

# 2021 Annual Report

## Mogo Public School



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# Introduction

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

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

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### Message from the Principal 2020

As we look back at the year of 2021, I have been incredibly proud of the Mogo school community, coming together in mutual support throughout the past two challenging years with bushfires, floods and COVID. As a Principal I am extremely pleased with the way the students and parents have demonstrated their resilience and their ongoing ability to cope with flexible home learning and constant changes to routines.

I would like to recognise the determination of our staff to be creative and flexible in the ways they delivered the best possible learning to our students. They are a group of dedicated teachers who worked tirelessly to deliver online learning or learning packs consistently to our students. A thank you for our teachers and SLSOs who consistently reached out to students and parents online or by phone to ensure learning continued and made regular wellbeing checks with students and parents to maintain positive wellbeing. A committed staff who work as a team to meet the needs to all the students and parents.

I would like to thank the parents and carers who remained extremely positive and supportive of the constant changing COVID guidelines affecting our schools. I would like to recognise the way in which parents and carers embraced home learning and the challenges that it brought. Viewing mistakes as teachable moments and a way to build your child's confidence and resilience. All parents can look back with pride at your time assisting home learning and a huge congratulations on a job well done!

I would like to note the great work of the P&C and the continued support to the principal, staff and students. In a year that has been fraught with unpredictability, they have risen to the challenge and the continued optimism and commitment by the P&C to our school and students was appreciated. 2021 marked the 150th anniversary of Mogo Public School. A milestone that was honored but due to COVID 19 not celebrated. As the new principal of Mogo Public School, I am looking forward to working in partnership with our school community to continue to create a positive environment and improving the learning and wellbeing outcomes of all our students.

## School vision

Mogo Public School understands the need to develop a love of learning allowing all students to progress each year academically, socially and culturally so that they can then positively engage in society.

## School context

Mogo Public School is situated between Batemans Bay and Moruya on the Princes Highway. Mogo's current enrolment is 40, however this can fluctuate between 35 - 45 in any school year. At the start of this report, 75% of our cohort identify as Aboriginal, and our FoEI is 180, which identifies us in a low socio-economic rural school demographic, and our community extends from Batemans Bay, through to Tomakin and Moruya. Mogo P.S was significantly affected by the 2020 bushfires through the devastation caused throughout the wider Mogo township. While, the school itself received damage to the grounds only, many students and existing staff were affected through their relationships with people in the wider community.

The school prides itself on a strong cultural understanding and offers many culturally relevant activities and programs to support engagement of both students and community in any given school year. We are supported by a small P&C, as well as several school patrons, all of whom provide additional educational and social opportunities to our students.

Our previous Strategic Plan focused on creating optimal conditions for learning through enhanced welfare and well-being programs, and strengthened differentiated learning strategies. Through our situational analysis and community consultation, we have identified the need for an emphasis on embedding quality evidence-based teaching practices in the classrooms, as well as the inclusion of innovative programs for attendance improvement, so that we can achieve greater ongoing individual growth and attainment by 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to maximise student learning outcomes in reading and numeracy, demonstrating individual student growth every year. Additionally, we will further develop and refine our system for all attendance matters, to promote, and increase student overall attendance and engagement at school.

### 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 Analysis and Use
- Rigor in Curriculum Planning
- Attendance : A five day achievement

### Resources allocated to this strategic direction

**Socio-economic background:** \$53,916.73

**Low level adjustment for disability:** \$46,954.47

**QTSS release:** \$6,166.49

**Early Action for Success (EAfS):** \$146,898.44

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

**Aboriginal background:** \$57,758.00

**Integration funding support:** \$5,821.00

**Location:** \$1,130.79

### Summary of progress

In 2021, staff engaged in extended professional learning in using student progress and attainment data to inform teaching practices.

Teachers commenced using the literacy and numeracy progressions to track student progress, enabling them to more accurately identify a student's current literacy and numeracy knowledge, understandings and skills. Professional learning supported staff in developing a comprehensive understanding of individual student learning needs and capabilities, which resulted in students receiving more individualised support for their learning. The support of the Early Action for Success Lead Specialist enabled staff to strengthen their understandings in number, reading and viewing texts and creating texts. Professional learning in data analysis was conducted using the *Use of Data to Inform Practice* module.

An attendance team, led by the Principal, was formed and processes around attendance were reviewed and refined. A school-based program, '*Mogo Kids are 5 day Kids*' was developed and included parent education on attendance and why it matters. Students created promotional posters to highlight the importance of daily attendance and these were used throughout the year. Students with improving levels of attendance were formally recognised across the school and the wider community. Staff undertook professional learning to ensure consistency in school-based attendance procedures.

