

2021 Annual Report

Michelago Public School



MICHELAGO PUBLIC SCHOOL

2540

Introduction

The Annual Report for 2021 is provided to the community of Michelago Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

2021 was an extraordinary year and I'm proud to say that we have persevered, adapted and overcome many challenges to finish the year with great successes.

School vision

At Michelago Public School we work with our families and community to create positive learning environments in which all students and teachers are supported to achieve excellence.

School context

Michelago Public School has a positive and future focused learning environment in which all students and teachers are supported to achieve excellence. We support student learning and wellbeing by providing a supportive learning environment, highly engaging learning programs and opportunities to expand knowledge, skills and experiences. We foster a collaborative approach to school improvement by working in partnership with the community, our families, neighbouring schools and our students. The school is valued as a community hub and boasts a long tradition of providing a high quality education for the community for over 150 years. The school has a Positive Behaviour for Learning approach to whole school wellbeing. Our school values are be your best, be responsible, be respectful and be safe. Our motto is School and Family Working Together.

The school has a current enrolment of 40 students, 19 in K-2 and 21 in 3-6. The student populations is: Aboriginal and Torres Strait Islander 20%, LBOTE 10% and OOHHC 7.5%. There are 2 multi-stage classrooms. A infants classroom (K-2) and primary classroom (3-6). There is currently: one permanent teacher, a teaching principal, a full-time temporary teacher, a two day a week teacher and two part time SLSOs. The school has a new principal who started in 2021. Michelago village sits on Ngarigo country in the Monaro region of NSW, Australia. The village is in the Snowy Monaro Regional Council local government area. The town and school are 54 kilometres south of Canberra on the Monaro Highway. Michelago is located between the Murumbidgee River and the Tinderry mountain range. It has a current population of 562 with a substantial subdivision planned to be built across the road from the school with approximately 700 additional homes. The school is situated on Ryrie St which is the main road into Michelago from the Monaro Highway. The town consists of a small cafe/shop, local rural fire station, town hall, local police station and de-commissioned train station (still used by the community for events). The community has been significantly impacted by bushfires and drought over last 10 years which have left some lasting impacts on the community.

In 2020 the school undertook a Situational Analysis. This self-assessment process identified a number of areas which required development over the next school planning cycle. Analysis of internal and external student achievement data highlighted a need for improvement in the differentiation of instruction in class, particularly in numeracy. Further, the school has identified a need to improve the way that it uses data to inform teaching and learning. The analysis identified a need for a systematic approach to teaching reading and spelling through a whole school approach to phonological awareness and phonics. Furthermore, scope and sequences, assessment scheduling and consistency in teaching programs was identified for areas of review and improvement. Additionally, the Learning and Support Team (LaST) practices required review in order to improve its effectiveness in improving the achievement for all students. Recommendations included the an increase in the number of small group targeted tuition for students requiring support and extension in literacy and numeracy. Attendance and engagement Over the past three years, there has been a slight decline in attendance rates of students at MPS. With improvement measures and partnership detailed in the Strategic Improvement Plan. With school and families working together we aim to strengthen our teaching practices to improve student wellbeing and foster a sense of belonging.

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	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students at MPS grow in their learning through explicit, consistent and research-informed teaching. Teachers at MPS will evaluate their effectiveness and strive for improvement through quality, targeted professional learning and the use of student assessment data to inform personalised teaching and learning.

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.

