

# 2021 Annual Report

## Bargo Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Bargo 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 Strategic Improvement 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

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## School vision

At Bargo Public School we create a culture of high expectations and collaboration in teaching, learning and community connections. We use a whole school approach to foster student wellbeing, ensuring every student is provided with a supportive and engaging environment for effective learning. Student learning is supported through quality teaching practices that are evidence based, driven by research and data. Our purposeful, consultative approach ensures teachers, parents and students work collaboratively in positive partnerships to achieve the academic and social aspirations of the school community.

## School context

Bargo Public School is in a semi-rural township located in the lower plains of the Southern Highlands of NSW, and has a Family Occupation and Education Index (FOEI) of 117. There are approximately 270 students enrolled catering for students Kindergarten to Year 6. 10% of the student enrolment identify as Aboriginal and Torres Strait Islander and students 2.5% from English as an Additional Language and Dialect background. The school consists of 11 classes, including one support class catering for students with Autism.

The school is set in a very natural setting and is steeped in history, recently celebrating 150 years in 2019.

Bargo Public School has a strong relationship with an energetic P&C consisting of parents, carers and members of the wider community.

Over the past 3 years the school has committed to improving its processes, procedures and practices. The school has developed explicit and embedded systems to support a high level of accountability to ensure the implementation, monitoring and evaluation of school wide processes and practices. It is important that this plan builds on the successful gains made by students and staff in the areas of curriculum, wellbeing, data informed practice and teacher professional learning and collaboration.

The 2020 situational analysis highlighted areas for focus and improvement. These have provided the basis for this current school plan.

- \* Valuing learning through the promotion of high expectations and aspirations for the academic, social and emotional future of every student.
- \* Improving student engagement in learning through quality teaching practices.
- \* The understanding that all students have the opportunity to come to school to be safe, be happy and learn.
- \* Clear, concise expectations for student learning and behaviour using procedures and systems that are communicated to all stakeholders.
- \* A staff desire to improve student achievement levels using evidenced based research and internal and external student data.
- \* The continuation of quality teacher professional learning that involves collaboration and reflective teacher practice while also ensuring it is targeted to school, student and teacher need.
- \* A commitment to appointing an Instructional Leader to focus on academic success in Literacy and Numeracy.
- \* To provide positive wellbeing support to students.
- \* Developing stronger connections with the school community. Triangulation of the student/home/school as partners in learning.
- \* Engaging with the wider community in business partnerships and connections with external agencies.
- \* Public and positive promotion of Bargo Public School as a school of excellence.
- \* The improvement of school facilities.

The success of our 2021-2024 school plan will support student learning progress and improved classroom teaching practice.

## 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To achieve sustained and measurable improvements in student performance, we will develop a shared understanding and responsibility for using student data to inform and implement evidenced based teaching practices that are responsive to the needs of individual students. Students will be informed learners, demonstrating an awareness of their own learning requirements and progress.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Teaching Practice
- Explicit Literacy and Numeracy Teaching

### Resources allocated to this strategic direction

**QTSS release:** \$54,473.02

**Literacy and numeracy intervention:** \$58,861.95

**Socio-economic background:** \$89,694.07

**Professional learning:** \$1,000.00

**Integration funding support:** \$44,442.00

**Aboriginal background:** \$22,423.00

**English language proficiency:** \$6,289.00

**Low level adjustment for disability:** \$124,537.20

**Literacy and numeracy:** \$9,161.00

### Summary of progress

Data was used to drive teaching and learning, including classroom and Intensive Support Programs. Reading comprehension, vocabulary and writing were identified as the key focus areas for support across the school.

Teachers and the Instructional Leader (IL) engaged in data conversations. The Instructional Leader worked alongside staff in years 3-6, using the Learning Sprint Model to build student and teacher capacity in reading comprehension. Teachers worked collaboratively with the IL to plan teaching and learning activities and assessment tasks to improve practice, embed quality teaching and learning activities, and achieve and support student learning goals. Identified students in grades 2-6 participated in the Intensive Learning Support Program. Data, including Check-in and Progressive Achievement Tests (PAT) were used to identify students to participate in small group withdrawal sessions focused at the student's point of need.

