

2022 Annual Report

Michelago Public School



MICHELAGO PUBLIC SCHOOL

2540

Introduction

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

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

School contact details

Michelago Public School

20 Ryrie Street

Michelago, 2620

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

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

6235 9153

School vision

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

School context

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

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

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

Self-assessment and school achievement

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Highly effective teaching
- Data driven practices

Resources allocated to this strategic direction

Literacy and numeracy: \$4,243.31

Professional learning: \$5,988.01

Socio-economic background: \$21,426.55

Aboriginal background: \$9,876.51

Location: \$2,195.07

Per capita: \$9,601.84

QTSS release: \$7,584.79

Summary of progress

Data Skills and Use

Over the course of 2022 a significant amount of student data was gathered to form a school data wall, which plotted individual students on the Learning Progressions across key areas of literacy and numeracy. This provided the information needed to create three classes and provided students with highly effective differentiated teaching at students point of need. Moving through 2022 evaluations were completed along with refinement of assessment practices discarding assessment methods which were not needed or superfluous and added more rigorous individualised assessments. As part of this journey professional learning was undertaken in order to up-skill all staff in new assessment methods. As a result a significant improvement in our students' phonic knowledge, phonological awareness and early arithmetic strategies has been seen. There has also been a reduction in disengagement in learning tasks and more explicit teaching across all key learning areas. Additionally, teacher survey results indicated an uplift in confidence in analysing and using data to inform next steps in teaching and learning. Needs based funding was used to release executive staff to analyse whole school data to inform the next school excellence in action cycle. Funds were also used to provide professional development for support staff in the areas of data entry and release time for teachers to update internal data sets and the data wall.

The next step in this process is to ensure that all teachers are released for two days each term to collect, data and update data utilising the ACARA Progressions. Additionally, we will use this data to report on individual student growth and attainment to parents and the community with increased accuracy.

Highly Effective Teaching

In 2022 staff were provided with the opportunity to engage with Quality Teaching Rounds across the small school Professional Learning Community and provided coaching and mentoring with executive staff. Additionally, staff undertook a series of professional learning opportunities through the Literacy and Numeracy Guides. The involvement in Quality Teaching Rounds benefited teachers greatly and had the added benefits of more one-on-one time with the teaching principal and Learning and Support Teacher. This was made possible due to flexible staffing arrangement and the culture of improvement at Michelago Public School. Special events and scheduling at times delayed the completion of professional learning and opportunities for teacher feedback with executive staff. In 2022 there was a significant change in the school's pedagogy and whilst results demonstrate an uplift in student growth and attainment, it's difficult to know the precise impact of the new programs. The new assessment data sets should indicate impact throughout 2023 as benchmarks for key areas of learning are now established. Funding was used for additional staffing to provide opportunities for an additional part-time class teacher for interventions in spelling, phonic knowledge and early numeracy strategies.

The next step is to continue to use a majority of flexible funds to employ additional teaching and non-teaching staff to provide high impact explicit teaching. At the end of 2023 we will analyse data to evaluate the effectiveness of current

programs, schedules and teaching practices. We will continue to upskill staff in the use of data to inform practice and engage with specialists in the improvement of numeracy pedagogy.

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
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data, however the school did not achieve the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data, however the school did not achieve the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Where I belong

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Integration funding support: \$13,828.00

Low level adjustment for disability: \$19,389.91

Summary of progress

School and Family Working Together

In this strategic direction we implemented the social and emotional program 'Grow Your Mind'. We also hosted a series of parent workshops regarding home reading and incorporation of numeracy at home.

Parent survey data indicated that parents were informed about social emotional learning at Michelago Public school, they also reported an increase in confidence in supporting their children at home. This was due to the hard work of teachers who carefully prepared presentations for the workshops and followed up with parents regularly to check-in on how their child was progressing at home.

Whilst a large proportion of parents were present for the workshops, there was still a number of parents in the senior classes who were not engaged with the workshops. Reflection on the senior homework program has occurred and it will be refined in 2023 to improve parent engagement.

