

2021 Annual Report

Megalong Public School



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Introduction

The Annual Report for 2021 is provided to the community of Megalong 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

Megalong Public School

Megalong Valley

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School vision

Megalong Public School, in partnership with the local community, is dedicated to developing open-minded, confident learners. Our inclusive programs share cultural knowledge and strive to develop empathy, respect, curiosity and resourcefulness. Through critical thinking, collaboration and imagination, our students develop the skills required to look forward towards the future with optimism and hope.

School context

Megalong Public School is nestled in the beautiful Megalong Valley. The small rural school has traditionally provided public education for over 127 years to the local farming families of the valley. The school is set on two acres of pristine eucalypts with an abundance of wildlife. It is situated in a protected setting surrounded by the spectacular scenery of the Blue Mountains Escarpment.

The school has implemented a broad K-6 primary curriculum which has expanded to recognition of films such as, Flickerfest 2020, New South Wales 2019 Landcare award and partnership connections with local AECG, Blue Mountains City Council, Landcare NSW, and National Parks. Our student-centred, individual programs have continued to provide a learning field for that enriches and advances every student that attends. 'Each student is known, valued and cared for'. Every student gains a sense of recognition of leadership, positive and improved literacy and numeracy, wellbeing and a feeling of close community friendships due to attending a small school like Megalong Public School.

Areas and future development and community consultation

The school undertook an extensive situational analysis, in consultation with the community. The future directions for literacy and numeracy are to show advancement of learning outcomes across the K-6 setting. The result evaluating that over the next four years a clear focus on reading and viewing complex texts with rich vocabulary will produce excellence in writing results. The direction for numeracy will focus on the strand of whole number and working mathematically to increase student's ability to apply metacognitive strategies in problem solving and conceptual knowledge in rich mathematical tasks.

Megalong Public School through collaboration and imagination of partnerships with the community, enables students to learn about sustainability, indigenous perspectives and target an ecological future. Over the next four years collaboration with neighbouring schools and organisations will enrich the learning experiences for all students.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Megalong Public School will enhance student performance by embedding a culture of high expectations of teaching and learning. Teachers will select research-based assessments and strategic teaching strategies to make the greatest impact on student's performance in literacy and numeracy. Students will increase their achievement growth in reading fluency and mathematical problem solving across the four years. As a result Megalong Public School will achieve excellence across five school improvement targets.

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.

- Literacy - 2021-2024
- Numeracy - 2021-2024

Resources allocated to this strategic direction

School support allocation (principal support): \$14,804.80

Low level adjustment for disability: \$26,026.45

Professional learning: \$2,531.00

QTSS release: \$1,121.18

Literacy and numeracy: \$1,478.65

Summary of progress

This year students, educators and parents worked towards raising student attainment in literacy and numeracy. Our goal to increase and show evidence of student reading and comprehension is evident, as all students are working at or, above stage level. Staff are embedding visible learning for literacy and numeracy in their classroom practice. Teachers have increased their pedagogical knowledge of spelling and reading instruction this year. It is evident teachers have achieved excellent results in core literacy and numeracy skills due to explicit instruction. Students have shown improvement in working mathematically with teacher explicit instruction in mathematical self-talk. Following on this improvement best evidence-based practice will continue to be integral in our teaching and learning for Megalong Public School in 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
<p>Literacy</p> <ol style="list-style-type: none">1. Students show evidence of growth improving results in reading fluency.2. Students show improvement in reading comprehension.3. Students are working at stage level or above for spelling and writing has minimal spelling mistakes.4. Student monitor their own progress using literacy rubrics, goals and checklists. <p>Evidence sets: student worksamples, Waddington reading, PAT comprehension, reading running records.</p>	<p>Reading fluency and comprehension assessment collected and analysed has shown students have made steady progress in reading fluency and comprehension. Student improvement in confidence and fluency has shown evidence in wider curriculum opportunities.</p> <p>Staff reviewed the previous school assessment schedule and began a new implementation in 2021. This included PAT tests and the change from South Australian Spelling tests to Waddington spelling assessment, and using department diagnostic assessments. The staff reviewed the department Best Practice document and began to drive school improvement through reflection of teachers explicit teaching and student mastery of learning providing feedback for learning to students. The regular assessments identified clear student goals for teachers to program addressing student learning needs. Staff have worked extremely hard using evaluative assessment for impact on student writing. The check-in assessments and diagnostic phonics assessment and Covid IIs funding provided students with additional time spent on individual learning goals.</p> <p>Staff are still working towards the integration of visible learning fostering engagement for learning by connecting them to become self-regulated</p>

