

2022 Annual Report

Mogo Public School



2586

Introduction

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

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

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School vision

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

School context

Mogo Public School is situated between Batemans Bay and Moruya on the Princes Highway. Mogo's historic enrolment has fluctuated between 35 - 45 in any school year. Approximately 75% of students identify as Aboriginal. Our FoEI is high, approaching or exceeding 200, which reflects some of the socio-economic challenges of this rural small school.

The school was significantly affected by the 2019/2020 bushfires through the devastation caused throughout the wider Mogo township. While the school itself received damage to the grounds only, many students and existing staff were either directly affected or indirectly affected through their relationships with people in the wider community.

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

Our previous Strategic Plan focused on creating optimal conditions for learning through enhanced welfare and wellbeing programs, and strengthened differentiated learning strategies. Through our situational analysis and community consultation, we have identified the need for an emphasis on embedding quality evidence-based teaching practices in the classrooms, as well as the inclusion of innovative programs for attendance improvement, so that we can achieve greater ongoing individual growth and attainment by all students.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Analysis and Use
- Rigor in Curriculum Planning

Resources allocated to this strategic direction

Integration funding support: \$111,534.00

Aboriginal background: \$39,160.00

Socio-economic background: \$114,711.48

Low level adjustment for disability: \$51,196.66

AP Curriculum & Instruction: \$30,114.20

Literacy and numeracy: \$6,000.00

Summary of progress

Data Analysis and Use and Rigor in Curriculum Planning

In 2023, the focus of our work in this strategic direction was to align our assessment processes to enable teachers to accurately track student progress and attainment.

Teachers created a K-6 Assessment schedule for reading, number and writing and embedded the process into a five-weekly schedule. All results were recorded online and shared on a drive. Teachers also embedded the use of literacy and numeracy progressions to track student progress, enabling them to more accurately identify a student's current literacy and numeracy knowledge, understandings and skills. Professional learning supported staff in developing a comprehensive understanding of individual student learning needs and capabilities, which resulted in students receiving individualised support for their learning. We also encouraged more parent involvement in student progress and learning.

Learning became more personalised to individual students through the use of technology ensuring all students had access to laptops/iPads and online programs and platforms such as Google Classroom to target learning to assist, consolidate and extend students' literacy and numeracy learning. The Assistant Principal Curriculum and Instruction (APCNI) led professional learning with staff to develop a Data Wall K-6 in Quantifying Number and Additive Strategies, Understanding texts and Creating texts. Ensuring staff has regular and consistent professional dialogue involving collaborative discussions around individual students and their benchmarks, attendance and teaching strategies, learning and COVID support. Greater involvement with parents established through; regular barbeques/afternoon teas for student recognition with rewards for attendance and learning through the year, a simplified report format for greater parent understanding, parent/teacher interviews re-established and PLP meetings twice a year.

The impact of the school's work through individualised and personalised learning can be seen in NAPLAN results, with 100% of Year 5 students achieving 10% above the national minimum standards in NAPLAN reading and numeracy. Check-in Assessment data for Year 4 to Year 5 has improved for reading and demonstrated we are above our Statistically Similar Schools Group (SSSG). Check-in Assessment data for Year 3 to Year 6 improved for numeracy and demonstrated we are above SSSG. Work undertaken in the use of data to inform practice has supported teachers to plan for teaching and learning which was aligned to the syllabus and tracked by progressions to meet the needs of all students.

As there are new syllabuses for K-2 (2022) and 3-6 English and Mathematics in 2023, we will revise all scope and sequences to ensure that they meet the requirements of the Department of Education and the NSW Education Standards Authority (NESA). The school will work with the Lead Specialist Literacy (Primary) Teaching to embed a system of data-informed practice and High Impact Professional Learning (HIPL) model to sustain continuous building of teacher capacity and student learning outcomes. A continued focus on developing a collaborative practice culture for feedback for the continuous improvement of teaching and learning. The school will be a part of the Leading Evaluation Evidence and Data (LEED). Training over the next 18 months to support our learning around triangulating data and enhance our data-informed practices to move from Working Towards Delivering to Delivering and gain elements of

Sustaining and Growing against the School Excellence Framework. Our Aboriginal Education Officer and Principal will continue to implement attendance programs with parents and carers to ensure we are working towards increasing the number of students reaching 90% attendance. There are 20-35% students attending 90% each term which we want to continue to foster, however, we have some individual students who have long term attendance issues which the Aboriginal Education Officer, Principal, Aboriginal Home School Liaison Officer and outside agencies will continue to develop relationships with families to implement strategies to improve attendance rates.