An overwhelming proportion of the community responded positively to the social and emotional program and have reported using the resources at home. As it was the first year of using Sentral to track student incidents, there was limited benchmark data in 2021. Benchmarks have now been captured and in the early weeks of term 1 2023, there was a noticeable reduction in playground incidents and uplift in positive behaviours relating to classroom learning resilience.

Needs based funding was used to employ support staff in order to support teachers in the delivery of the social and emotional program. Additionally, this employment supports logistical needs for hosting community events within the school.

The next steps in the initiative is to continue to deliver 'Grow Your Mind' in our school and continue our termly workshops. We will bolster our communication with community around events and resources required for children as a result of our 2022 parent survey.

Understanding and celebrating cultural diversity

In 2022 there was a focus on implementing policies and taking concrete actions towards achieving goals in cultural inclusion. An Aboriginal education component was incorporated in every meeting, there were tailored extracurricular opportunities for students from diverse cultural backgrounds. The school engaged with a local Ngarigo elder to further enhance understanding of Indigenous culture. Employment of additional staff to ensure Aboriginal students received the individualised support required to maximise growth and attainment. Strong community connections, cultural awareness training and employment of support staff enabled progress toward annual progress measures.

A positive impact on engagement and attendance for Aboriginal students (Semester 1 2022 83.5%, currently 92.5% early 2023) was seen over 2022. An improvement in outcomes in literacy and numeracy by students from diverse backgrounds is evident. Additionally, parent survey results returned 100% 'yes' to the question "I feel welcome at the school". Needs based funding was used to support cultural excursions, events and staffing to support students with

individual learning needs.

The next step in this initiative is to continue evaluating and reflecting on the 'Turning Policy Into Action' document. Additionally we will continue to engage with local elders and community members in order to foster a greater sense of belonging at our school for all students regardless of cultural background.

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
Increase the proportion of students attending school 90% of the time or more from 2019 baseline data towards the system-negotiated target.	Attendance data indicates a decrease in the proportion of students attending school 90% of the time or more from baseline data indicating progress is yet to be seen toward the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from 2019 baseline data towards the system-negotiated target.	Internal school data indicates a decrease in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress yet to be seen toward the system-negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,828.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Michelago Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School and Family working together <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around - Grow Your Mind • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All students successfully progressed in their social and emotional learning goal in the PLSP. Improved student growth and attainment in reading and numeracy as measured through NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SLSOs to support students social and emotional learning and enhance student growth in targeted curriculum areas.</p>
<p>Socio-economic background</p> <p>\$21,426.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Michelago Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support differentiation and engagement in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Addressed individual student needs and learning styles, which has had a positive impact on literacy and numeracy outcomes. More effective classroom management which has led to higher engagement, less disruption and more time for instruction. Stronger relationships with teachers, which has led to improved emotional outcomes and less incidents. More frequent and detailed feedback from teachers, which has supported student progress toward their learning goals. Improved differentiation, assessment, and engagement among students, which has led to enhanced learning experiences and students growth and attainment. Fully implemented K-6 assessment schedule and practices. 75% increase in, at or above expected understanding of Literacy in Year 1 in Term 1 2023 (internal assessments) 14% increase in, at or above expected understanding of Numeracy in Year 1 in Term 1 2023 (internal assessments) 14% increase in, at or above expected understanding of Number and Algebra in Year 2 in Term 1 2023 (internal assessments) 12% increase in, at or above expected understanding of Number and Algebra in Year 3 in 2023.</p>