- Highly effective teaching
- Data driven practices

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

Literacy and numeracy: \$4,243.30

QTSS release: \$4,939.00

Professional learning: \$4,772.70

Beginning teacher support: \$14,850.00

Integration funding support: \$13,491.00

Low level adjustment for disability: \$18,239.59

Socio-economic background: \$16,332.97

Teaching Principal's relief: \$40,337.00

Per capita: \$9,860.67

Summary of progress

Highly effective teaching

In 2021 staff took part in professional learning in reading, numeracy and quality teaching rounds. This resulted in the implementation of a new Early Readers reading program, the alignment of teaching strategies from K-6 and the introduction of instructional rounds. Professional learning and executive support improved confidence to adapt to new programs in reading and numeracy. This resulted in significant uptake of new practices with embedded assessments and evaluative tools. Resources could have been used more effectively to ensure that implementation did not impact on teacher workload. Staffing and timetabling was difficult due to a number of disruptions throughout the year. We are now seeing the delivery of high impact differentiated instruction in reading and numeracy, which is supported by research and student data. Staff have engaged in High Impact Professional Learning (HIPL) twice a term, which has resulted in clear evidence of effective classroom practice in the School Excellence Framework. We have demonstrated a clear improvement in the teaching of early years reading and have seen the majority of Kindergarten students reaching expected growth in their first year. The school's needs based funding has been directed predominantly towards additional staffing, which has enabled much needed flexibility to our class structures. This has resulted in a significant increase in differentiation and individualised support for all students.

In this initiative the next steps will be to provide staff with additional training and support to ensure programs are effectively embedded in our practices. This is because as a school we are changing the existing school culture and continuing to implement research-based practices, high expectations and explicit and individualised teaching programs.

Data driven practices

The school executive delivered High Impact Professional Learning (HIPL) around data collection and analysis, and supported staff in the use of data-informed teaching. Staff have implemented an assessment schedule, with high quality assessment practices and tools for analysis. The school has made significant steps toward data driven, quality practices in the assessment cycle from K-6. Professional learning and executive support was highly effective with all teaching staff utilising data to inform practice in the classroom. A data wall was created, which supported teachers to make decision on who, what, when and how to deliver next steps in teaching and learning. Our first iterations of the assessment schedule and data wall unfortunately ran into some obstacles as staff created models, which were too complicated for general use. A deeper understanding of the 'ACARA Progressions' and 'What Works Best 2020' made the school executive pivot professional learning to ensure improvement of teaching practice. We are now seeing high impact teaching delivered to students with differentiation and support. We have evidence to support that programs are achieving student growth and attainment in reading and numeracy. 'What Works Best 2020' and 'Visible Learning' is highly evident in our teaching spaces, with embedded practices of teacher self-reflection and data driven decision making. There has been a significant

uplift in the use of learning intentions and success criteria. Students are now able to identify where they are in their learning and identify what's next and set appropriate goals. A recent staff SEF-SAS identified that we are on target to move to Sustaining and Growing in 2022. We have utilised needs based funding to implement a highly effective Learning and Support Team (LaST). Our LaST has supported differentiated curriculum for students requiring support and High Potential and Gifted Education (HPGE) programs. The LaST has also supported intervention support staff to deliver evidence-based practices in reading and numeracy programs.

In this initiative the next steps will be to evaluate the effectiveness of our teaching and learning utilising embedded assessment practices. We will analyse student data to evaluate the effectiveness of programs and look at engaging with more professional development in research-based and data driven practices. This is because we are in the early stages of development in this area and expect to adapt our programs for more effective teaching and learning.

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
Aboriginal Student achievement Increase in the percentage of Aboriginal students in the top 3 NAPLAN bands in reading and numeracy with an uplift towards the lower bound system-negotiated target.	Due to the size of the cohort detailed reporting against this progress measure is not available. There is no comparable data available to report uplift in percentage of Aboriginal students in the top three bands.
Self - Directed Learning Increase in the percentage of use of learning intentions in all classrooms lessons with students engaging in self-assessment and peer-assessment using success criteria for their literacy and numeracy goals. Staff engage in High Impact Professional Learning twice a term aligned with PDP goals, strategic directions and based on student assessment and tracking. Increase in the percentage of students understanding what skill/ knowledge they are learning, how they will know they are successful and demonstrate the ability to identify where to next (learning goal) in literacy and numeracy.	Teacher survey results indicate there has been a significant uplift in the percentage of Learning Intentions and Success Criteria used within the classroom including students engaging in self-assessment and peer assessment. Professional learning logs indicate that staff have engaged with at least two High Impact Professional Learning opportunities in 2021 and as a result, there has been a significant rise in the confidence of teachers in their ability to embed high impact teaching strategies across K-6. Teacher survey results indicate there has been an uplift in the percentage of students understanding what skills and knowledge they are learning, how they know they were successful and their demonstrated ability to identify where to next (learning goal) in literacy and numeracy.
Progressions Increase in the percentage of Kindergarten students achieving within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy. All students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.	An increased percentage of Kindergarten students have achieved within Level 4 of the understanding texts, quantifying numbers and additive strategies in the sub-elements of the Literacy and Numeracy Progressions. Due to the size of the cohort detailed reporting against this progress measure is not available. Some students achieved and exceeded expected growth in literacy and numeracy aligned to the Literacy and Numeracy Progressions. Due to the size of the cohort detailed reporting against this progress measure is not available.
School Excellence Framework	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Effective