There was a cultural shift in the teaching of reading comprehension to support the implementation of effective reading comprehension strategies. There was also an improved understanding of teacher knowledge and skills about current reading pedagogy leading to improved student learning outcomes. Teachers applied and consistently used a range of evidence based teaching practices to optimise learning progress of students in the area of reading. The implementation of the Intensive Learning Support Program resulted in approximately 76% of the student population receiving support during 2021. On-line learning made things difficult to implement the program to it's full capacity.

Future direction is to continue to stream line and unpack data sources, beyond reading through school resourcing and timetabling to include regular data talks as part of collaborative planning. Further PL will include a focus on embedding the use of student data to differentiate the teaching of literacy and numeracy content and effectively implement small group tuition in all classrooms. Continuation of the Instructional Leader role and use of the Learning Sprints Model is suggested.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading: • More than 26.5% (baseline for	Data indicates that 39.71% of students are in the top 2 bands for reading, showing 13.21% growth from baseline data.

<p>system- negotiated target) of students in Year 3 and 5 achieve in the top 2 NAPLAN bands for reading. Numeracy: • More than 19.5% (baseline for system- negotiated target). of students in Year 3 and 5 achieve in the top 2 NAPLAN bands for numeracy.</p>	<p>Data indicates that 20% of students are in top 2 bands for numeracy, showing 0.5% minimal change from baseline data.</p>
<p><b>NAPLAN GROWTH</b></p> <p>Reading: • Increase of 8% of Year 5 students achieving expected growth in NAPLAN reading to 59.4% (lower bound system-negotiated target). Numeracy: • Increase of 7% of Year 5 students achieving expected growth in NAPLAN numeracy to 58.5% (lower bound system- negotiated target).</p>	<p>Percentage of students achieving expected growth in reading increased by 18.67%, leading to achievement of the lower bound system-negotiated target.</p> <p>Percentage of students achieving expected growth in numeracy showed minimal growth of 0.5%, leading to our achievement of the lower bound system-negotiated target.</p>
<p><b>SCHOOL TARGET</b></p> <p>Improvement from delivering to excelling in all areas as measured by the School Excellence Framework:</p> <p><b>1. Domain: Learning</b></p> <p><b>Element:</b> Curriculum (Excelling)</p> <p><b>Focus themes:</b> Differentiation</p> <p><b>2.. Domain: Learning</b></p> <p><b>Element:</b> Assessment (Excelling)</p> <p><b>Focus themes:</b> Formative Assessment, Summative Assessment, Whole School Monitoring of Student Learning</p> <p><b>3. Domain: Teaching</b></p> <p><b>Element:</b> Effective Classroom Practice (Excelling)</p> <p><b>Focus themes:</b> Explicit Teaching</p> <p><b>4. Domain: Teaching</b></p> <p><b>Element:</b> Data Skills and Use (Excelling)</p> <p><b>Focus themes:</b> Data literacy, Data use in teaching, Data use in planning, data analysis.</p>	<p>Self-assessment against the School Excellence framework shows the theme of Differentiation to be Sustaining and Growing.</p> <p>Self-assessment against the School Excellence framework shows the themes of Formative and Summative Assessment to be Sustaining and Growing.</p> <p>Self-assessment against the School Excellence framework shows the theme of Whole School Monitoring of Student Learning to be delivering.</p> <p>Self-assessment against the School Excellence framework shows the theme of Explicit Teaching to be Delivering.</p> <p>Self-assessment against the School Excellence framework shows the themes of Data literacy, Data use in teaching, Data use in planning, Data analysis to be Delivering level.</p>

## Strategic Direction 2: High Expectations for Quality Teaching Practice

### Purpose

To develop, support and promote a culture of a high performing professional learning community. To improve professional knowledge and expertise we will engage in a collaborative process of continuous improvement through targeted professional learning, researching the most effective teaching and learning strategies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Collaborative Practice
- High Impact Professional Learning Community