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
Improvement in the percentage of students in the Batemans Bay small schools group achieving in the top 2 bands in NAPLAN reading to be above the network lower bound system negotiated target of 39.6%.	A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system-negotiated target, however, a focus on this target has resulted in an increase in the top 3 bands since 2019 for Year 3 and Year 5. The school is significantly above SSG for Year 5 reading. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students in the Batemans Bay small schools group achieving in the top 2 bands in NAPLAN numeracy to be above the network lower bound system negotiated target of 39.6%.	A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system-negotiated target, however, focus on this target has resulted in an increase in the top 3 bands since 2019 for Year 3 and Year 5. The school is significantly above SSG for Year 5 numeracy. Cohort size does not allow the publication of percentages however, individual student progress is reported directly to parents and carers throughout the year.
No expected growth in NAPLAN reading to be reported due to the cancellation of the National Assessment Program 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 however individual student progress is reported directly to parents and carers throughout the year.
No expected growth in NAPLAN numeracy to be reported due to the cancellation of the National Assessment Program 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 however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Strengthening Practice

Purpose

To improve student achievement, growth and wellbeing in all areas of schooling through enhancing evidence-based practices.

Initiatives

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

- Effective Teaching Practice through High Impact Professional Learning
- Wellbeing Practices

Resources allocated to this strategic direction

Professional learning: \$6,624.28

Location: \$1,017.71

QTSS release: \$6,895.26

Literacy and numeracy: \$2,518.72

Aboriginal background: \$67,499.86

Summary of progress

Our focus in 2022 was to improve and sustain student achievement, growth and wellbeing in all areas of schooling through enhancing evidence-based practices.

The school developed a collaborative learning culture and operated as a Professional Learning Community (PLC) which works together towards building teachers' capacity and student learning outcomes through the sharing of practice, knowledge and problems. Established and embed a culture of agreed practices in the delivery of quality teaching through rigorous professional learning in evidence-based programs that support these teaching and learning practices. A whole school approach to wellbeing ensures learning progress for all students is optimised using the most effective evidence-based methods. Teachers, parents and the community work together to support consistent and systematic processes for wellbeing and attendance.

We had High Impact Professional Learning around 3River4Learning for our staff which enabled us to use current research to develop a collaborative learning culture and a professional learning community. To create the collaborative culture and professional learning community we embedded the system to create the time, space and encouragement for teachers to actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identified expertise within its staff and drew on this to further develop its professional learning community. Also, areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative, or evidence based, future-focused practices.

As a professional learning community, we collaboratively planned and implemented an ongoing, sustained strategic plan to deliver professional learning in Wellbeing - Trauma Informed Practice, PAX Game, and Safety Intervention Training. We updated our Wellbeing and Behaviour policy and improved our processes by updating plans (risk assessment, Behaviour Plans, Individual Education Plans, Personalised Learning Pathways) and communication with parents and incident recording on Sentral. Staff implemented ideas and collaboratively shared and demonstrated successful practice. We involved student, staff and parent voice through stages of change through discussions and surveys.

The impact has been the development of a collaborative learning culture at the school. The staff survey indicated they felt part of a team, that the school has a shared vision based on a collaborative culture where all staff engage in coaching and mentoring sessions in which observations and feedback cycles take place. Staff have reported they feel comfortable taking on specific leadership roles which indicates we are using distributed leadership across the school.

Our staff trained in a range of behavioural strategies that are being embedded across the classrooms and playgrounds by all staff which has resulted in 20% reduction in reported negative behaviour incidents. The student survey indicated that (the majority/increased amount) of students feel safe at school and enjoy coming to school.