<p>Literacy</p> <ol style="list-style-type: none"> 1. Students show evidence of growth improving results in reading fluency. 2. Students show improvement in reading comprehension. 3. Students are working at stage level or above for spelling and writing has minimal spelling mistakes. 4. Student monitor their own progress using literacy rubrics, goals and checklists. <p>Evidence sets: student worksamples, Waddington reading, PAT comprehension, reading running records.</p>	<p>learners focusing on their own learning goals. The classroom ecology of visible learning has increased students autonomy and has increased student learning achievement in literacy particularly writing. Student's writing stamina and enjoyment of creative writing in the classroom has benefited in the focus off feedback and writing goals.</p>
<p>Numeracy</p> <ol style="list-style-type: none"> 1. Students show improvement in working mathematically for problem solving. 2. Teaching practice implementation of rich tasks. 3. Assessment rubrics with identified student goals providing student-teacher feedback. <p>Evidence sets: student worksamples, SENA testing, PAT Mathematics, assessment rubrics for student cognitive thinking working mathematically.</p>	<p>Staff followed a new assessment schedule to identify regular student goals. We built student's stamina to use mental strategies in whole number throughout the year. Students confidence in mathematics improved this year due to the quality of staff explicit instruction in mathematics in rich tasks. We continued with outdoor mathematics lessons and remote lessons which provided our students with quality individual instruction. Staff attended professional learning with the Maths Association to teach rich tasks and to teach explicit problem-solving to students. The purchase of new mathematical resources for the classroom and problem-solving texts for teachers gave fresh maths games to enjoy in the classroom. This showed students motivation and ability to verbalise their problem solving improved this year. Staff professional practice in mathematics integrating quality assessment, lesson learning intentions and student-teacher dialogue was successfully evident this year. This is due to the exceptional teaching staff employed at Megalong this year.</p>
<p>Literacy - 95% of students achieved expected growth in reading fluency and comprehension measured by PAT, PLAN 2, and Check-in assessments.</p> <p>Numeracy - 95% of students will achieve expected growth in numeracy as measured by summative assessments PAT, PLAN2, Checkin-assessments and formative assessment.</p>	<p>95% of students have achieved expected growth in both reading fluency and comprehension.</p> <p>95% of students have achieved expected growth in numeracy.</p>

Strategic Direction 2: Community partnerships & Wellbeing

Purpose

Megalong Public School will build strong partnerships with neighbouring schools and the Aboriginal Educational to enhance student and staff social and emotional wellbeing. This collaboration will foster open-minded, confident learners that connect with students, adults, and the community to enhance the leadership of learning within the educational 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.

- Strategic Community partnerships 2020-2024
- Planned Approached to Wellbeing 2020-2024

Resources allocated to this strategic direction

Aboriginal background: \$1,836.16

School support allocation (principal support): \$600.00

Low level adjustment for disability: \$400.00

Summary of progress

Megalong Public School has continued to maintain positive partnerships with the AECG and the local Aboriginal community. The policy 'Walking Together, Working Together' has been successfully implemented in 2021. The school has a clear overview of calendar events where indigenous culture, language and histories are integrated into teaching and learning programs.

During each term, Megalong and Hampton Public Schools, along with Blue Mountains Network Schools have continued to maintain opportunities for students to join in calendar events for learning. Staff have built a collaborative team with Hampton Public School that will continue into 2022. This year the two schools have had regular inter-school visits in between Covid times. This has benefited the well-being of both student and staff.

The implementation of the 'Be You' well-being government program has proved to be successful to provide mental-health and well-being resources to staff, students and the wider Megalong community. The balance of evidence based programs including Bounce Back, Mindfulness and Growth Mindset resources have ensured our students have been provided with positive support for well-being during an unsettled Covid year.