### Resources allocated to this strategic direction

**Professional learning:** \$19,000.00

**Socio-economic background:** \$22,423.52

**Location:** \$2,000.00

### Summary of progress

Collaborative practice is supported through the provision of school resourced and timetabled stage based collaborative planning days. This has contributed to a consistent whole school approach for driving shared quality teaching and learning programs. The shared online programming documents (Google Drive) have provided ongoing consistency and implementation of teacher programs that are accessible to staff across all stages. As a result, a culture and common practice of openness to sharing expertise, knowledge, observation and research is growing. There is evidence of the Quality Teacher Framework (QTF) language and concepts during collaborative staff discussions. Executive staff have been up-skilled to improve the impact of their leadership during stage meetings to review curriculum and teaching programs, teaching practice, analysis of student data to meet the needs of the learner and share best practice. Collaborative planning is beginning to be driven by data through the teaching and learning cycle. Subsequently, timetabled data talks will be the next step for all staff.

Staff completed the Teacher Self-Assessment tool from Australian Institute for Teaching and School Leadership (AITSL) to determine their progress, set goals and plan professional learning against the Teacher Standards. The intention was to analyse the group data to look for trends and future directions for staff professional learning and development. However, there was insufficient data to make the on balance judgement to achieve the desired outcome. Staff did, however, use the data to assist them to create their performance and development goals for 2021 as evidenced during discussions with supervisors and their Performance and Development Plans (PDP). A revision and update of the school procedures and processes regarding the Performance and Development Framework for Teachers will occur in 2022.

Professional learning on the new High Impact Professional Learning (HIPL) tool was delivered to all teaching staff by the principal. Staff have an increased awareness of the purpose of the HIPL tool and its relationship to current pedagogy. Implementing Professional Learning Communities (PLC) will be a focus for 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>SCHOOL TARGET</b> Improvement as measured by the <i>School Excellence Framework</i> 1. <b>Domain:</b> Teaching  <b>Element:</b> Learning and Development (Delivering)  <b>Focus themes:</b> Collaborative	Self-assessment against the School Excellence framework shows the theme of Collaborative practice and Feedback to be delivering.  Self-assessment against the School Excellence framework shows the theme of Instructional Leadership to be Sustaining and Growing.  Self-assessment against the School Excellence framework shows the theme of High Expectations Culture to be delivering.  Self-assessment against the School Excellence framework shows the

<p>Practice and Feedback</p> <p><b>2. Domain: Leading</b></p> <p><b>Element:</b> Educational Leadership (Delivering)</p> <p><b>Focus themes:</b> Instructional Leadership, High Expectations Culture, Performance and Development Management</p> <p>Improvement as measured by the <i>High Impact Professional Learning Tool</i>:</p> <p><b>Element:</b> Collaborative and applied Professional Learning Strengthens Teaching Practice (Delivering)</p> <p><b>Element:</b> School Leadership Teams Enable Professional Learning (Delivering)</p>	<p>theme of Performance and Development to be working towards delivering.</p> <p>Self-assessment against the <i>High Impact Professional Learning Tool</i> shows the element of Collaborative and applied Professional Learning Strengthens Teaching Practice to be delivering.</p> <p>Self-assessment against the <i>High Impact Professional Learning Tool</i> shows the element of School Leadership Teams Enable Professional Learning to be delivering.</p>
<p>Establish a Professional Learning Team that will research and present current best practice for whole school collaboration.</p> <p>Executive, staff and stage/team meetings are used to review curriculum and teaching programs, teaching practice, analysis of student data to meet the needs of the learner and share best practice.</p>	<p>Delayed initiatives in Term 2 have required that the development of a Professional Learning Team was postponed to 2022.</p> <p>All executive staff participated in Leading Evidence, Evaluation and Data (LEED) with a focus on using a data inventory to support and improve teaching and learning professional learning.</p>
<p>Develop a shared understanding of what a High Impact Professional Learning Community is and the responsibility of each member.</p>	<p>Staff participated in professional learning about HIPL.</p> <p>Delayed initiatives in Term 2 have required that the formation of High Impact Professional Learning Communities will be a focus for 2022.</p>
<p>Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for professional development.</p> <p>There are school specific procedures and processes that reflect the Performance and Development Framework for Teachers.</p>	<p>Staff used the Self-Assessment tool to measure themselves against the Australian Professional Standards and to develop their Performance and Development Plans.</p> <p>Delayed initiatives in Term 2 have required that the review of school specific procedures and processes be postponed to 2022.</p>