The impact of the school's work through the support of Early Action for Success can be seen in NAPLAN results, with 100% of Year 3 students achieving at or above the national minimum standards in NAPLAN reading and numeracy. Check-in Assessment data for Year 3 reading demonstrates an uplift of 15% from 2020 to 2021. Work undertaken in the use of data to inform practice has supported teachers to plan for teaching and learning that is aligned to the syllabus and meets the needs of all students. There has been a positive increase in the percentage of students attending school greater than 90% of the time over the past two years.

As there are new syllabuses for K-2 English and Mathematics in 2023, we will revise all scope and sequences to ensure that they meet the requirements of the Department of Education and the NSW Education Standards Authority(NESA). A continued focus on attendance will also be required in 2022 to ensure that our strategies are improving regular attendance rates for all students. The school will also identify and implement a process to support ongoing collaborative practice and feedback for the continuous improvement of 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
<b>NAPLAN</b>  Percentage of students achieving in the top 2 bands of NAPLAN in reading to be at 15%.	Mogo Public School students contributed to the network small schools target of 39.6% of network students achieving in the top two bands for reading. Individual student results are reported directly to parents and carers.
Percentage of students achieving in the top 2 bands of NAPLAN in numeracy to be at 15%.	Mogo Public School students contributed to the network small schools target of 39.6% of network students achieving in the top two bands for numeracy. Individual student results are reported directly to parents and carers.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at 25%.	Mogo Public School students contributed to the network small schools target of 60% of network students achieving expected growth for NAPLAN reading. Individual student results are reported directly to parents and carers.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be at 25%.	Mogo Public School students contributed to the network small schools target of 60% of network students achieving expected growth for NAPLAN numeracy. Individual student results are reported directly to parents and carers.
<b>ATTENDANCE</b>  Increased percentage of students attending school 90% of the time trending towards 70%.	The number of students attending school 90% of the time or more has increased.

## Strategic Direction 2: Strengthening Teaching Practices

### Purpose

To improve student achievement, growth and performance in all areas of schooling through enhancing teaching expertise in effective evidence-based practices.

### 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.

- High Impact Professional Learning
- Effective Teaching Practices

### Resources allocated to this strategic direction

**Professional learning:** \$3,300.00

### Summary of progress

A focus for the school's work in this strategic direction has been on lesson planning, explicit teaching and the use of feedback.

To support the school's focus in explicit teaching, Quality Teaching Rounds (QTR) was implemented. The principal and a classroom teacher undertook professional learning in QTR and led staff through the implementation process. Two full rounds were conducted with staff receiving feedback on their practice and identifying a goal for future improvement. Feedback from staff on this initial implementation highlighted the need to revisit the process and ensure that Rounds are implemented with fidelity for the biggest impact. Professional learning was also undertaken in the use of learning intentions and success criteria. Every professional learning module from What Works Best (WWB) was completed to inform teachers' work in the school's focus areas.

The use of learning intentions and success criteria are evident in some programs and classrooms leading to students knowing what is being taught and why it is important. The professional learning undertaken in WWB has supported teachers to develop teaching and learning programs that are dynamic and show evidence of revision based on student assessment data and the continuous tracking of student progress and achievement. All of this work will need to continue in 2022.

With the high volume of professional learning delivered in 2021, teachers highlighted the need to consolidate their learning in 2022. In support of teachers' needs, the school will provide time and additional support for teachers to collaboratively reflect upon and share their learning. Collectively staff will revisit QTR in preparation for implementation later in 2022. This will involve collaborative work with schools within our local professional learning community.

### 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>SEF</b> <b>TEACHING DOMAIN</b> : Effective Classroom Practice - working towards Excelling	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.
<b>TTFM TEACHER SURVEY</b> <ul style="list-style-type: none"><li>• Score in Quality Feedback to increase from 6.6 towards NSW Govt Norm.</li><li>• Score in Challenging and Visible Goals to increase from 6.9 towards NSW Govt Norm.</li><li>• Score in Learning Culture to increase</li></ul>	<b>Improvement as measured by the Tell Them From Me Teacher Survey</b> <ul style="list-style-type: none"><li>• Quality feedback has increased to 7.3. The Government norm is 7.5.</li><li>• Challenging and Visible Goals has increased to 7.5. The Government norm is 7.5.</li><li>• Learning Culture has increased to 8.0. The Government norm is 8.0.</li><li>• Teaching Strategies 7.6. The Government norm is 7.9.</li></ul>

