

2023 Annual Report

Bargo Public School



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Introduction

The Annual Report for 2023 is provided to the community of Bargo Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Bargo Public School

Southern Rd

Bargo, 2574

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

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

4684 1396

School vision

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

School context

Bargo Public School is in a semi-rural township located in the lower plains of the Southern Highlands of NSW, and has an average Family Occupation and Education Index (FOEI) of 123. There are approximately 270 students enrolled catering for students from Kindergarten to Year 6. 11.6% of students identify as Aboriginal and/or Torres Strait Islander and 9% of students originate from English as an Additional Language and Dialect (EALD) background. The school consists of 13 classes, including one specialised Autism class.

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

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

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

The success of this 2023 - 2026 school plan will support student learning progress and improved teacher efficacy and classroom practice.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To achieve sustained and measurable improvements in student performance, we will develop:

- a shared understanding and responsibility for using consistent school wide assessment practices, and
- use student data to inform and implement evidenced based teaching practices that are responsive to the needs of individual students.

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 Skills and Use
- Assessment

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
English language proficiency
AP Curriculum & Instruction

Summary of progress

Analysis of internal data sources and student work samples identified a need for improvement in reading and numeracy across the whole school. 100% of staff engaged in InitialLit Professional learning, an explicit, evidence-based reading program. This professional learning developed a shared understanding and responsibility for consistent school wide assessment practices to drive quality teaching and learning. Student data was collected throughout the program and used to inform and implement explicit teaching practices that are responsive to the needs of individual students. The Assistant Principal, Curriculum and Instruction worked with teachers to use data to monitor and assess student progress and design differentiated future learning on a whole class, group and individual level. These discussions ensured there was a clear and consistent understanding of student results to accurately inform the teaching and learning process.

Analysis of student work samples and diagnostic assessment (Check-in, NAPLAN and internal school data) against syllabus content and learning progressions were used to identify numeracy target areas and to evaluate teaching practice. This showed a need for a focus on student's understanding of place value. Throughout the year and in line with our focus area, all staff engaged in current evidence based professional learning to build knowledge. Staff also worked collaboratively with the Assistant Principal Curriculum and Instruction and stage leaders to plan and embed explicit numeracy teaching and learning strategies into programs.

The engagement in regular data talks and discussions with classroom teachers, stage leaders and Assistant Principal, Curriculum Instruction built a shared understanding and responsibility for using consistent school wide assessment practices.

Future Direction for 2024

- To utilise effective assessment tools within an assessment schedule to demonstrate student achievement and growth as part of the teaching and learning cycle.
- Engage in regular curriculum and data conversations with the Assistant Principal Curriculum and Instruction, stage leaders and classroom teachers to develop a shared understanding and responsibility for using student data to effectively implement evidence based teaching strategies that are responsive to the needs of students.

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
Students can demonstrate reading	• 2023 InitialLit data from students in K-4 indicated that the number of

<p>growth and achievement from Term 1 to Term 4, using internal data sources.</p>	<p>students achieving the at or above average range for literacy increased from 55% to 73%.</p> <ul style="list-style-type: none"> • 2023 MiniLit data that targeted specific students, resulted in an average percentage improvement, pre-test to post-test of 513.8%, for students reading high frequency words accurately and a 1286% improvement in reading words using phonological awareness. • 2023 Phonics Diagnostic Assessment results showed 66% of students reached expected targets, with a 39% uplift between testing at the beginning and end of year.. • 2023 Check-In Reading Data indicated an 8.17% increase in Year 4 reading results, with Year 4 reading results reaching above the SSSG average. • A comparison of 2023 Semester 1 and Semester 2 Year 6 Check in Reading data indicated the percentage of questions that students answered correctly increased from 47.1% to 52.0%, reaching above the SSSG average.
<p>Students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using internal data sources.</p>	<ul style="list-style-type: none"> • 2023 IfSR Interview for Student Reasoning (IfSR) results in K-2 demonstrated a need for improvement in number patterns and algebraic thinking, in particular equivalence, with 53% of students demonstrating a sound understanding of this concept. Following an explicit teaching and learning sprint these results increased to 76%. • A comparison of pre- and post- 2023 Snapshot Numeracy Data across Stage 2 showed a 13.2% uplift in student results. • A comparison of pre and post 2023 Snapshot Numeracy Data across Stage 3 indicated that 54% of students showed growth. • A comparison of 2023 Semester 1 and Semester 2 Year 6 Check in Numeracy data indicated a 5.3% uplift in the percentage of questions that students answered correctly.

Strategic Direction 2: Explicit and Effective Teaching Practice

Purpose

To ensure the most effective, evidenced based teaching strategies are applied to improve teaching practice and student achievement, we will develop, implement and support:

- collaborative, reflective and transparent school wide strategies that promote teaching excellence.
- a culture of practice that focuses on effective leadership at all levels - fostering high expectations and a shared responsibility for learning and improvement.

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 Classroom Practice
- Educational Leadership

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Professional learning

Beginning teacher support

Summary of progress

Effective Classroom Practice

Whole school approaches to explicit teaching were implemented through the Initial Lit program. 100% of staff engaged in professional learning to ensure a whole school evidenced based approach to reading and spelling that aligns with the NSW syllabus. This program provided a consistent instructional approach across classrooms.

