

2022 Annual Report

Bargo Public School



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Introduction

The Annual Report for 2022 is provided to the community of Bargo Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Bargo Public School

Southern Rd

Bargo, 2574

<https://bargo-p.schools.nsw.gov.au>

bargo-p.school@det.nsw.edu.au

4684 1396

School vision

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Teaching Practice
- Explicit Literacy and Numeracy Teaching

Resources allocated to this strategic direction

Socio-economic background: \$215,749.52
Literacy and numeracy intervention: \$60,333.53
Low level adjustment for disability: \$137,370.81
Integration funding support: \$29,285.00
English language proficiency: \$7,367.75
Literacy and numeracy: \$9,161.43

Summary of progress

Analysis of NAPLAN data and student work samples identified a need for an improvement in writing, spelling and whole number in 2022. The Instructional Leader (IL) worked alongside staff utilising the core concepts of the Learning Sprints model. Discussion of student work samples and assessments ensured there was a clear and consistent understanding of the goal, to drive a focused and directed approach to writing, spelling and whole number. Analysis of student work samples and diagnostic assessment (Check-in, NAPLAN and internal school data) against syllabus content and learning progressions were used to identify target areas, to evaluate teaching practice and to plan expectations for the focus of the sprint. Throughout the year and in line with our focus area, all staff engaged in current evidence based professional learning to build knowledge. Staff also worked collaboratively with the IL and stage leaders to plan and embed explicit teaching and learning strategies into programs.

100% of staff engaged in an effective process for improvement. Staff feedback indicated that their involvement in the professional learning and sprints model, led to innovation and change in their knowledge and capacity to deliver quality spelling and writing lessons and a more in- depth knowledge of syllabus. Data analysed across the school indicated that 87.5% of students in the targeted groups showing growth in spelling.

Future direction for 2023:

- To utilise effective assessment tools within an assessment schedule to demonstrate student achievement and growth as part of the teaching and learning cycle. Continual use of Learning Sprints, supported by the Assistant Principal, Curriculum and Instruction (APC&I), will be used to foster and promote quality teaching and learning practices.
- Utilising school resources and timetabling to include regular data talks on focus target areas, as part of collaborative planning.

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
7.9% uplift in the proportion of students achieving in the top 2 bands in NAPLAN reading.	2022 NAPLAN data indicates 33.78% of students in the top two skill bands for reading indicating the achievement of the system negotiated target.
7.5% uplift in the proportion of students	2022 NAPLAN data indicates 15.07% of students are in the top two skill

achieving in the top 2 bands in NAPLAN numeracy.	bands (NAPLAN) for numeracy, indicating the school did not achieve the system negotiated target.
No NAPLAN expected growth to be reported due to the cancellation of NAPLAN in 2020.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
No NAPLAN expected growth to be reported due to the cancellation of NAPLAN in 2020.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: High Expectations for Quality Teaching Practice

Purpose

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

Initiatives

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

- Effective Collaborative Practice
- High Impact Professional Learning Community

Resources allocated to this strategic direction

Professional learning: \$20,568.64

QTSS release: \$52,174.13

Summary of progress

Professional learning was delivered by the school leadership team, aspiring leaders and classroom teachers, aligned with the school improvement plan. Using current pedagogy and staff expertise, professional learning was delivered across a variety of identified focus areas including:

- The Heggarty phonemic awareness program
- Guttman's Analysis as an assessment scaffold
- InitialLit
- Learning Intentions and Success Criteria
- Leading Evaluation, Evidence and Data
- K-2 New English Syllabus information session delivered by Wilton PS (early adopter school)
- Observations of InitialLit literacy program at Robertson PS.

School based Performance and Development procedures were refined and included principal discussions with staff, focused on goal setting and achievement, and how they support personal development and school initiatives. Teachers continued to work together through collaborative planning, lesson observations and feedback and engaging in professional discussions and reflection with colleagues. The professional learning engaged in during 2022, allowed teachers to learn together, re-think and reflect on their practice, and be supported in the journey of self improvement to improve student learning outcomes. Professional learning led to teachers transferring knowledge and skills into their classrooms.