## Strategic Direction 3: Strong, Positive Connections

### Purpose

To provide an environment where students, parents and carers feel a sense of connection and belonging to the school and their child's learning. To strengthen the school's Wellbeing Vision Statement ensuring that there is a school-wide, shared responsibility for the social-emotional wellbeing of every student to connect, thrive and succeed. We will establish improved connections with our Community of Schools and the wider school and business community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Community Partnerships
- Wellbeing
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$54,589.90

**School support allocation (principal support):** \$17,010.00

**Aboriginal background:** \$6,531.00

**Location:** \$3,267.00

### Summary of progress

The social and emotional wellbeing program You Can Do It (YCDI) was implemented to engage and support student success. This deliberate and planned approach ensured optimum conditions for student learning as well as fostering positive relationships at school. Values associated with YCDI are explicitly and consistently taught and applied across the school to ensure the use of consistent language, strategies and self reflection tools for students. Students using the meta language and tools in classroom settings and playground, supporting positive social interactions as noted in the decrease of conflicts both in the classroom and playground. Future direction is to have the continuation of YCDI in line with PBL to create a balanced and authentic Bargo Public School approach to student well being.

Employment of a Youth Liason Officer (YLO) whose role enables them to work closely with students and staff to develop strategies and build a sense of connection and advocacy. Students identified through our learning and support team as requiring assistance with interpersonal skills; social skills, self regulation and connection were timetabled to work with the YLO across all school settings both formally and informally. A strong sense of connection between the students and the YLO has created an essential link between staff and students, with student advocacy in the Tell Them From Me survey indicating an average score of 7.5 where students feel they have someone who they can turn to for advice. Evaluation suggest the continued employment of the YLO in 2022.

Attendance is closely monitored at staff, stage and Learning and Support team meetings in consultation with the Deputy Principal. Attendance concerns are tabled and brought to the attention of relevant stake holders, where contact is made with families and outside agencies to offer support where required. Students with poor attendance are supported to increase their attendance rate.

All families were invited and supported to join the Seesaw app as the whole school digital platform for student learning and parent communication. This strategy ensured that during home learning all students and families had access to view their children's learning and a provide positive connections between home and school. Online learning also allowed parents to be actively involved in supporting and reinforcing student learning at home. It led to the development of positive partnerships for learning throughout the school community. The Seesaw resource together with learning from home resources provided online, resulted in 77% of parents surveyed agreeing that resources assisted their experience of learning from home.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement from delivering to	Self-assessment against the School Excellence Framework shows the

<p>excelling in all areas as measured by the School Excellence Framework:</p> <p><b>1. Domain: Leading</b></p> <p><b>Element:</b> Educational Leadership (Delivering)</p> <p><b>Focus themes:</b> <i>Community Engagement</i></p> <p><b>2. Domain: Leading</b></p> <p><b>Element:</b> Educational Leadership (Delivering)</p> <p><b>Focus themes:</b> <i>Facilities</i></p> <p><b>3. Domain: Learning</b></p> <p><b>Element:</b> Learning Culture (Delivering)</p> <p><b>Focus themes:</b> High Expectations, Attendance</p> <p><b>4. Domain: Learning</b></p> <p><b>Element:</b> Wellbeing (Delivering)</p> <p><b>Focus themes:</b> All</p>	<p>school currently performing at delivering in the element of Educational Leadership.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning Culture.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing.</p>
<p>An increase of students reporting a sense of belonging as measured in the Tell Them From Me survey. (Baseline 61% 2020)</p> <p>An increase in student school advocacy to be above a score of 6.5 as measured in the Tell Them From Me survey. (Baseline 6.3 2020)</p>	<p>Tell Them From Me data shows an improvement in wellbeing, including a 7.5% increase in advocacy at school. 59% of students display a sense of belonging, where they feel accepted and valued by peers and others.</p>
<p>ATTENDANCE:</p> <ul style="list-style-type: none"> <li>• More than 76% of students will attend over 90% of the time (baseline target).</li> </ul>	<p>The number of students attending greater than 90% of the time or more has decreased to 64.2%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$44,442.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bargo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Literacy and Numeracy Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• A school learning support officer was employed to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* All eligible students demonstrating progress towards their personalised learning goals.</li> <li>* Students received personalised learning and support within their own classrooms to access the curriculum at their point of need and develop their social and emotional wellbeing.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* To ensure that integration funding is regularly evaluated and reviewed to maximise its use.</li> <li>* To review student plans and adjust accordingly in response to student needs.</li> </ul>
<p>Socio-economic background</p> <p>\$166,707.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bargo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Community Partnerships</li> <li>• Explicit Literacy and Numeracy Teaching</li> <li>• Data Driven Teaching Practice</li> <li>• Effective Collaborative Practice</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• A Student Youth Liaison was employed two days per week to support student wellbeing.</li> <li>• Employment of an Instructional Leader to support improvements in Literacy and Numeracy.</li> <li>• A staff member was employed three days per week to release Assistant Principals.</li> <li>• Resourcing of the You Can Do It program and Smiling Minds to support student social and emotional well being.</li> <li>• Executive staff engaged in the Leading Evaluation, Evidence and Data professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Employment of a Youth Liason Officer (YLO) whose role enables them to work closely with students identified through our learning and support team as requiring assistance with interpersonal skills, social skills, self regulation and connection. A strong sense of connection between the students and the YLO can be demonstrated by student advocacy in the Tell Them From Me survey scoring an average of 7.5 where students feel they have someone who they can turn to for advice.</li> <li>* Staff met individually with the Instructional Leader to analyse data sources across reading, writing and comprehension. The Instructional Leader developed staff capability through team teaching, demonstrations and</li> </ul>