Our next steps in 2023 are to continue to strengthen our collaborative culture and professional learning community by embedding Instructional leadership through mentoring and coaching support. In Wellbeing, the school will foster a two-part attendance initiative to support students and their families to overcome any difficulties they may have with regular attendance. Work aligned to the Inclusive, Engaging and Respectful Schools reform will be an additional focus in this strategic direction with the Safeguarding Kids Together (SKT) Program further informing our activities.

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
SEF Improvement as measured by the School Excellence Framework: TEACHING DOMAIN : Effective Classroom Practice - Delivering	2022 data indicates the school has moved from Delivering to Sustaining and Growing in Effective Classroom Practice in relation to the School Excellence Framework.
SEF Improvement as measured by the School Excellence Framework: LEARNING DOMAIN : Learning Culture - Delivering	2022 data indicates the school has moved from Working Towards Delivering to Sustaining and Growing in Learning Culture in relation to the School Excellence Framework.
Increase the proportion of students attending school greater than 90% of the time to be above the 2021 figure of 52.56%	The number of students attending school 90% of the time or more has decreased. Cohort size does not allow the publication of percentages however individual student attendance is reported directly to parents and carers throughout the year.
SEF Improvement as measured by the School Excellence Framework: LEARNING DOMAIN : Wellbeing - Delivering	2022 data indicates the school has moved from Delivering to Sustaining and Growing in Wellbeing in relation to the School Excellence Framework.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$111,534.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mogo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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 Analysis and Use <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 • Implementation of targeted programs to differentiate teaching and learning programs • Intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Teachers demonstrated in their teaching and learning programs that they are individualising and personalising learning for each child. Students who received additional support achieved their individual learning goals in literacy and numeracy. There has also been an increase in positive behaviour from students who received additional support to achieve their social goals. School Learning Support Officers (SLSOs) have reported an increase in capacity and confidence due to engagement in professional learning.</p> <p>After evaluation, the next steps to support our students will be: to continue to use integration funding to employ SLSOs to assist identified students attain their individualised learning goals.</p>
<p>Socio-economic background</p> <p>\$114,711.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mogo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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 Analysis and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing students without economic support for educational materials, uniform, equipment and other items • Staff release to increase community engagement • Employment of additional staff to support Reading and Maths program implementation. <p>The allocation of this funding has resulted in the following impact: Internal data indicates that an increased number of students have reached grade benchmarks as identified in the Literacy and Numeracy Progressions. Additionally, an increasing number of students have reached reading-level benchmarks for their grades. The majority of students have met their behavioural and learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide support for students who require financial assistance to engage in all aspects of school. Funds will also be used to deepen teachers' knowledge and practice in the use of assessment data to inform teaching.</p>
<p>Aboriginal background</p> <p>\$106,659.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mogo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational</p>