As part of the Department of Education's curriculum reform, professional learning was delivered by the school leadership team for the implementation of the new English and Mathematics syllabus. K-2 teachers implemented and evaluated the units from the new syllabus over the school year. Further professional development supported teachers to prepare for roll out of the 3-6 syllabus to be released next year.

Coaching and mentoring opportunities were provided to beginning teachers and aspiring leaders. Beginning teachers worked with a mentor and were relieved from face to face teaching each fortnight to observe other classes and use given feedback and evidence to improve their practice. Assistant Principal Curriculum and Instruction (APCI), Assistant Principal (AP) worked with Classroom Teachers in a team teaching capacity and provided pre and post observation conferences to support quality teaching and reflective practices.

School leadership teams work collaboratively with teachers to create a culture of common practice and an openness of sharing expertise, knowledge, observation and research. Professional dialogue about current research, quality pedagogical practice exists between staff at all levels during formalised meetings such as collaborative planning. Ongoing informal discussions about student learning and achievement occur on a daily basis.

Pre-service students and Interns worked with supervising teachers as part of their professional development by supporting and guiding their understanding of how learning happens and how to support students with additional learning needs.

Educational Leadership

Educational leadership opportunities allowed teachers to learn together, re-think and reflect on their practice and be supported in the journey of self improvement to improve student learning outcomes. The Tell Them From Me Survey indicated positive increase in the way that teachers feel supported by school leaders. Specifically, there was a 6.4% increase in the way teachers felt supported by their leaders. Further data analysis indicated that 75% of staff felt supported during stressful situations, showing an increase of 13% from 2022.

A school culture of professional learning and growth has been achieved by staff participating in both formal and informal teacher learning and development. This included the collection of staff feedback and evaluations and completion of the

Future direction for 2024

- Build a strong professional learning community that promotes quality teaching and learning through the formalisation of classroom observations and quality teaching rounds to build capacity at all career stages across K-6.
- Use the High Impact Professional Learning Self Assessment Tool results to implement effective professional learning strategies.
- Use the classroom practice continuum to improve classroom practice and build teacher capacity.

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
<ul style="list-style-type: none"> • Increase in proportion of teacher observation and being provided with useful feedback about teaching practice (TTFM teacher survey). 	<ul style="list-style-type: none"> • Beginning teachers reported that they were provided with useful feedback about their teaching practice through mentor and supervisor observations, which positively impacted their professional knowledge and practice in English and Mathematics. • Assistant Principals and Assistant Principal Curriculum Instruction worked with classroom teachers in a team teaching capacity and provided feedback. • 2023 Tell Them From Me Data indicated that 75% of teachers reported receiving helpful feedback on their teaching. • 2023 Tell Them From Me Data indicated that teacher observations and feedback targetted at improving student learning, resulted in an uplift of 16%.
<ul style="list-style-type: none"> • Improvements in school based judgement across the five elements of the High Impact Professional Learning (HIPL) self-assessment tool. 	<ul style="list-style-type: none"> • The Tell Them From Me Survey indicated a positive increase in the way that teachers feel supported, especially during stressful situations by school leaders, with an uplift of 13%. • 100% of staff engaged in professional learning after whole school data identified student need in the area of reading. • Teachers and supervisors regularly collect and analyse data, through collaborative and stage meetings, to drive future teaching and learning programs and areas for professional development opportunities.

Strategic Direction 3: Strong, Positive Connections

Purpose

To provide an environment where students, parents and carers feel a sense of connection and belonging to the school and their child's learning, we will:

- Strengthen the school's Wellbeing Vision Statement ensuring that there is a school-wide, shared responsibility for the social-emotional wellbeing of every student to connect, thrive and succeed.
- Leaders, teachers and students work closely alongside parents and community members providing opportunity to be an integral part of a cohesive educational setting.
- The school develops and implements a strategic and planned approach that focuses on creating an effective environment for learning and social interaction.

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.

- Learning Culture
- Wellbeing - a planned approach
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Location

Summary of progress

School based attendance procedures were promoted as a collective responsibility and embedded across the school. Term 2 saw the introduction of Literacy Breakfast Club (LBC). This program is fully funded by the Australian Literacy and Numeracy Foundation (ALNF). LBC operates every Monday and Friday morning and aims to promote good nutrition and enhance health and wellbeing, whilst also boosting student literacy development and attendance rates. 2023 attendance data indicates that there has been an increase in student attendance on both days LBC is held, compared to the same time in 2022.

Behaviour policies and procedures were revised, relevant to new Department of Education Policies. Monitoring student behaviour has become an embedded practice. Strategies to support positive student behaviour were implemented across K-6, in line with the Department's Student Management and Wellbeing Policy. The school created and implemented an explicit and detailed Behaviour Management and Support Plan, including the revision of minor and major behaviours. This was created in consultation with the community, including the P&C, students and staff. The Behaviour Management and Support Plan has become embedded into daily practice and school culture. Staff completed professional learning on the care continuum and revised students, staff and parents/carers roles and responsibilities within the context of the school.