<p>Socio-economic background</p> <p>\$166,707.49</p>	<p>lesson observations of practice.</p> <ul style="list-style-type: none"> <li>* Executive staff supported teachers in the classroom with the implementation and continuation of the Formative Assessment project that was completed in 2020. A focus on Learning Intentions, Success Criteria and Feedback ensured the consolidation and sustainability of valuable professional learning.</li> <li>* Assistant Principals participated in the LEED program to assist in driving strategic directions of the school plan, improving the schools ability to analyse, utilise and collect student performance data, therefore creating a data rich school and data driven teaching practice.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Development of a whole school Literacy and Numeracy goal setting structure for students.</li> <li>* To continue to engage in literacy and numeracy mentoring strategies to enhance teaching practice and support the achievement of school based targets.</li> <li>* Review and improve the Performance and Development Framework process at the school, where each staff member will meet with the Principal and Assistant Principals will support teachers in their stage to reach goals and source professional learning that will assist to deliver quality teaching to students.</li> <li>* Investigate further use of Macquarie Literacy resources and training for teachers to support student literacy levels and reach Reading targets.</li> <li>* Revisit the employment of a Community Liaison officer to provide a link between school and families to assist in supporting students with additional learning needs; building relationships with outside agencies; assisting with attendance and parent workshops.</li> </ul>
<p>Aboriginal background</p> <p>\$28,954.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bargo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Literacy and Numeracy Teaching</li> <li>• Quality Community Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff (LaST) to support Aboriginal students to improve Literacy and Numeracy achievement.</li> <li>• Employment of additional staff to deliver personalised support for Aboriginal students, including understanding and access to local culture.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Each student and parent/carer being involved in the development of personalised learning pathways documents.</li> <li>* 80% of students felt good about their culture, according to the Tell Them From Me student survey.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* To employ a staff member to focus on delivering literacy and numeracy programs to improve student outcomes.</li> <li>* To implement wellbeing checks for identified Aboriginal students.</li> <li>* To improve the connection with local community and formal groups such as Aboriginal Education Consultative Group.</li> </ul>
<p>English language proficiency</p> <p>\$6,289.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bargo Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>English language proficiency</p> <p>\$6,289.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Literacy and Numeracy Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Withdrawal lessons for small group and individual student support.</li> <li>• Provision of additional EAL/D support in the classroom.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>* Students being provided with additional literacy and numeracy support at their point of need, to improve their English language proficiency.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>* To provide personalised and targeted learning plans for EaLD students.</p>
<p>Low level adjustment for disability</p> <p>\$124,537.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Bargo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Literacy and Numeracy Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Targeted students are provided with an evidence-based intervention, MacLit, to increase learning outcomes.</li> <li>• Employment of a Learning and Support Teacher.</li> <li>• Employment of an SLSO to improve the development of students by implementing individual improvement programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>* Students feeling confident to learn as they are being supported with adjustments to access the Literacy and Numeracy curriculum.</p> <p>* Students who are at risk in Literacy are being provided with additional support programs and pedagogical practices to improve achievement levels.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>* To further expand the impact of the learning support team staff in meeting the needs of students and teachers.</p> <p>* Continuation of using SLSO's to support identified student needs.</p>
<p>Location</p> <p>\$5,267.00</p>	<p>The location funding allocation is provided to Bargo Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Collaborative Practice</li> <li>• Quality Community Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Technology resources to increase student engagement.</li> <li>• Student assistance to support excursions.</li> <li>• Supporting student leadership opportunities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>* Increased curricular and extra-curricular opportunities for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>* Supporting student participation in excursions.</p>