<p>Aboriginal background</p> <p>\$106,659.86</p>	<p>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"> • Data Analysis and Use • Wellbeing Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional SLSOs to deliver personalised support for Aboriginal students • Community consultation and engagement to support the development of cultural competency • Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Implementation of Dhurga language and culture programs resulted in high engagement in cultural activities. The cultural excursions during NAIDOC week resulted in high attendance and students and parents stated they gained more knowledge of Aboriginal customs and traditions. SLSO support for targeted literacy and numeracy programs increased the percentage of students' progress towards grade-level benchmarks. The work of the school in Aboriginal Education has resulted in 91.7% of students identifying that their teachers encourage them to do their best at school and that they care about them.</p> <p>After evaluation, the next steps to support our students will be: to establish an Aboriginal-identified position to deliver differentiated and personalised support to Aboriginal students in literacy and numeracy. We will also employ an Aboriginal Education Officer who will continue to build community engagement and further develop and strengthen our students' Personalised Learning Pathways processes, cultural knowledge and learning. Due to the success of the Dhurga language program, a teacher will be employed one day per week for it to continue. Initiatives to strengthen students' understanding of, and experience in Aboriginal culture will also be supported by this funding.</p>
<p>Low level adjustment for disability</p> <p>\$51,196.66</p>	<p>Low level adjustment for disability equity loading provides support for students at Mogo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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 Analysis and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional teacher to create small classes so the teacher differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Employment of additional staff (SLSOs) to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: An increase in the proportion of students achieving good gains in internal assessments in Literacy and Numeracy as demonstrated on PLAN2. The school developed a more consistent approach to student learning support and interventions, with differentiated learning and targeted support for Literacy, Numeracy and wellbeing enabling students to achieve their goals.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$51,196.66</p>	<p>to further expand the impact of the learning support team by providing additional support for identified students through the employment of trained SLSOs. Professional learning will be implemented to deepen teachers' knowledge of the current research base in literacy, numeracy and wellbeing.</p>
<p>Location</p> <p>\$1,017.71</p>	<p>The location funding allocation is provided to Mogo 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"> • Effective Teaching Practice through High Impact Professional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Professional Learning for the Principal and two teachers at 3Rivers4Learning. • Release to collaboratively develop high expectations, positive learning environments to improve student engagement and learning. <p>The allocation of this funding has resulted in the following impact: Students demonstrated higher engagement and participation rates in formative assessment and visible learning by beginning to use the language of learning intentions and success criteria and by verbalising where they are on that journey. Through involvement in 3Rivers4Learning, staff have a deeper understanding of how to effectively structure change initiatives to create a greater impact on student outcomes.</p> <p>After evaluation, the next steps to support our students will be: to embed visible learning and formative assessment into daily classroom practice for literacy and numeracy, developing a common language of learning K-6.</p>
<p>Professional learning</p> <p>\$6,624.28</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 Mogo 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 Teaching Practice through High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • To develop the capacity of staff by engaging in High Impact Learning 3Rivers4Learning. <p>The allocation of this funding has resulted in the following impact: Staff shared high expectations of student outcomes in Literacy, Numeracy and attendance to challenge their students and encourage continuous improvement. Learning goals were developed to assist students in identifying and achieving individual learning goals and to learn new things. Technology was used to increase student engagement and to consolidate learning. School structures also supported teachers to observe their peers, with feedback improving professional knowledge and feedback.</p> <p>After evaluation, the next steps to support our students will be: to implement consistent data analysis times twice a term to monitor student learning progress and identify skill gaps for improvement and areas for extension. School coaching structures will be further refined to enable teachers to share research and trial evidence-based strategies in literacy and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$8,518.72</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mogo Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$8,518.72</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"> • Rigor in Curriculum Planning • Effective Teaching Practice through High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy • Employment of an additional Learning and Support intervention teacher • Purchasing of literacy resources such as quality picture books for guided and shared instruction • Updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Teachers were able to implement the professional learning undertaken in the explicit teaching of reading comprehension. Their practice was supported through the purchase of a wide range of reading resources that were aligned to the curriculum and enhanced student engagement. Online subscriptions supported teachers in revising concepts with students, reinforcing concepts taught.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide professional learning to staff in evidence-based teaching in literacy and numeracy. Learning Sprints will be introduced to staff to support improvement in Mathematics. Continued monitoring and analysis of PLAN2 data will inform targeted support for Year 2, 3 & 4 students in reading comprehension, with support provided by the Learning Support Teacher and Assistant Principal, Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$6,895.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mogo Public School.</p> <p>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 Teaching Practice through High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Teachers collaboratively developed a shared understanding of evidence-informed practices in literacy and numeracy, resulting in a whole school commitment to articulate higher expectations for learning outcomes for all students. Leadership roles were distributed across the school, increasing leadership capacity and further strengthening our collaborative culture.</p> <p>After evaluation, the next steps to support our students will be: to work with the Lead Specialist Literacy (Primary) and the Leading Evaluation, Evidence and Data (LEED) team to deepen our knowledge of how to use external and internal data to improve student learning outcomes.</p>
<p>COVID ILSP</p> <p>\$182,060.00</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</p>