<p>from 7.4 towards NSW Govt Norm.</p> <ul style="list-style-type: none"> <li>• Score in Teaching Strategies to increase from 7.5 towards NSW Govt Norm.</li> </ul>	
<p><b>SEF</b></p> <p>Improvement as measured by the School Excellence Framework:</p> <p><b>LEARNING DOMAIN</b> : Learning Culture - working towards Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning culture.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$146,907.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mogo 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>• Attendance : A five day achievement</li> <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>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</li> <li>• Employ LAST teacher to update Personalised Learning Plans (PLSP), Risk Assessments and Behaviour Plans and inservice staff . (1 day x5)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress. These plans were written and reviewed each term with teachers and had input from parents/carers and our Aboriginal Education Officer (AEO).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision-making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to students' ongoing and emerging needs.</p>
<p>Socio-economic background</p> <p>\$117,992.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mogo 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>• Data Analysis and Use</li> <li>• Attendance : A five day achievement</li> <li>• Other funded activities</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>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff through [program] to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of students in Year 3 working at or above national minimum standards in reading and numeracy. Teaching staff are plotting student progress every five weeks on the Literacy and Numeracy Progressions in Understanding Text, Reading and Viewing and Quantifying Numbers and using this information to inform programming. Professional Learning around WWB - Use of Data to Inform Practice has enabled staff to better differentiate learning in five week cycles of planning.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Socio-economic background</p> <p>\$117,992.73</p>	<p><b>funding will be:</b> to continue professional learning in the use of the progressions with the support of the Assistant Principal Curriculum and Instruction (APCNI). The APCNI will also support teachers to refine their teaching programs, based on data, to meet student needs. We will continue to employ SLSOs to support students' learning and wellbeing needs.</p>
<p>Aboriginal background</p> <p>\$81,333.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mogo 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>• Attendance : A five day achievement</li> <li>• Other funded activities</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 AEO to work with students and staff to develop Aboriginal Culture and Dhurga language K-6.</li> <li>• Creation of literacy resource embedding Dhurga language.</li> <li>• Purchase of Aboriginal resources such as possum skins, bush tucker plants, yarnning circle to impact cultural knowledge.</li> <li>• coordination of additional specialist staff from Kuntungal to support Aboriginal Cultural programs for boys - didgeridoo</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process and engage in Naidoc Week activities.</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in our student attendance due to the implementation of our cultural program each Wednesday. Average student attendance each Wednesday when the groups were held, was 90%. Students express in the Tell Them From Me surveys that they have a better understanding of their culture and Dhurga language and are identifying higher levels of belonging. The funding has resulted in an increase of 98% of Aboriginal families engaging in an authentic Personalised Learning Pathways (PLP) process.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the successful Dhurga Language and Culture Program K-6 and have it differentiated into three age-appropriate lessons for the three classes. We will continue to employ an AEO to support differentiated classroom programs in literacy and numeracy and the PLP process twice per year. SLSO support will be offered in each classroom to further support students' learning and wellbeing needs.</p>
<p>Low level adjustment for disability</p> <p>\$46,954.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Mogo 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>• Data Analysis and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$46,954.47</p>	<ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> <li>• Professional Learning WWB Data Informed Practice and Explicit Teaching and implementation of assessment for and of learning using the progressions and syllabus.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff having a better understanding of students' learning progress as it relates to syllabus expectations and the literacy and numeracy progressions. Teachers are plotting student progress using PLAN 2 to monitor learning and are using assessment data to plan for individualised learning in their classrooms. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to plot student progress on PLAN2 every five-week cycle in Reading and Viewing, Writing and Quantifying Number. The school will also utilise the expertise of the APCNI to lead professional learning on the use of data to inform teaching and learning programs and the effective use of learning intentions and success criteria. Funding will also support collaborative planning sessions for teachers to improve teaching and learning in their classes. The employment of learning and support staff, including SLSOs, will assist teachers to implement learning plans that address students' learning and wellbeing needs.</p>
<p>Location</p> <p>\$1,130.79</p>	<p>The location funding allocation is provided to Mogo 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>• Attendance : A five day achievement</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>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students identifying in the TTFM student survey that they have a better understanding of their culture and an increased sense of belonging. Cultural programs (basket weaving/storytelling, didgeridoo crafting and possum skin cloak making), incursions and excursions deepened students' cultural knowledge/skills and understandings and strengthened their connection to culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to increase their access to technology, enhancing engagement and learning.</p>
<p>Literacy and numeracy</p> <p>\$4,038.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mogo 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Literacy and numeracy</p> <p>\$4,038.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students' learning progress being consolidated with the use of online learning platforms such as Reading Eggs, Math seeds and Sound Waves. These programs have enabled students to review and practise their literacy and numeracy skills and knowledge. The investment in additional reading resources has engaged students in literacy learning with an uplift in reading fluency and comprehension evident as measured by the literacy progressions. Resources such as mini-whiteboards have increased students' engagement in learning, with the use of formative assessment strategies providing students with immediate feedback to improve their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to purchase and share innovative equipment and online programs to engage students in learning in order to raise Reading, Spelling, Writing and Mathematics outcomes. Revise Space, Measurement and Geometry resources and purchase hands-on equipment in areas of need to improve learning activities within this area of the syllabus to improve learning outcomes.</p>
<p>Early Action for Success (EAfS)</p> <p>\$146,898.44</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Mogo Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 Analysis and Use</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>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in the level of differentiated teaching in classrooms to cater to students' individual learning needs. The Instructional Leader provided professional learning to teachers, increasing their knowledge of effective strategies in teaching literacy and numeracy and how to use progress and achievement data to tailor classroom programs to meet the needs of students. The cumulative impact of the Early Action for Success program can be seen in our 2021 NAPLAN results with Year 3 students achieving at or above minimum standards in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will no longer receive these funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$6,166.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mogo Public School.</p>