<p>Location</p> <p>\$5,267.00</p>	<p>* Providing opportunities for staff to observe pedagogical practice in schools.</p>
<p>Literacy and numeracy</p> <p>\$9,161.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bargo Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Literacy and Numeracy Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchasing of literacy resources such as quality picture books for guided and shared instruction.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Teachers accessing current, quality texts such as decodables and short reads, to engage and support the early intervention Literacy focus and school reading targets.</li> <li>* The purchase of age appropriate texts (decodables and short reads) has improved the engagement and enjoyment levels of students when reading.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* These use of these texts will be expanded and used for intensive reading instruction for students requiring further support.</li> <li>* Further exploration of purchasing more titles and types of texts to support improvements in reading achievement across the school will be a focus for the 2022.</li> </ul>
<p>QTSS release</p> <p>\$54,473.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bargo Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff met individually with the Instructional Leader to analyse data sources across reading, writing and comprehension.. During these discussions individual and cohorts of students were identified for improvement. Teachers also discussed their teaching practice and how the application of strategies could improve student improvement.</li> <li>• The Instructional Leader developed staff capability through team teaching, demonstrations and lesson observations of practice.</li> <li>• Stage planning days were held once per team., where the Instructional Leader lead professional learning and worked alongside assistant principals and each stage team to promote explicit and effective planning of teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Teaching staff being supported to analyse data sources and interpret how the use of this data can be used to program explicit teaching and learning opportunities to obtain improvement in students.</li> <li>* Teachers programming and delivering quality literacy and numeracy lessons, that differentiate the learning of students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* A continuation of the Instructional Leader role to continue to support staff to utilise data to deliver quality teaching and learning experiences for students.</li> </ul>

<p>QTSS release \$54,473.02</p>	<p>* Develop a refined focus on the deliberate, explicit teaching practice linked to the syllabus, progressions and student data.</p>
<p>Literacy and numeracy intervention \$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bargo Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff met individually with the Instructional Leader to analyse data sources across reading, writing and comprehension. During these discussions individual and cohorts of students were identified for improvement. Teachers also discussed their teaching practice and how the application of strategies could improve student improvement.</li> <li>• The Instructional Leader developed staff capability through team teaching, demonstrations and lesson observations of practice.</li> <li>• Stage planning days were held once per term, where the Instructional Leader lead professional learning and worked alongside assistant principals and each stage team to promote explicit and effective planning of teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Teaching staff being supported to analyse data sources and interpret how the use of this data can be used to program explicit teaching and learning opportunities to obtain improvement in students.</li> <li>* Teachers programming and delivering quality literacy and numeracy lessons, that differentiate the learning of students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* A continuation of the Instructional Leader role to continue to support staff to utilise data to deliver quality teaching and learning experiences for students.</li> <li>* Develop a refined focus on the deliberate, explicit teaching practice linked to the syllabus, progressions and student data.</li> </ul>
<p>COVID ILSP \$199,616.28</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver small group tuition to targeted students in Literacy and Numeracy.</li> <li>• Releasing staff to complete data analysis to identify students who require support and to monitor progress of small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Over 75% of the student population were provided with the opportunity to be supported in Literacy and Numeracy through the provision of small group tuition.</li> <li>* Comprehension Check In results displaying 62% of students in being able to scan a text for a key word to identify relevant information - 6.2 above state average.</li> <li>* 74.3% of students in Year 6 could infer a reason for using language that supports a persuasive argument.</li> </ul>

COVID ILSP

\$199,616.28

\* Year 3 students were able to identify a three digit number using place value clues. The score of 53% was 8.4% above state average.