Future Direction for the next school plan would be to:

- improve school professional learning in accordance with meeting excellence standards according to the High Impact Professional Learning assessment.
- develop an open classroom culture for classroom observation practice with the view to explore and use quality teaching rounds to build capacity at all career stages across K-6.
- use the group function of the Teacher Self Assessment Tool to identify and support targeted goals.
- build strong professional learning communities that promote quality 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
Internal data demonstrates that feedback provided to teachers from classroom observations has improved their professional knowledge and practice in the focus area of spelling.	All teachers reported that the feedback provided from the Instructional Leader improved their professional knowledge and practice in the focus area of spelling.

<p>Internal data demonstrates that the school is drawing upon the expertise of staff to further develop its professional learning community.</p>	<p>Analysis of professional learning schedules and collaboration meeting agendas indicates that 50% of staff have led professional learning sessions for their peers that have drawn on their expertise.</p>
<p>Internal data sources indicate that the school's Performance and Development Plan practices include teachers using the Australian Professional Standards to reflect on their practices and plan for professional development.</p>	<p>All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.</p>

Strategic Direction 3: Strong, Positive Connections

Purpose

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

Initiatives

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

- Quality Community Partnerships
- Wellbeing
- Attendance

Resources allocated to this strategic direction

Aboriginal background: \$36,169.51

Location: \$5,069.14

Summary of progress

School based attendance practices and procedures, were revised relevant to the policy. Monitoring of student attendance has become an embedded practice. Strategies to support regular attendance are offered to families where student attendance is of concern, along with regular communication between school and home.

The reestablishment of school parliament during 2022, encouraged maximum student participation in its decision-making processes by implementing structures which enabled student opinion to be voiced, thereby developing a sense of civic responsibility and pride in the school. Student leaders were encouraged to seek out solutions and promote school wide initiatives as part of their responsibility. By allowing avenues for the voice of all students to be heard, a positive learning environment was maintained and supported students' sense of belonging. Stage 3 students provided feedback about the parliamentary processes, indicating areas for improvement and reasons they liked parliament. Of these 50% of the students survey indicated that they liked that they had a chance to have a say in what happens at school. This is evident in Tell Them From Me data that showed (April 2022 to November 2022), there was an uplift of 7% in student sense of belonging.

The social and emotional wellbeing program You Can Do It was streamlined for K-2. In addition the implementation of a school funded wellbeing program K-6. supported the needs of students around resilience, persistence, self regulation, getting along, conflict resolution, confidence and communication skills. Identified students participated in small group tuition where they completed both theory and practical based activities. Students stated that their involvement in the wellbeing program has allowed them to use taught skills when playing in the playground or completed group activities in class. A reduction of second tier students attending reflection and requiring behaviour interventions was evident.

The continued employment of a Youth Liaison Officer (YLO) strengthened the partnerships between the YLO and the school community. Support is provided to students across a variety of school settings and activities.

Quality community partnerships were enhanced through our Aboriginal Education Programs. Two staff members attended the local AECG meetings to strengthen partnerships between Bargo Public School, community of schools and external agencies. The school has worked closely with Community Links in providing a variety of opportunities for students to connect with country and culture. Local elders and emerging Aboriginal leaders were involved in whole school traditional ceremonies and significant events during NAIDOC week, including the opening of the newly established Yarning Circle. Culture group was expanded to include local community organisations where students took part in a variety of activities including sustainable living practices and bush tucker foods for eating and medicinal purposes. Stage 3 students were involved with Yarn Up, a community of schools student development program where they took part in public speaking, STEM and cultural activities.

The use of the digital platforms SeeSaw and Bargo Public School Facebook page has been broadened to include calendar events, student achievement, newsletter, excursion permission notes and the promotion of the weekly wellbeing focus to foster connections between home and school. 94% of parents surveyed indicated that the various social media platforms are an effective form of communication.