<p>Socio-economic background</p> <p>\$21,426.55</p>	<p>10% increase in, at or above expected understanding of English K-10 in Year 3 in 2023. 100% at or above expected understanding of Number and Algebra in Year 4 in 2023. Year 4 Reading Term 3 check-in 69.7% (increase of 10.1%) Year 6 Reading Term 3 check-in 47.8% (decrease of 0.2%) Year 4 Numeracy Term 3 Check-in 73.7% (an increase of 4.4%) Year 6 Numeracy Term 3 Check in 52.2% (increase 7.2%)</p> <p>After evaluation, the next steps to support our students will be: We will continue to fund additional staffing for high impact teaching and differentiation. We expect to see greater results with professional development and in the introduction of the Assistant Principal Curriculum and Instruction (APC&I) in 2023.</p>
<p>Aboriginal background</p> <p>\$9,876.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Michelago Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Funding was combined with socio-economic background- flexible to support employment of additional teachers (see socio-economic background - Flexible). All Aboriginal students successfully progressed in their Personalised Learning Pathway goals. Improved Aboriginal student growth and attainment in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Funding was combined with socio-economic background - flexible to support employment of additional teachers (see socio-economic background - Flexible)</p>
<p>Low level adjustment for disability</p> <p>\$19,389.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Michelago Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School and Family working together <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Grow Your Mind to increase learning outcomes. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$19,389.91</p>	<p>The allocation of this funding has resulted in the following impact: Funding was combined with Intergration Funding Support (IFS). See results in IFS.</p> <p>After evaluation, the next steps to support our students will be: Funding was combined with Intergration Funding Support (IFS). See next steps in IFS.</p>
<p>Location</p> <p>\$2,195.07</p>	<p>The location funding allocation is provided to Michelago Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release to maximise teaching and learning opportunities for students and staff in an isolated setting. <p>The allocation of this funding has resulted in the following impact: Increased confidence and knowledge of staff in relation to differentiation and meeting student needs. Effective support for students in an isolated setting to engage in system priorities which include participation in NAPLAN, TTFM, Check in and progressions.</p> <p>After evaluation, the next steps to support our students will be: Continuing employment of additional staff to provide differentiated learning experiences. Strengthen our evaluative processes to ensure growth in targeted areas. Creation of a new school plan through a situational analysis triangulating data from a variety of sources.</p>
<p>Professional learning</p> <p>\$5,988.01</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Michelago Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher Release <p>The allocation of this funding has resulted in the following impact: Successful implementation of evidence based reading program in K-2 with high teacher confidence. Uplift of the percentage of students reaching expected outcomes in K-2 against the ACARA literacy progressions. Please note, data sets are too small to include percentages for specific groups, cohorts and outcomes.</p> <p>After evaluation, the next steps to support our students will be: Program successfully implemented in K-2, next steps will be to provide training for second teacher.</p>
<p>Literacy and numeracy</p> <p>\$4,243.31</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Michelago Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching

<p>Literacy and numeracy</p> <p>\$4,243.31</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: 100% of students in K-2 progressed on the data wall progressions. 100% of teachers with K-2 students using new learning to plan lessons. 2022 uplift in reading Kindergarten students at or above expected growth. 2022 uplift of percentage of Year 1 at or above expected growth in reading (Essential assessment) 2022 Year 2 uplift in percentage in reading at or above expected growth.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement Little Learners Love Literacy (LLLL) program. Provide additional training for staff in aspects reading. More development required in implementing aspects of phonological awareness in guided reading.</p>
<p>QTSS release</p> <p>\$7,584.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Michelago Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Uplift in percentages of student achievement across literacy and numeracy. Uplift of the percentage of teacher confidence from 2021 (a year without additional teacher).</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff above establishment in 2023.</p>
<p>COVID ILSP</p> <p>\$20,453.00</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> <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: All students who participated in the CILSP achieved significant progress in phonological knowledge and phonic awareness progressions. All students have made significant progress with their decoding, fluency, comprehension skills and spelling. Reading accuracy had significant improvement across all students.</p> <p>After evaluation, the next steps to support our students will be: The COVID ILSP will continue to operate in the same manner under the direction of the learning and support teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	19	15	14	20
Girls	19	25	24	30

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	95.0	94.8	89.5
1	95.6	93.7	91.7	91.8
2	93.5	98.3	92.3	86.2
3	88.8	95.4	95.1	91.8
4	83.4	91.5	93.5	88.1
5	93.0	95.1	92.1	83.8
6	92.6	98.9	91.1	85.3
All Years	91.5	94.7	92.8	88.1
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
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