**After evaluation, the next steps to support our students with this funding will be:**

- \* Continue to employ staff to implement small group tuition in literacy and numeracy.
- \* Devise a comprehensive data identification process to determine students that require support.
- \* Utilise a collaborative and consultative approach that includes Intensive Learning Support staff, the Learning Support Team, Instructional Leader and classroom teachers to co-design learning.
- \* Work in ten week boost cycles focusing on areas of need identified through school and external data.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	172	147	144	130
Girls	154	140	135	136

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	93.3	94.1	91.6
1	93.5	92.6	92	92.3
2	91.1	89.8	93.5	90
3	92.5	93.2	93.1	92
4	94.1	90.6	92.2	91.3
5	92.4	93.8	91.7	91.4
6	93	90.7	89.9	89.5
All Years	92.8	92.1	92.4	91.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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
Assistant Principal(s)	3
Classroom Teacher(s)	10.54
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.62

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	662,782
<b>Revenue</b>	3,298,672
Appropriation	3,232,483
Sale of Goods and Services	3,577
Grants and contributions	61,601
Investment income	611
Other revenue	400
<b>Expenses</b>	-3,258,330
Employee related	-2,963,663
Operating expenses	-294,667
<b>Surplus / deficit for the year</b>	40,342
<b>Closing Balance</b>	703,124

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	44,442
<b>Equity Total</b>	362,240
Equity - Aboriginal	28,954
Equity - Socio-economic	187,514
Equity - Language	6,289
Equity - Disability	139,482
<b>Base Total</b>	2,310,468
Base - Per Capita	70,262
Base - Location	5,268
Base - Other	2,234,938
<b>Other Total</b>	190,631
<b>Grand Total</b>	2,907,781

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.

# Parent/caregiver, student, teacher satisfaction

In 2021, the school used the Tell Them From Me (TTFM) student, parent and staff surveys to determine areas of satisfaction, success and improvement. The surveys were conducted towards the end of the school year following a significant period of the school population not being onsite.

## Student Survey

The TTFM student survey involved students in Years 4- 6 providing information about school climate and learning outcomes.

Highlights included:

- 90% of students having friends at school they can trust and who encourage them to make positive choices.
- 71% of students feel proud of their school.
- On average 83% of students exhibit the ability to set challenging goals for themselves in their schoolwork, compared to 79% across the state.
- When learning from home 62% of students agreed that there was quality learning provided; 85% of students agreed that the feedback from teachers was of a good quality.
- 79% of Aboriginal students feel good about their culture.

Areas for consideration:

- students feeling valued and accepted by their peers.
- students doing homework with a positive attitude (26% school average compared to 63% state score)
- students being motivated and interested in their learning.

## Parent Survey

The parent survey covered parent perceptions about their child's experiences at home and school.

Highlights included:

- Teachers listening to parent concerns.
- Reports are written in term that parents understand.
- A large proportion of parents surveyed (91%) indicated that they had been involved in a school committee.
- On average, parents supporting learning from home (including praising and encouraging children) rated at 6.7 compared to the State score of 6.3.

Areas for consideration:

- On average the vast majority of students spend less than 15 minutes doing homework per week.
- Informing parents about future opportunities and their child's social and emotional development.
- Parents feeling welcomed into the school across a variety of areas.

## Staff Survey

The questions throughout this survey are based on the concepts of effective teaching practices.

Highlights included:

- Teacher collaboration (8.0) scored above the state norm and included positive areas such as sharing of programs, developing common learning opportunities, discussion with other colleagues about increasing student engagement.
- Up to 70% of teachers felt they had the necessary resources and were prepared to support learning from home.
- The majority of staff believe that school leaders are leading improvement and change.

Areas for consideration:

- Setting goals for teaching improvement, providing useful feedback and observation of practice.
- Providing work samples to students that reflect levels of achievement.
- Strategies to assist students to retain what they have learned.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.