Two students received Kari all rounder awards at the Macarthur Aboriginal awards presentation. An additional three students were acknowledged by the local AECG and received a 'Deadly Award'. 50% of Year 6 First Nations students received offers for the Picton High School enrichment class.

Future Direction for the next school plan would be to:

- continue to implement positive wellbeing practices and programs to ensure students feel supported and develop a stronger sense of belonging to the school.
- improve and increase the involvement of parents understanding what the school does to improve student learning.
- refine the processes and strategies used to improve student attendance.
- create a high expectations culture for both students and parents.

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
Uplift of 3.6% of students reporting a sense of belonging as measured in the Tell Them From Me survey.	Tell Them From Me data indicates 72.96% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Continued uplift in the proportion of students attending school greater than 90% of the time to be above the 2021 level.	The number of students attending greater than 90% of the time or more has decreased by 35.37%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$29,285.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bargo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Data Driven Teaching Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <p>* Following analysis of data, teachers were able to advise the employed School Learning and Support Officer about how to provide focused learning support so the student could access the curriculum at their point of need.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* Continuation of employed School Learning and Support Officer to assist students with accommodations and adjustments.</p>
<p>Socio-economic background</p> <p>\$215,749.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bargo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Data Driven Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an Instructional Leader to support improvements and professional learning in Literacy and Numeracy. • employment of additional staff to support Executive staff engaged in the Leading Evaluation, Evidence and Data professional learning. • Resources to support student well-being including employment of a chaplain as a student well being officer two days per week, funding of the You Can Do It program and Smiling Minds to support student social and emotional well being. <p>The allocation of this funding has resulted in the following impact:</p> <p>* 98% of K-6 staff engaged in the Learning Sprints model with the Instructional Leader to analyse reliable outcome data, to determine a focus area in spelling and writing to support and drive improved student outcomes.</p> <p>* Executive staff engaged in professional learning that developed their knowledge and application of how to evaluate the effectiveness of school and student programs, whilst also analysing current school data to determine future directions. This professional learning has had a significant impact on executive staff ability to use data to inform practice.</p> <p>* The employment of the external chaplain, provided students with the opportunity to engage and be supported emotionally and socially. Students highlighted the benefits of being able to access the staff member casually, of being supported by another person other than a teacher and being coached in an extra-curricular activity such as chess.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* The Instructional Leader position has been successful over the past three years, despite interruptions. It has provided curriculum support to teachers and an opportunity to engage in professional dialogue to improve practice. With the inclusion of the Assistant Principal, Curriculum and Instruction position commencing in 2023, this school funded position will no longer be required.</p>

<p>Socio-economic background</p> <p>\$215,749.52</p>	<p>* The Leading Evaluation, Evidence and Data professional learning has had a significant impact on executive staff ability to use data to inform practice and drive strategic school improvement, resulting in improved teaching and learning.</p>
<p>Aboriginal background</p> <p>\$36,169.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bargo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Quality Community Partnerships <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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * The school has focused on providing an opportunity for Aboriginal students to engage in understanding and connecting to their culture and country. An identified staff member was provided with one day per week to work with students K-6 on a rotating roster. * The school has established a connection with a local outside agency to assist to facilitate the cultural connection for students. Project Grow provides the chance for students to work with local community members, developing relationships and partnerships while completing practical activities focused on sustainable garden practices. * During cultural lessons, students developed an acknowledgement of country that has been embedded into classroom morning routines. * Selected students participated in the "Yarn Up" program, where Aboriginal students can develop their skills in public speaking, impromptu speaking and debating. * Funding was also used to assist to landscape the school's first Yarning Circle. The opening of the Yarning Circle was attended by Dharawal elders, who completed an official opening with a cultural smoking ceremony, with approximately 75% of Indigenous families in attendance. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Following the success of establishing and supporting student exposure to culture, the school will continue to invest in a staff member to be employed to facilitate this direction. * The connection made with Community Links and Project Grow will also be continued. * Opportunity for all Aboriginal students to be exposed to and included in cultural activities will continue in 2023.
<p>English language proficiency</p> <p>\$7,367.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bargo Public School.</p> <p>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"> • Data Driven Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Students identified through school based data were provided with intensive support to assist with their literacy achievement.