<p>QTSS release</p> <p>\$6,166.49</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 Analysis and Use</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>• Principal release to support staff collaboratively around the implementation high quality teaching and learning through the implementation of Learning Intentions and Success Criteria., formative assessment and feedback.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• the Principal release to plan and implement professional learning around Data to inform Practice and the Numeracy and Literacy progressions. quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Professional learning has resulted in the majority of teachers using learning intentions and success criteria as part of their classroom programs, with all teachers identifying that they have increased confidence in assessing students and accurately plotting student progress on the literacy and numeracy progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide professional learning to teachers on how to use the literacy and numeracy progressions to differentiate the curriculum for students to support learning or increase challenge. Tailoring the school's professional learning program to offer more individualised support to teachers will support teachers' achievement of school and individual Performance and Development Plan goals.</p>
<p>COVID ILSP</p> <p>\$41,299.92</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 teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• providing targeted, explicit instruction for student groups in numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of students in the program achieving significant progress towards their personal learning goals. In reading, there was a 47% increase in students meeting or close to meeting stage appropriate outcomes in Understanding Text (comprehension). There was a 45% improvement in students meeting or being close to meeting stage appropriate outcomes in Creating Text (writing). A similar level of improvement was evident in the focus area of Additive Strategies in numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to employ an additional teacher to continue to implement small group tuition to students with additional needs in literacy and numeracy. Comprehension will be the focus in reading, with whole number and additive strategies remaining a focus in numeracy. Regular monitoring of student learning data will inform program design and student support. Regular monitoring of students as they transition back into classrooms will also occur to ensure they maintain gains in their learning.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	19	15	18	17
Girls	16	19	22	23

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	85	75.7	71.4	92.5
1	89.7	88.9	69.1	79.7
2	82.4	89	84.1	88
3	78	84.7	79.7	88.4
4	72.8	84.9	87	89.9
5	91.5	79.7	70.1	85
6	72.7	87.3	85.5	80.7
All Years	81.6	84.6	78.2	86.2
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
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	153,045
<b>Revenue</b>	1,164,100
Appropriation	1,138,402
Sale of Goods and Services	3,696
Grants and contributions	21,880
Investment income	122
<b>Expenses</b>	-1,144,313
Employee related	-1,044,654
Operating expenses	-99,659
<b>Surplus / deficit for the year</b>	19,787
<b>Closing Balance</b>	172,832

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>	146,917
<b>Equity Total</b>	246,283
Equity - Aboriginal	81,336
Equity - Socio-economic	117,993
Equity - Language	0
Equity - Disability	46,954
<b>Base Total</b>	500,831
Base - Per Capita	9,861
Base - Location	1,131
Base - Other	489,839
<b>Other Total</b>	169,282
<b>Grand Total</b>	1,063,313

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

The Tell Them from Me (TTFM) parent survey for 2021 demonstrated parents/carers believe the school is inclusive, has good parent communication and their students are supported in learning and wellbeing. All results were at or above the state average. In 2022, we will continue to grow and develop this area by embedding parent involvement throughout the school year eg Welcome Barbeque and Parent/teacher meetings.

Student TTFM survey results for 2021 clearly indicate students believe they have a positive learning environment with high advocacy and high expectations at school. We have all areas above the state average. As a result of the survey, our School Strategic Plan will continue the success with a focus on professional learning through the 3Rivers4Learning and a new wellbeing focus with staff training in Zones of Regulation and PAX Game for life.

The teacher TTFM survey indicated that staff felt the school was highly inclusive. We were at or above the state in all areas. As a result of the survey, our Strategic Improvement Plan will focus on the eight key drivers of student learning especially Utilising Data, Teaching Strategies and developing an evaluative culture with the embedding of student, parent and teacher voice.

# 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.