a smaller cohort . Teaching and learning programs were able to target and support individual students. Data for the Year3 &amp; 4 cohort was particularly pleasing reflecting strong growth.</p> <p>Has professional learning contributed to staff competency and confidence?</p> <p>Professional learning was inhibited due to COVID 19 and many of the courses were online.</p> <p>Explit teaching practices and effective feedback were targetted as areas for staff professional development at a school level.</p> <p>Has Learning &amp; Support timetabling &amp; Teaching effectively met the needs of students and families?</p> <p>The time allocated for Learning Support does not fully address all the learning needs of the students. However, given the resources available , the Learning Support Teacher ensured that targeted students received priority. All ILPs and PLPs were followed up with the teachers and with the parents. The counsellor was accessed to provide additional support as required.</p> <p><b>Data</b> (what did we? How well did we do it? How do we know?)-</p> <p>Refer to Strategic Direction 1 Process 1 - The Literacy and Numeracy Data Analysis for 2020. A thorough analysis of literacy and numeracy data provided information on the Aboriginal cohort of students reflecting overall growth in learning outcomes.</p> <p><b>Where to Next-</b></p> <p>An effective transition plan is required for learning support across the school as the Learning Support Teacher is retiring. This will also involve provision of professional learning and development as well as staff collaboration and timetabling.</p> <p>Continue with implementing ILPs and PLPs for students as well effective follow up with families.</p> <p>Continue to have LS Meetings where data is monitored and discussed.</p>	<p>Refer to Financial Information.</p>

**Process 3:** Maximise the school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended
------------	----------------

## Progress towards achieving improvement measures

Evaluation	(Resources)
<p><b>Berry St Model will be of focus in the schools 2021+ Strategic Improvement Plan (Wellbeing), Reference to SCOUT data re; Wellbeing target measure.</b></p> <p>TTFMe student data reflects a positive climate within the school and a strong sense of belonging despite the challenges.</p> <p>In school student surveys, staff dialogue and parent surveys reflected strong and positive feedback on the school's welfare and wellbeing practices Data from the PBL Hassle Log sheets reflect few and minor incidents of behaviour being recorded. Parents and staff believed all incidents around behaviour were addressed promptly.</p> <p>The new , standardised award certificates formalise the image and approach to to assemblies and important events.</p> <p>Where To Next;</p> <p>Provide A Positive Behaviour for Learning update for all staff and an informative workshop for parents so that the school community is on board with the schools values and expectations and to ensure student wellbeing is at the forefront of the school's practices.</p> <p>Staff to participate in professional learning for the updated model for the Student Behaviour Strategy and online learning: beginning School Strong and Successfully.</p> <p>Continue Tell Them From Me Surveys to inform data around student welfare and learning matters.</p> <p>Engage parents in effective feedback around the school's best practices and areas requiring further development.</p>	<p>Refer to Financial Information.</p>



## Strategic Direction 2

### Quality Teaching Building Capacity and Instructional Expertise

#### Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focussed on the teaching of Literacy and Numeracy skills across all learning areas.

#### Improvement Measures

- Increased use of evidence-informed pedagogy by all the teachers and evident in classrooms.
- Literacy and numeracy progressions are used to ensure consistency in teacher judgement
- Use of data collection and collaborative evaluation in an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.
- 

#### Progress towards achieving improvement measures

##### Process 1: Research Informed Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Eg TEN & Focus on Reading,L3 How2Learn,Assessment modules

Evaluation	Funds Expended (Resources)
<p>How do staff feel about the effectiveness of their classroom practice?</p> <p>Staff feel that they have significantly improved their classroom practice which has been evident in lesson observations and feedback sessions. Staff are actively seeking to improve their practice through engaging with current research and engaging with ongoing professional development.</p> <p>L3 pedagogy is commonly used in the K-2 class with Focus on Reading comprehension strategies are used in the 3-6 classes. Students actively participate in How2Learn lessons which enables them to be successful learners at MPS.</p> <p>All staff dedicated to improve data collection and assessment practices through consistent teacher judgment, additional resourcing of assessment by the LaST and standardised assessment.</p> <p>Staff engaged in professional dialogue around CESE 'What Works Best' document and are actively striving toward improved practice through collegial discussions and feedback sessions.</p> <p>Where to next?</p> <ul style="list-style-type: none"><li>• Professional Learning Policy for Teachers and School Staff</li><li>• HITS- High Impact Teaching Strategies</li><li>• Implementation of the network's Reading Strategy</li><li>• Assessment practices require a review , including reviewing and updating the School's Assessment Schedule.</li><li>• Collegial discussion agreed that Consistent Teacher Judgement Practices related to writing should be carried out once a term across a range of writing samples to ensure staff are focused on being able to assess writing and</li></ul>	<p>See financial information.</p>

## Progress towards achieving improvement measures

improve learning outcomes.