<p>English language proficiency</p> <p>\$7,367.75</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>* While this is only a small allocation, the school will identify students through English Language Proficiency data and utilise the funding provided to support students Literacy skills.</p>
<p>Low level adjustment for disability</p> <p>\$137,370.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Bargo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Data Driven Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention program to increase learning outcomes through the employment of LaST teacher. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact:</p> <p>* The Learning and Support staffing component was used to analyse internal and external data sources and identify students who were at risk in Reading. Two staff members were trained in the reading programs, MiniLit (Years K-2) and MacLit (Years 3-6). These programs supported students who were assessed as having low level reading abilities. Collated results from assessment and evaluations demonstrated that all student results improved and showed growth, including that students reached their grade appropriate level or above. 91% of students stated that they enjoyed the lessons, demonstrating a positive level of engagement in the program. Teachers noticed a significant improvement in student confidence in reading during classroom activities.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* The program will continue to be provided in 2023 due to its success as staff also believe that the program needs to be sustained to determine if it has similar effects in its second year. Teachers are to be provided with how both programs are implemented to assist in follow up and feedback in the classroom.</p>
<p>Location</p> <p>\$5,069.14</p>	<p>The location funding allocation is provided to Bargo 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 including:</p> <ul style="list-style-type: none"> • Quality Community Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Every student being transported and attending the school athletics carnival at a new synthetic track. * Transporting students to access the School Swim program. * Provide opportunity for students of families who are experiencing financial hardship to attend school based excursions and events. <p>After evaluation, the next steps to support our students will be:</p> <p>* Funding will be used to continue to support students to attend and participate in school based activities that require transportation, lowering cost for families.</p>

<p>Professional learning</p> <p>\$20,568.64</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 Bargo 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"> • Effective Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff were provided the opportunity to engage in online professional learning modules relevant to the new English and Mathematics Curriculum. • Staff participated in collaborative planning days with their stage supervisor and instructional leader. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Professional learning time allocated for teachers provided a significant opportunity to complete the learning modules for the new English and Mathematics syllabus, prior to its introduction in 2023. * Up to four collaborative planning days enabled staff to consistently plan and evaluate teaching and learning programs together, creating a consistent expectation and approach to planning, assessment and reporting. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Collaborative planning days are an embedded practice at Bargo Public School with all staff endorsing their inclusion for the following school plan. * Professional learning funds will also be adequately aligned to school directions and will support all staff performance and development plans for 2023.
<p>Literacy and numeracy</p> <p>\$9,161.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bargo Public School from Kindergarten to Year 6.</p> <p>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"> • Data Driven Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Students and teachers having access to high level, quality texts, so that engaging and stimulating reading activities can occur. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Further exploration of purchasing more titles and types of texts to support improvements in reading achievement and the introduction of the new English syllabus will be a focus in 2023.
<p>QTSS release</p> <p>\$52,174.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bargo Public School.</p> <p>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"> • Effective Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader and use of additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$52,174.13</p>	<ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All teaching and support staff being involved in collaborative stage based discussions analysing student assessment data to determine next steps in best teaching practice. * Supporting teaching staff to implement a reading and a spelling program to improve reading. Time scheduled using these funds allowed up to 6 staff to visit the classrooms of colleagues to observe the literacy programs in practice, so a high level of understanding and implementation could occur in their own classrooms. As a result the reading program was successfully implemented across K-2 and the spelling program throughout K-6. * Staff were released to view the practice of a whole school literacy program which was being implemented at another local school with great success. The impact of this observation was staff recommended this program be implemented across K-4 in 2023 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Collaborative based discussions and observations will continue to occur using this funding. * Following the success of the observation of the literacy program, MacLit will be implemented across the school in 2023. A grant was applied for in Term 4 and the school was successful in receiving financial assistance to support this program's implementation.
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bargo Public School who may be at risk of not meeting minimum standards.</p> <p>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"> • Data Driven Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact:</p> <p>100% of staff engaged in an effective process for improvement. Staff feedback indicated that their involvement in the professional learning, sprints model and data discussions on a term basis led to innovation and change in their knowledge and capacity to deliver quality spelling and writing lessons and a more in- depth knowledge of syllabus. Data analysed across the school indicated that 87.5% of student in the targeted groups showing growth in spelling.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * The Instructional Leader position has been successful over the past three years, despite interruptions. It has provided curriculum support to teachers and an opportunity to engage in professional dialogue to improve practice. With the inclusion of the Assistant Principal, Curriculum and Instruction position commencing in 2023, this school funded position will no longer be required.
<p>COVID ILSP</p> <p>\$180,084.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$180,084.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 79% of students achieved growth in numeracy, specifically additive strategies and fractions and decimals. * 100% of students achieved growth in writing, specifically using a plan to compose a persuasive text. * Overall percentage of student growth in phonological awareness, phonic knowledge and word recognition skills ranged from 3% to 100% improvement rate. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to implement small group intensive support for identified students through our Boost program. Focus areas will be in line with school identified targets and initiatives.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	147	144	130	121
Girls	140	135	136	123