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
Megalong Public School has maintained network relationships and collaborating in school partnerships. Megalong Public School has continued to maintain AECG partnerships.	In 2021 Megalong Public School continued collaborating with other small schools. The shared inter-school excursions and visits to Hampton Public school improved wellbeing and friendships for both staff and students. Staff have built a collaborative team with Hampton Public School that will continue into 2022. This year the two schools shared larger school events such as; Teddy Bears picnic, Swim School and 'Bees No Future' incursion. Our weekly visits out to visit friends at Hampton increased students social wellbeing. All students enjoyed varied learning opportunities with specialised teachers for library lessons and creative arts. The students received an award with Hampton for the Lithgow Waste to Art competition. Megalong Public School has continued to maintain positive partnerships with the AECG and the local Aboriginal community. The curriculum shows elements of embedded indigenous language and cultural lessons across the year. These including 'Film By the Eucalypts', joint preschool visits with local AECG member Uncle Graeme, and incorporating students indigenous art and histories into Anzac Day commemorations.

School Wellbeing Targets 2021

Connect, Succeed and Thrive

1. Individual learning needs - Teaching and learning programs show evidence of differentiation for each student.. A planned approach to care for and provide feedback for learning showing evidence that each student achieves their individual learning goals.

2. A planned approach to school wellbeing - The wellbeing programs are delivered based on evidence and evaluated by students, parents and teachers showing students are meeting the Wellbeing Framework. and flourishing. During remote learning students success cognitively, socially connected and emotionally resilient.

3. Learning and Development - professional learning - Teachers, staff, parents and students participate in wellbeing programs it maintain resilience over the remote learning period.

4. Educational Leadership - community engagement - School programs integrate partnerships with local community to provide diverse cultural learning opportunities for students.

Students have shown academic growth this year in literacy and numeracy. The planned teaching approach to ensure each student had identified learning goals improved student well-being and results. During the remote learning period in term three and four students participated in 'Well-being Wednesday'. The introduction of hand puppets online for the integrated program of English outcomes, Speaking and Listening and Personal Health and Development outcomes built resilience to overcome the isolation and online Zoom platform daily. The impact of this explicit resilience 'Bounce Back' program has made a positive impact on students maintaining a healthy well-being during Covid time.

Staff at Megalong Public school and parents were provided with Be You resources and support during the Covid period. Due to post Covid return parent workshops have not been conducted. Staff have been provided with Be You online training and department well-being resources throughout the year of 2021.

This year Megalong Public School has continued to forge a positive connection with the local community. Our connections with small schools and preschools has continued to grow the enrolments for kindergarten in 2022. We have maintained our friendships with neighbouring schools for events such as Film By Eucalypts entries, and environmental education opportunities with National Parks and the Conservation Society. This year we received national finalist for our Junior Landcare entry. We continue to enjoy producing valuable small films that promote cultural learning opportunities for students. This year we participated in the Megalong Makers Market held by the local community.