<p>COVID ILSP</p> <p>\$182,060.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • Providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieved significant progress towards their personal learning goals. Year 4 to 5 children performed above the Statistically Similar School Group level of achievement. The revision of the school's learning and support team processes ensured the ongoing monitoring of student progress and achievement after small group tuition was completed, helping to ensure continued improvement.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. In-class support for students with additional needs will be provided to enable the achievement of their learning goals.</p> <p>Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 Analysis and Use <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Coach and mentor teachers in understanding text, creating text, quantifying numbers and additive strategies. <p>The allocation of this funding has resulted in the following impact: All K-6 students' progress and achievement is tracked in Understanding Text, Creating Text, Additive Strategies and Quantifying Numbers through the use of a data wall. The data wall has enhanced staff understanding of student progress and how teachers can best adjust their practice to drive improvement for all students in their classes. Teachers are also reporting a deepening understanding of the literacy and numeracy progressions and are using this knowledge to develop learning programs that support student achievement of their literacy and numeracy goals.</p> <p>After evaluation, the next steps to support our students will be: to implement the Teaching Sprint methodology in Mathematics to reflect on practice and to build capacity. The AP Curriculum and Instruction will also provide individual support to teachers as they continue to work on developing their skills in the explicit teaching of literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	15	18	17	13
Girls	19	22	23	23

Student attendance profile

School				
Year	2019	2020	2021	2022
K	75.7	71.4	92.5	82.7
1	88.9	69.1	79.7	78.3
2	89.0	84.1	88.0	78.0
3	84.7	79.7	88.4	80.2
4	84.9	87.0	89.9	82.4
5	79.7	70.1	85.0	51.2
6	87.3	85.5	80.7	65.3
All Years	84.6	78.2	86.2	75.0
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)	0.2
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

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	142,440
Revenue	1,105,142
Appropriation	1,068,785
Sale of Goods and Services	1,952
Grants and contributions	33,153
Investment income	1,251
Expenses	-1,050,012
Employee related	-912,018
Operating expenses	-137,994
Surplus / deficit for the year	55,129
Closing Balance	197,570

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	111,534
Equity Total	272,568
Equity - Aboriginal	106,660
Equity - Socio-economic	114,711
Equity - Language	0
Equity - Disability	51,197
Base Total	518,482
Base - Per Capita	10,107
Base - Location	1,018
Base - Other	507,357
Other Total	78,253
Grand Total	980,836

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/carers, teacher, student satisfaction comment for Annual Report

Our School Strategic Plan successfully focused on professional learning through the 3Rivers4Learning which developed a collaborative learning culture with staff and students and parents. Our wellbeing focus in 2022 involved a suite of professional learning for staff training in Trauma Informed Practice, Zones of Regulation, PAX Game for life and Safety Intervention Training and Sentral updating our Behavioural policy and procedures and individualised planning for the wellbeing and learning of students. Our focus in learning has been on individualised and personalised learning.

Our parent survey for 2022 demonstrated parents/carers believe the school is inclusive, has good parent communication and their students are supported in learning and wellbeing. In 2022, we embedded parent involvement throughout the school year e.g. Welcome Barbeque, PLP's, new report, restating Parent/teacher meetings and achieving an active and functioning P&C. We will continue to seek parent inclusion through the employment of an Aboriginal Education Officer and formation of an Aboriginal Education Committee with members from the Community with Elders, staff, parents, and Mogo Business Community.

Year 5 NAPLAN was above State average (SSSG). Check ins demonstrate growth from 2021 to 2022. Internal data (reading levels, writing and Mathematics) indicate excellent growth from 2021 to 2022. Our student survey indicated 91.7% of students believe their teachers cares about them and they encourage them to do their best, 75% of students believe teachers listen to them. 66.7% of teachers give them feedback to improve.

Our 2023 focus will be on the eight key drivers of student learning especially Utilising Data, explicit teaching strategies and developing an evaluative culture with the embedding of student, parent and teacher voice. A staff survey indicated we have developed a collaborative culture at Mogo Public School demonstrated by 100% of staff enjoy coming to school, feel part of a team, feel the Principal and staff help them solve problems. 100% of staff believe we have a shared vision, collaborative culture, happy to take on leadership positions, want to be coached/mentored and happy to be coached/mentored, feel comfortable being observed and having teacher feedback in the teaching and learning cycle.

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.