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	65,975
Revenue	737,301
Appropriation	696,201
Sale of Goods and Services	590
Grants and contributions	39,577
Investment income	933
Expenses	-718,467
Employee related	-624,233
Operating expenses	-94,234
Surplus / deficit for the year	18,834
Closing Balance	84,809

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	13,828
Equity Total	50,693
Equity - Aboriginal	9,877
Equity - Socio-economic	21,427
Equity - Language	0
Equity - Disability	19,390
Base Total	510,201
Base - Per Capita	9,602
Base - Location	2,195
Base - Other	498,404
Other Total	21,668
Grand Total	596,390

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

Parent Survey

The survey shows that parents are highly satisfied with Michelago Public School, with 100% of parents responding positively to the question of whether they feel welcome at school. This suggests that the school has a welcoming environment for both parents and students, which is a positive indicator of direct engagement with the parent community.

While the majority of parents (90%) reported that the school is connected to the community and welcomes parent/carer involvement, 10% responded with 'sometimes', indicating that there is room for improvement in terms of the school's engagement with parents. Michelago Public School will consider increasing efforts to involve parents in school activities and initiatives to further improve parent engagement.

The survey shows that the school maintains a strong focus on literacy and numeracy, with 100% of parents responding positively to this question. This indicates that the school is prioritising academic achievement, which is crucial for student success.

The majority of parents (80%) reported that they are well-informed about school activities and that communication is clear and easily understood. 10% of parents responded with 'sometimes,' and 10% responded with 'no,' indicating that Michelago Public School needs to improve its communication efforts. The school will include actions to improve communication in the 2023-2026 Strategic Improvement Plan

The survey shows that parents find it easy to talk with their child's teachers, with 100% of parents responding positively to this question. Additionally, 100% of parents reported that teachers show interest in their child's learning and have high expectations for their child to succeed. This is an encouraging indicator of high expectations of student outcomes.

Parents are highly satisfied with the school's behavior management practices, with 100% of parents responding positively to the questions of whether the school has high expectations for behavior, and whether behavior is dealt with appropriately and in a timely manner. This suggests that the school has effective behavior management practices in place.

Finally, the survey shows that parents are satisfied with the school's efforts to provide opportunities for their child's wellbeing, talents, and interests, with 100% of parents responding positively to this question.

The parent survey results suggest that the school is doing well in many areas, including academic focus, behavior management, and child wellbeing. The next steps are to improve community involvement and communication.

Student Survey

The data shows the percentage of students who feel that they belong, have a sense of advocacy from their teachers, and have high expectations for their academic performance.

Belonging

The data indicates that the majority of students (73.7%) feel that they belong at school with (26.3%) reporting 'sometimes'. This is a positive sign as a sense of belonging is essential to creating a positive school culture.

The data indicates that the majority of students (63.2%) make friends easily at school. It is noteworthy that over a third of the students (34.2%) sometimes struggle to make friends.

The data indicates that the majority of students (68.4%) feel accepted for who they are at school. (28.9%) sometimes feel that they are not accepted for who they are.

Teacher Advocacy

The data indicates that the majority of students (76.3%) have teachers who talk to them about how they are doing at school. Additionally, almost all students (97.4%) feel that their teachers care about them. The data indicates that most students (81.6%) feel that their teachers listen to what they have to say, with no students answering 'no' to this particular question.

High Expectations

The data indicates that the majority of students (94.7%) feel that their teachers encourage them to do their best at school. Just over half of the students (55.3%) feel that their teachers challenge them with their learning. Additionally, most students (76.3%) feel that their teachers give them feedback so that they can improve their learning. Important to

note that all other responses in this section were 'sometimes'.

The data presented in this report is positive. In the future Michelago Public School will investigate and create activities and professional learning opportunities to improve survey results across these key areas in our 2023-2026 Strategic Improvement Plan.

Teacher Survey

The survey results indicate that 100% of respondents reported being very satisfied with their job, as measured on a scale of 1-5 where 1 represents very dissatisfied and 5 represents very satisfied.

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.