<p>Maintain at Sustaining and Growing in 'Effective Classroom Practice' with clear evidence.</p> <p>Maintain at Sustaining and Growing 'Data Skills and Use' with clear evidence in practice</p>	<p>Classroom Practice.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Data Skills and Use.</p>
<p>NAPLAN - Top Two Bands Reading</p> <p>Increase in the percentage of students achieving in the top 2 bands in reading with an uplift towards the lower bound system-negotiated target.</p>	<p>A decreased percentage of students achieved in the top two skill bands for reading since 2019. Progress is yet to be seen towards the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>NAPLAN - Top Two Bands Numeracy</p> <p>Increase in the percentage of students achieving in the top 2 bands in numeracy with an uplift towards the lower bound system-negotiated target.</p>	<p>An increased percentage of students achieved in the top two skill bands for numeracy since 2019. Progress is being made towards the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>NAPLAN - Expected Growth Reading</p> <p>Increase in the percentage of students achieving expected growth in NAPLAN reading with an uplift towards the lower bound system-negotiated target.</p>	<p>The percentage of students achieving expected growth in reading decreased since 2019 indicating progress yet to be seen toward the lower bound target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>NAPLAN - Expected Growth Numeracy</p> <p>Increase in the percentage of students achieving expected growth in NAPLAN numeracy with an uplift towards the lower bound system-negotiated target.</p>	<p>The percentage of students achieving expected growth in numeracy maintained in percentage since 2019, which demonstrates progress yet to be seen toward lower bound target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>NAPLAN Value-Add</p> <p>Value added is maintained at Delivering for K-3 and 3-5, and is maintained at Sustaining and Growing for 5-7.</p>	<p>Value added was assessed at Delivering for 3-5, and was assessed at Sustaining and Growing for 5-7.</p> <p>Due to a change in Best Start Assessment procedures value add for K-3 in 2021 is not available.</p>

Strategic Direction 2: Where I belong

Purpose

Working together to ensure all students are known, valued and cared for and to provide a sense of belonging which supports connection, success, learning and achievement.

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.

- School and Family working together
- Understanding and celebrating cultural diversity

Resources allocated to this strategic direction

Teaching Principal's relief: \$1,068.00

Location: \$2,258.00

6300 School and Community Sources: \$613.00

QTSS release: \$2,348.67

Professional learning: \$1,068.00

Aboriginal background: \$13,118.68

Summary of progress

School and family working together

Our school underwent significant professional learning in student wellbeing practices. We were able to use resources to create extra-curricular opportunities for our students. Using needs based funding we enabled teacher release time for additional learning in student mental health and wellbeing using Be You resources and the 'Grow Your Mind' program. We also refined attendance procedures and supported families to increase attendance percentages overall. Unfortunately, due to COVID-19 and the restrictions placed on schools, family and community engagement decreased over the course of 2021. The positive interventions undertaken in wellbeing, attendance and communication led to an increase in student attendance percentage. We were able to establish programs, which supported students with complex learning needs. Trauma-informed practice and Positive Behaviour for Learning is evidenced in our everyday classroom pedagogy. Students are highly engaged in 'Clubs', which are informed by student interests and are regularly attended. Students have been supported by additional staff who run programs in the playground, resulting in increased social engagement. The outcome of this work has seen an increase in student attendance, engagement and wellbeing as evidenced in 2021 attendance data and an uplift in the percentage of students' sense of belonging in Tell Them From Me (TTFM) data throughout the year.

In this initiative, we will continue to develop understanding of our students' needs and amplify their voice within the school through an active Student Representative Council (SRC). We will work to ensure our teaching, learning and wellbeing programs support students' development to be engaged in the school's programs.