### Process 2: Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessment. & external data.

Evaluation	Funds Expended (Resources)
<p>Question- What is the staff feeling towards their PDP goals and the newly developed lesson observation feedback sheet? Do staff feel valued? Were Professional Learning Standards incorporated successfully into observations? Lesson observations were related to the Professional Learning Standards particularly around effective and explicit teaching practice. This is seen as an area requiring further development. The AITSL site provided relevant professional learning.</p> <p>Lesson observations followed staff input into implementing new teacher and mentor observation sheets earlier in the year. Staff had input into the areas of observation which followed staff professional development in effective feedback and explicit teaching practices.</p> <p>Data (what did we? How well did we do it? How do we know?)-</p> <p>What was the impact of staff on networking in other schools? What did they bring to the table in terms of school improvement? eg: how to teach in the new learning spaces? Staff were unable to visit schools with new learning areas at Queanbeyan East as a result of COVID 19 This will be moved to 2021.</p> <p>Have staff completed recording and monitoring of 2 aspects on Learning Progressions in PLAN 2? Has this supported student learning adjustments and learning outcomes? Staff completed the 2 aspects of PLAN 2 and further aspects need to be incorporated for assessment.</p> <p><b>Where to Next-</b></p> <p>Staff should visit schools in the Queanbeyan area to understand how teaching and learning is taking place in the new learning spaces. This may contribute to changes in practice at Michelago Public School. Negotiated lesson observations and feedback are to continue.</p> <p>Staff are to be provided with professional learning and development in</p> <ul style="list-style-type: none"><li>• the updated Professional Learning Policy for Teachers and School Staff</li><li>• HITS- High Impact Teaching Strategies</li><li>• Implementation of the network's Reading Strategy</li><li>• Staff are to continue work on implementing the Turning Policy into Action Plan with Matthew Alterator and Alfie Walker. This will ensure the targeted Aboriginal strategic directions developed by the staff and school community are incorporated into the teaching and learning cycle.</li><li>• Assessment practices require a review , including reviewing and updating the School's Assessment Schedule.</li><li>• Collegial discussion agreed that Consistent Teacher Judgement Practices related to writing should be carried out once a term across a range of writing samples to ensure staff are focussed on being able to assess writing and improve learning outcomes.</li></ul>	<p>See financial information.</p>

### Strategic Direction 3

Building Leadership Capability to Deliver excellence in Educational and Organisational Practice

#### Purpose

The school plan is at the center of continuous improvement efforts, with school's vision and strategic direction evident in its main business.

#### Improvement Measures

- Data reflects Improved levels of whole school & community collaboration & connectedness
- Resource allocation reflects strong support for Literacy, Numeracy and innovative programs

#### Progress towards achieving improvement measures

##### Process 1: School Planning, Implementation and Reporting

Sustain educational change through the use of evidence based strategy & innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

Evaluation	Funds Expended (Resources)
<p>Question- How has financial planning contributed to achieving school strategic directions?</p> <p>How do staff feel about the implantation of the scope and sequence for History/geography and Science? Can improvements be made? The scope and sequence was followed in Term 1 and interrupted by COVID. In semester a, staff collaborated to plan and implement a highly successful unit on Australia All Over. Staff supported each other in planning, providing resources and ideas. Students were thoroughly engaged and were able to explore and investigate areas of interest.</p> <p>The integrated learning unit had a strong focus on Aboriginal education, culture and identity. As a result of feedback from our Aboriginal cohort of students, staff were able to ascertain that further work needed to be done to support our students and families.</p> <p>As a result Matthew Alterator was contacted to provide staff with professional learning and a strategic plan for 2021 was designed to support 'Turning Policy Into Action' and parents formalised term meetings to support the school and the students.</p> <p>Have staff incorporated the new scope and sequence for PD H &amp; PE into their programs(T2)? Do staff feel comfortable or require more time? Professional learning? Needs to be followed up in 2021</p> <p>How have the parent body and school community contributed to school planning and improvement?</p> <p>Has greater feedback into school practices and programs been achieved? TTFMe? Tell Them From Me was not completed in Semester 2 as a result of glitches in the system.</p> <p>However the school had implemented internal surveys for parents and students.</p> <p>Is the school responsive to feedback?</p> <p>Feedback provided by the Executive of the P&amp;C congratulated the school on</p>	<p>See financial information.</p>

## Progress towards achieving improvement measures

its communication processes and suggested other ways related to technology that would add to the school's strategies for sending out messages etc.

general Feedback in response to the staff and the school's systems and processes was positive with a high rate of satisfaction. See attached survey results. .

1. Is the s&s being followed to ensure a consistent approach? The scope and sequences were adjusted for 2020 to cater for the impact of COVID however, 2021 should enable a consistent implementation of scope and sequences.

2. What constructive input have we ascertained from our Focus group 1?

Parent surveys were small in number however these surveys combined with other feedback have led to the school ascertaining a very positive satisfaction rating for the school. Feedback supported a positive and supportive learning and wellbeing environment for students. staff are responsive to concerns from parents and these concerns are addressed in a timely manner. The majority of families value the small school approach to learning and wellbeing and the approachability of the staff. The Trial After School Care program has been successful with working parents finding it easier to manage.

How successful was the Kinder orientation? Parents were very relieved to have Kindergarten Orientation continue after the potential restrictions. Observations and feedback by staff and parents reflect very happy recruits wanting to come to school everyday, not just on Wednesdays.