Funding sources	Impact achieved this year
<p>Aboriginal background</p> <p>\$1,836.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Megalong 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic Community partnerships 2020-2024 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Cultural Awareness camp Brewongle (whole school) <p>Students valued from Indigenous connection to country. Staff revised Aboriginal policy in schools and Indigenous perspectives. Whole school bushtucker and environmental perspectives education relating to Indigenous connections.</p> <ul style="list-style-type: none"> • AECG visit from Uncle Graeme - Sorry Day - cultural resources kit purchased and bushtucker school sharing day. • AECG visit Uncle Graeme - Preschool visit Anzac Day Aboriginal perspectives. Students presented factual report about local Aboriginal soldier. <p>The allocation of this funding has resulted in: Students have learnt connection to Country, and traditional ways to solve environmental problems. Students have learnt Aboriginal ways of living and local histories by creating films.</p> <p>After evaluation, the next steps to support our students with this funding will be: Megalong Public School will continue making films with partnership of the traditional owners of Country Gundungurra and Durug tribes in the Blue Mountains.</p>
<p>Low level adjustment for disability</p> <p>\$26,426.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Megalong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy - 2021-2024 • Literacy - 2021-2024 • Planned Approached to Wellbeing 2020-2024 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging teaching staff to support students learning in the small school setting. <p>The allocation of this funding has resulted in: Student support for literacy and numeracy intervention and support to achieve assessment. This enabled teachers to collaboratively plan future student activity goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of teaching staff two days per week.</p>
<p>Location</p> <p>\$518.47</p>	<p>The location funding allocation is provided to Megalong Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$518.47</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Inter School visit and excursion with Hampton Public School - Richmond Agriculture Bees No Future • Kindergarten orientation resources to support new students in 2022. <p>The allocation of this funding has resulted in: The visits to small schools benefits students and staff wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Visits with small schools for staff collaboration and student friendships are beneficial for wellbeing.</p>
<p>Professional learning</p> <p>\$4,016.10</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Megalong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy - 2021-2024 • Numeracy - 2021-2024 • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff professional learning attending Workshop two 'Seven Steps to improve classroom practice and student results in writing. • Staff attended Corwin 'Visible Learning' conference. This evidence based approach to classroom feedback, assessment and quality teaching practice provided staff with a focus on impact in the classroom. Staff developing knowledge and skills to embed various research based approaches to improve literacy and numeracy results. • Review purchase of Mathematics Association and PETA English Association professional development books. Staff utilised purchased books and the membership of both associations. <p>The allocation of this funding has resulted in: In 2021 professional learning has improved staff pedagogical knowledge and practice through the Seven Steps program, Visible Learning and joining the associations for Mathematics and English.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 professional learning will target will be vocabulary, spelling and writing, and a focus on real world problem solving and improving numeracy mental strategies.</p>
<p>Literacy and numeracy</p> <p>\$1,478.65</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Megalong Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy - 2021-2024 • Numeracy - 2021-2024 <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$1,478.65</p>	<ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Students learning was supported with current reading resources and fresh mathematics games. Students enjoyed using ICT apps for reading and phonics. Staff utilised digital resources for lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: Purchase digital literacy and numeracy resources which will support feedback assessment for learning.</p>
<p>QTSS release</p> <p>\$1,121.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Megalong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy - 2021-2024 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release to support student's learning. <p>The allocation of this funding has resulted in: Student goal plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff continue regular student goal planning and assessment tracking.</p>
<p>COVID ILSP</p> <p>\$5,606.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Student enhanced student achievement in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Student spelling and phonics small group instruction.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	4	3	1	0
Girls	4	4	2	3

Student attendance profile

School				
Year	2018	2019	2020	2021
K		96.1		90
1	84.8	93.7	98.9	
2	83.2	83.7	94.9	96.5
3		70.4	41.2	
4	91.8		76.6	
5	97.7	85.9	90.7	
6	100	92.8		
All Years	92.8	87.7	82.6	93.2
State DoE				
Year	2018	2019	2020	2021
K		93.1		92.8
1	93.4	92.7	91.7	
2	93.5	93	92	92.6
3		93	92.1	
4	93.4		92	
5	93.2	92.8	92	
6	92.5	92.1		
All Years	93.2	92.8	92	92.7

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

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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	143,706
Revenue	352,422
Appropriation	353,283
Grants and contributions	-991
Investment income	130
Expenses	-379,219
Employee related	-291,265
Operating expenses	-87,954
Surplus / deficit for the year	-26,797
Closing Balance	116,909

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	17,051
Equity - Aboriginal	1,836
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	15,214
Base Total	302,125
Base - Per Capita	740
Base - Location	518
Base - Other	300,867
Other Total	6,892
Grand Total	326,067

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents feel valued and welcomed to contribute to the running of the small school. Past and present community members are proud to contribute and be apart of the little historical school. Parent surveys are conducted in the domains of learning curriculum and well-being and both show parents felt their child's education was positive and met their individual needs. Staff at Megalong Public School provide important learning opportunities that prepare students for the future. The students enjoy attending school and engage positively with all teaching and learning programs.

A parent letter

'Megalong Public School has been a wonderful school for both of my children. The beautiful natural school grounds, excellent teaching, individualised learning and welcoming environment offers the perfect learning environment for my children. I love that all the different ages play together, and the stories they tell me of the fun they have had at school. When they get home I feel assured they are developing extra skills at school such as strong social skills, empathy, creativity, imagination and the negotiation of real-world teamwork.'

'The wonderful excursions over the last two years are not only fun and engaging, but they also extend classroom learning whilst creating ties within our local community. Networking with other small schools is beneficial and has been a highlight for my daughter. The strong focus on environmental and Indigenous perspectives and time spent in the outdoor classroom is something I really value, especially in today's world. Megalong Public School shows that a small school can achieve big things, and this is such a positive lesson for my children who realise and appreciate how lucky they are to go to such an awesome school.'

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 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

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.