Understanding and celebrating cultural diversity

Our school underwent significant professional learning in wellbeing practices and Aboriginal Education. We were able to use our resources to create extra-curricular opportunities for the students. Our staff engaged in professional learning about Aboriginal Histories and Cultures and Acknowledgement of Country workshops with the Aboriginal Education and Wellbeing Officer. This was supported by parents attending, which built greater home school links. We were able to use our resources to create a scope and sequence embedded with Aboriginal perspectives and cross-curricular priorities. Our relationship with the Aboriginal community and staff within the Department ensured ongoing engagement and consultation. We have seen an uplift in our attendance percentage of all students since 2019. Professional learning in Aboriginal Education supported our staff in the development and monitoring of Personalised Learning Pathways (PLPs) for all Aboriginal students. Additional staff funded through needs based funding supported our Aboriginal students to achieve their academic goals within the classroom.

In this initiative we will continue to strengthen our community links through the connection to an Aboriginal elder to ensure our students have a strong sense of belonging at school and feel proud of their diverse cultures.

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>Attendance</p> <p>Increase in the percentage of students attending school more than 90% of the time by 10% or above with an uplift towards the lower bound system-negotiated target.</p>	<p>The percentage of students attending school 90% of the time or more has increased since 2019. Due to cohort size accurate/ actual percentages can not be reported.</p>
<p>Wellbeing</p> <p>Increase in the percentage of students reporting positive wellbeing (advocacy, belonging, expectations) in TTFM data with an uplift towards the lower bound system-negotiated target..</p>	<p>Tell Them From Me data reports positive wellbeing, including above NSW Government norm in advocacy at school, below the NSW Govt norm in sense of belonging and above NSW Government norm in expectations of success.</p>
<p>Engagement</p> <p>Students are actively engaged in extra curricular opportunities within the school and connected to events outside of the school.</p> <p>Student interests are evident in the design of teaching and learning experiences.</p> <p>Student voice is amplified by the school with active student leadership programs, cultural programs and an active SRC.</p> <p>Staff and community actively pursue opportunities to enrich school culture and provide opportunities for additional activities outside of the school.</p>	<p>TTFM survey results indicate the school is moving toward NSW government norms in regards to engagement in extra curricular opportunities within the school.</p> <p>Student interests are increasingly evident in the design of teaching and learning experiences within teacher programs.</p> <p>Student voice is amplified by the school with active student leadership programs, cultural programs and an active SRC.</p> <p>Staff and community have actively pursued opportunities to enrich school culture and provide opportunities for additional activities outside of the school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,491.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Michelago Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Highly effective teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of SLSO to support targeted students. <p>The allocation of this funding has resulted in: Employment of one part time School Learning Support Officer to provide additional support for students who have high-level learning needs and/or social and emotional needs in the classroom and the playground. Students have shown achievement toward Individual Learning Plan goals. A significant increase in social and emotional engagement was noted as classrooms and playground were positive learning environments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support provided to students by a School Learning Support Officer in 2022.</p>
<p>Socio-economic background</p> <p>\$16,332.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Michelago Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Highly effective teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement differentiated teaching programs to support identified students with additional needs. • Supplementation of extra-curricular activities. • Staff release to increase professional learning opportunities and instructional rounds. <p>The allocation of this funding has resulted in: Significant increase in high impact teaching in small group explicit instruction. Review of scope and sequence documents to incorporate Aboriginal perspectives. All teaching staff have participated in professional learning in data collection and analysis resulting in consistent use of quality assessment practices embedded into classrooms. The creation of a student data wall which has enabled the collection and analysis of student assessment data to track and monitor students longitudinally. The employment of an additional teacher has resulted in the support of complex students to improve learning and engagement. There has been an uplift in the percentage of key indicators from the Tell Them From Me student survey.