Data : School evaluation data for 2021 was shared with the P&C. Data was corroborated.

Where to Next-

Continue Before and After School Program

Re establish links with the Mobile preschool and ensure visits to the school once a term are followed up. This is a proactive measure to ensure interaction with new families and the community.

Staff to continue to responsive to parent concerns and ensure timely action and follow up.

Organise focus group meetings with parent body once a term.

Maintain an open, friendly and respectful relationship with parents and the community.

Welcome BBQ for families and new staff at the beginning of Term 1.

### Process 2: School Resources

Integrate longer term financial planning with school Strategic planning & implementation processes.

Provide equitable support and distribution of learning opportunities

Evaluation	Funds Expended (Resources)
<p>Question-How has additional staffing contributed to successful school planning and improvement? Extra school time for the SLSO's supported students in the class with learning programs and provided time for teachers to implement their programs more effectively.</p> <p>Extra teacher for 4 days a week allowed a greater focus on teaching Stage 2 and Stage 3 to improve learning outcomes across the board. It relieved the</p>	<p>See financial information.</p>

## Progress towards achieving improvement measures

pressure on trying to cater for a diverse range of learning needs across a large group of students. Provided for more efficiency in principal relief time.

The extra staffing also contributed to using staff expertise in the teaching of STEM groups on Thursday afternoons. STEM included robotics, movie making , basic computer skills and cooperative game skills. These afternoons were thoroughly enjoyed by the students .

Data (what did we? How well did we do it? How do we know?)- Data in Stage 2 literacy and numeracy reflected strong growth.

Updated furniture replaced worn out , tired furniture, blinds and shelves in the library and the classrooms. This certainly improved the image of the rooms and contributed to an better, learning environment.

Where to Next-

Support extra SLSO time in 2021.

Support extra teacher 4 days a week.

Focus on timetabling, differentiation and programming.

Continue STEM groups once a week .

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teachers, Learning and Support Teacher and Aboriginal Education Officers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$7 213.00)</li> </ul>	In 2020 community members were consulted on the direction of Aboriginal education at MPS. Teachers underwent professional learning and ensured that all Aboriginal students were working toward PLP goals. PLP meetings were attended by parents, teacher and student.
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Integration funding support (\$17 966.00)</li> </ul>	All students identified as requiring learning, behavioural or emotional support had a Individual Learning Plan (ILP). ILPs are created in consultation with parents, students and teacher. The School Learning Support Officers have been employed to support students academic learning in the classroom and social skills development in the playground. Extra time was provided to the Learning Support Teacher to collate and analyse student data to plan for 2021 to further assist these students.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$6 344.00)</li> </ul>	<p>This allocation provided staff with time to assess students across the school on numeracy tasks. The data was used to identify specific learning needs that could be addressed in targeted learning sessions.</p> <p>Extra funds were used to top up Professional Learning for the teaching staff.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$6 345.00)</li> </ul>	<p>The school has identified that ensuring students are fully supported during the school day is the best use of these funds.</p> <p>Funds were allocated to employing additional teaching staff to split classes to enhance teaching and learning. The initiative was very successful, reflected in student data and was fully supported by the school community. Hence, this initiative will continue in 2021.</p> <p>Funds were targeted to support students and families in a broad range of learning opportunities such as school camp, excursions and swim programs.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	20	18	19	15
Girls	18	20	19	25

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	95.3	96	95
1	93.5	94.2	95.6	93.7
2	92.3	92	93.5	98.3
3	94.8	91.7	88.8	95.4
4	94.5	93.6	83.4	91.5
5	96.8	91.3	93	95.1
6	93.4	90.3	92.6	98.9
All Years	93.8	92.7	91.5	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

### 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)	1.31
Learning and Support Teacher(s)	0.1
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	107,212
<b>Revenue</b>	643,375
Appropriation	629,421
Sale of Goods and Services	795
Grants and contributions	12,877
Investment income	283
<b>Expenses</b>	-681,221
Employee related	-573,652
Operating expenses	-107,569
<b>Surplus / deficit for the year</b>	-37,846
<b>Closing Balance</b>	69,366

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	57,810
<b>Equity Total</b>	31,524
Equity - Aboriginal	7,213
Equity - Socio-economic	6,345
Equity - Language	0
Equity - Disability	17,966
<b>Base Total</b>	492,911
Base - Per Capita	9,139
Base - Location	2,128
Base - Other	481,643
<b>Other Total</b>	18,204
<b>Grand Total</b>	600,449

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Michelago Public school conducted a comprehensive evaluation as part of the 2020 Situational Analysis. Through this process staff, students and community were surveyed to ascertain what was working well at the school and what required development. The results of surveys and focused groups were positive overall with all stakeholders satisfied with the school's performance. Students demonstrated above NSW department averages in many aspects of the Tell Them From Me Survey including: valuing school outcomes, positive homework behaviors, advocacy at school, positive teacher relationships and in the school's learning culture. The community reported that they always felt that their school was responsive to the concerns of their children, that their child's learning and behaviour was supported at school and that the teachers met the individual needs of their children.

# 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.