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	94.1	91.6	88.4
1	92.6	92.0	92.3	86.0
2	89.8	93.5	90.0	85.2
3	93.2	93.1	92.0	82.1
4	90.6	92.2	91.3	84.1
5	93.8	91.7	91.4	82.8
6	90.7	89.9	89.5	85.6
All Years	92.1	92.4	91.2	84.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	3
Classroom Teacher(s)	10.5
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.62

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	590,715
Revenue	3,493,003
Appropriation	3,369,367
Sale of Goods and Services	1,436
Grants and contributions	116,851
Investment income	5,348
Expenses	-3,319,531
Employee related	-3,002,126
Operating expenses	-317,405
Surplus / deficit for the year	173,471
Closing Balance	764,186

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.

	2022 SBAR Adjustments (\$)
Targeted Total	29,285
Equity Total	396,658
Equity - Aboriginal	36,170
Equity - Socio-economic	215,750
Equity - Language	7,368
Equity - Disability	137,371
Base Total	2,355,796
Base - Per Capita	68,734
Base - Location	5,069
Base - Other	2,281,993
Other Total	198,017
Grand Total	2,979,755

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 2022, the school used the Tell Them From Me (TTFM) student, parent and staff surveys to determine areas of satisfaction, success and improvement. The surveys were conducted towards the end of the school year.

Student Survey

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

- 86% of students value schooling.
- 79% of students feel proud of their school.
- On average 62% of students exhibit the ability to set challenging goals for themselves in their schoolwork, compared to 79% across the state.
- 64% of students know where they can go for help.
- 66% of Aboriginal students feel good about their culture.

Areas for consideration:

- students feeling valued and accepted by their peers.
- students doing homework with a positive attitude (19% school average compared to 63% state score)
- students being motivated and interested in their learning (48% school average compared to 78% state score)

Parent Survey

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

Highlights included:

- I feel welcome when I visit the school.
- Teachers listening to parent concerns.
- Reports are written in term that parents understand.
- 94% of parents surveyed are involved in school committees.

Areas for consideration:

- On average the vast majority of students spend less than 15 minutes doing homework per week.
- Informing parents about future opportunities and their child's social and emotional development.
- Sharing good news stories and events that occur across the school setting.

Staff Survey

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

Highlights included:

- Teacher collaboration (8.2) scored above the state norm and included positive areas such as sharing of programs, developing common learning opportunities, discussion with other colleagues about increasing student engagement.
- Teachers Data informed practice (8.1) scored above the state norm and included formal assessments, challenging learning goals and student feedback.
- The majority of staff believe that school leaders are leading improvement and change and communicate the strategic direction of the school.

Areas for consideration:

- Setting goals for teaching improvement, providing useful feedback and observation of practice.
- Sharing student learning goals.
- Teachers working closely with the AP C&I

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.