</p> <p>After evaluation, the next steps to support our students with this funding will be: A full-time teacher will again be employed in 2022 to maintain consistency in teaching and learning across the school. A teacher will also be employed on a part-time basis (2 days) to support small group, targeted literacy and numeracy teaching.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$13,118.68</p>	<p>needs of Aboriginal students at Michelago 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"> • Understanding and celebrating cultural diversity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans and Aboriginal student programs. • Professional Learning in Understanding Histories and Cultures and Acknowledgement of Country workshops. <p>The allocation of this funding has resulted in: Increased student engagement and attainment and increased community engagement through the co-development of Personalised Learning Pathways for Aboriginal students. Engagement with three high impact professional learning opportunities with the Aboriginal Community Liaison Officer and Aboriginal Educational Officer, which has resulted in increased staff knowledge and understanding.</p> <p>After evaluation, the next steps to support our students with this funding will be: Re-engagement with 'Turning Policy Into Action' with Aboriginal community and a local Elder. On Country Walk with Aboriginal community. Incorporation of local Aboriginal significant sites into teaching and learning programs. Engagement with local artists to create artworks around the school which promote cultural inclusion.</p>
<p>Low level adjustment for disability</p> <p>\$18,239.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Michelago 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"> • Highly effective teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The employment of additional support staff has ensured that high quality differentiated teaching practices have occurred across two multi-stage classrooms. Student Learning Support Officers have been trained in 'Get Reading Right' a high quality reading program, which has had a positive impact on student achievement in word attack skills, sight word knowledge and reading fluency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted learning and support will continue in 2022 through continued employment of highly effective support staff.</p>
<p>Location</p> <p>\$2,258.00</p>	<p>The location funding allocation is provided to Michelago Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Location</p> <p>\$2,258.00</p>	<p>including:</p> <ul style="list-style-type: none"> • School and Family working together <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to monitor and track student data and engagement <p>The allocation of this funding has resulted in: Supporting staff through the use of SENTRAL software with on-going monitoring, analysis and evaluation of student behaviour, attendance, wellbeing and engagement. Sentral has been used to support reporting requirements and communication with parents regarding student wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to subscribe to SENTRAL to ensure our school's compliance in attendance, engagement and Health & Safety.</p>
<p>Professional learning</p> <p>\$5,840.70</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 Michelago 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"> • Highly effective teaching • Understanding and celebrating cultural diversity • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release for curriculum experts to review available resources and professional learning. • Teacher release for analysis of whole school data using SCOUT data (NAPLAN and Check-in) • Teacher release for professional learning in 'What Works Best Update 2020'. • Teacher release for creation of Michelago Public School Reconciliation Action Plan. <p>The allocation of this funding has resulted in: Teachers collecting, analysing and using data to inform teaching and learning in classrooms. Staff embedding professional learning into classroom practice which has improved student outcomes. Staff have developed a whole school data wall, which tracks students on the ACARA Literacy and Numeracy progressions, in particular phonic knowledge, phonological awareness, understanding texts, number and place value and multiplicative strategies. The professional learning has resulted in a targeted homework program and improved differentiation in our key areas for improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consolidate professional learning, which we undertook in 2021. Continue to track our students using the Literacy and Numeracy progressions with support from expert teachers and school executive. Next year we will bring the focus toward improving our results in numeracy and in particular, place value and multiplicative strategies.</p>
<p>Beginning teacher support</p> <p>\$14,850.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Michelago Public School during their induction period.</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"> • Highly effective teaching

<p>Beginning teacher support</p> <p>\$14,850.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release, professional learning and teacher mentor program. <p>The allocation of this funding has resulted in: The beginning teacher survey indicated a clear improvement in confidence in pedagogical and behaviour management practices achieving progress toward all PDP goals through professional learning such as 'Focus on Understanding texts: The components of reading - Blended learning', 'Early Career Teacher Initiative 2021' and a series of High Impact Professional Learning through the COVID ILSP training packages.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support our beginning teacher through their second year of teaching with principal support, additional release time and professional development opportunities in line with Departmental policy and procedures.</p>
<p>Literacy and numeracy</p> <p>\$4,243.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Michelago 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"> • Highly effective teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Principal release from face to face teaching for data analysis, instructional leadership and development of professional learning. <p>The allocation of this funding has resulted in: Co-teaching, instructional leadership and leading data analysis throughout 2021. This has resulted in improvement of explicit teaching of comprehension strategies in small group teaching in 3-6 and K-2 classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of release to lead the school in data analysis and use of data to inform teaching and learning.</p>
<p>QTSS release</p> <p>\$7,287.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Michelago 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"> • Highly effective teaching • School and Family working together • Understanding and celebrating cultural diversity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Development of whole school data wall and placement of students on Literacy and Numeracy progressions to track students and monitor progress. Implementation of whole school assessment schedule including internal assessment system, which provides the school with baseline data. Advocacy at school up from 8.1 to 8.7 in the latest TTFM survey results.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release</p> <p>\$7,287.67</p>	<p>Continue to resource additional release time for teachers to collaboratively assess data and track student growth. Continue to resource our Aboriginal student program and Personalised Learning Pathway program.</p>
<p>COVID ILSP</p> <p>\$25,566.00</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"> • Employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Students involved in targeted small group tuition to support students with early reading skills and early arithmetic skills experienced a significant uplift in the percentage of students reaching end of year expected growth in reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluate the growth of students and develop a pathway for further growth for students in 2022 in regular classes. Provide additional professional learning for teaching in numeracy intervention pedagogy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	18	19	15	14
Girls	20	19	25	24

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	96	95	94.8
1	94.2	95.6	93.7	91.7
2	92	93.5	98.3	92.3
3	91.7	88.8	95.4	95.1
4	93.6	83.4	91.5	93.5
5	91.3	93	95.1	92.1
6	90.3	92.6	98.9	91.1
All Years	92.7	91.5	94.7	92.8
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	69,366
Revenue	649,002
Appropriation	626,886
Sale of Goods and Services	161
Grants and contributions	21,853
Investment income	102
Expenses	-630,619
Employee related	-542,249
Operating expenses	-88,370
Surplus / deficit for the year	18,383
Closing Balance	87,749

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	13,491
Equity Total	47,741
Equity - Aboriginal	13,169
Equity - Socio-economic	16,333
Equity - Language	0
Equity - Disability	18,240
Base Total	498,901
Base - Per Capita	9,861
Base - Location	2,258
Base - Other	486,783
Other Total	21,377
Grand Total	581,511

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

In 2021 the school gathered the opinions of students, parents and teachers.

Student Survey

At Michelago Public School, teachers are dedicated to ensuring that all of our students are known, valued and cared for. Our teachers work tirelessly to support our students' wellbeing and to ensure that every student grows every year. Our Tell Them From Me Survey results validated our teachers hard work, with student survey results in sense of belonging and advocacy at school well above NSW govt school norms. We are most proud of the fact that we significantly increased our extra-curricular opportunities for students, with survey results indicating that we almost matched opportunities across NSW schools. Our next step will be to focus on positive relationships between students at school and embedding culture of high expectations.

Parent Survey

In Term 1 families were encouraged through various means to contribute to the school's Strategic Improvement Planning process. This was completed through Parent & Citizen Association (P&C) meetings and community consults. The result of this partnership was the co-development and pathway for the improvement of Michelago Public School. In late 2021 the school sought feedback through a parent survey to gauge our school's effectiveness to provide a high quality education service for our community. The results were: All parents felt their child experienced a range of positive learning opportunities at MPS, All parents surveyed felt teachers and parents worked together to provide quality education at Michelago Public School and most of the parents surveyed felt welcomed by the school. During our learning from home period, parents were asked to provide feedback on our learning packages. All parents felt that the student packages were suitable, our online support valuable and communication clear and effective.

Teacher Survey

In early 2021 teachers took part in a School Excellence Framework self assessment (SEF-SaS) survey and a CESE, What Works Best, survey. Results from our SEF-SaS pointed toward required improvement in effective classroom practice, data skills and use and assessment practices. Results from our What Works Best survey indicated that teachers would benefit from support with explicit teaching, use of data to inform practice and assessment. Through effective resourcing and planning our staff were provided professional development in these key areas and were supported through the professional development plan process. As a result teachers reported significant uplift in confidence in their teaching practices in assessment, data skills and use and explicit teaching. Results indicated increase use of data and assessment to inform teaching and learning cycles. Teachers reported that they felt supported by the principal and the Department in the improvement of their practice.

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.