The Social and Emotional Program of You Can Do It continued to be implemented across K-6. 100% of staff engaged in Berry Street Education Model professional learning. Both programs were embedded into daily routines, specifically the implementation of Morning Circle, mindfulness activities, Ready to Learn Scales and Ready to Learn Plans. This supported the wellbeing of students around resilience, persistence, self regulation, getting along, conflict resolution, confidence and communication skills.

Identified students across K-6 had opportunities to participate in Wellbeing Groups that were supported by staff, focusing on social skills, resilience and emotional regulation, including Brick Club, Oz-Tag Club and Gross Motor Activities.

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

Quality community partnerships were enhanced through our Aboriginal Education Programs. A staff member was released from class one day each week to lead the Aboriginal Education Program across the whole school setting. Two staff members attended the local AECG meetings to strengthen partnerships between Bargo Public School, community of schools and external agencies. The school worked closely with Community Links in providing a variety of opportunities for students to connect with country and culture. Local elders and emerging Aboriginal leaders were involved in whole school traditional ceremonies and significant events during NAIDOC week, including the whole school participation in a

Smoking Ceremony and knowledge sharing and experiences. Culture group was expanded to include cultural dance groups, visits from Aboriginal Elder from Community Links and local community organisations where students took part in a variety of activities including sustainable living practices and bush tucker foods for eating and medicinal purposes (Project Grow).

Future direction for 2024:

- Co-develop and apply school wide wellbeing structures and processes to engage students and to support them to achieve academic and social success.
- Use streamlined wellbeing structures to identify students for targeted and specific interventions so they can be supported through differentiated well being programs.

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
<ul style="list-style-type: none"> • An uplift in the average score of parents being informed about their child's learning. 	<ul style="list-style-type: none"> • 2023 school based data indicated that the number of Parent Teacher Interviews completed increased from 40% to 55%. • 2023 Tell Them From Me Data indicated that 59% of parents report that teachers inform them of their child's learning at school. • The number of families who feel welcome within our school is 68% as indicated by 2023 Tell Them From Me Data. • 2023 Tell Them From Me Data showed that 78% of families engaged with the whole school online communication platform.
<ul style="list-style-type: none"> • Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School 	<ul style="list-style-type: none"> • 2023 Tell Them From Me Data indicated that 52% of students feel a sense of belonging at school. • 2023 Tell Them From Me Data showed that 70% of students were engaged in their learning, indicating an understanding that their behaviour is linked to long term success at school. • 84% of students indicated they felt they had a positive relationship with their teacher, shown through 2023 Tell Them From Me Data.
<ul style="list-style-type: none"> • Attendance rate for the school is increased from 89.05% in 2023 to 90.15% by 2027. 	<ul style="list-style-type: none"> • 2023 SCOUT Attendance Data indicated a 19% increase in the number of students attending school 90% or more of the time. • 2023 SCOUT Attendance Data indicated that the overall attendance rate was at 87.6%, sitting above the DoE State, Network and SSSG data. • Literacy Breakfast Club Data demonstrated a 15% uplift in the number of students attending breakfast club, with an average of 80 students attending each day. • 2023 Attendance Data indicated that there was an uplift of 5.14% of students attending school on days that the Literacy Breakfast Club was held, compared to the same time in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$25,047.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bargo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Following analyse of data, staff were able to develop a plan and advise the employed School Learning and Support Officer about how to provide focused intensive learning and behaviour support to enable the student to access the curriculum at their point of need.</p> <p>After evaluation, the next steps to support our students will be: Continuation of employed School Learning and Support Officer to assist students with accommodations and adjustments, subject to continued funding.</p>
<p>Socio-economic background</p> <p>\$214,595.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bargo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resources to support student well-being including employment of a Youth Liaison Officer as a student well being officer two days per week. • employment of additional staff to support school based well-being program implementation K-6. • funding of the You Can Do It program to support student social and emotional well-being across the whole school setting. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * The employment of the external Youth Liaison Officer, provided students with the opportunity to engage and be supported emotionally and socially. Students highlighted the benefits of being able to access the staff member informally, of being supported by another person other than a teacher and being coached in co-curricular activities such as chess and board games. * The employment of an additional staff member provided identified students across K-6 with the opportunities to participate in Well-being Groups that, focused on social skills, resilience and emotional regulation, including Brick Club, Oz-Tag Club and Gross Motor Activities. * 100% student involvement in the implementation of You Can Do It on a weekly basis. <p>After evaluation, the next steps to support our students will be: Continued employment of a Youth Liaison Officer and additional staff member to support the well-being of students. Continue to finance the implementation of a skills based Well-Being program such as Life Skills Go in 2024.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bargo Public School. Funds under this</p>

<p>\$38,516.20</p>	<p>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"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p> <p>* The school has focused on providing an opportunity for Aboriginal students to engage in understanding and connecting to their culture and country. An identified staff member was provided with one day per week to work with students K-6 on a rotating roster. This staff member also helped to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>* The school continued with the connection made with Community Links and Project Grow that assisted in the facilitation of cultural connection for students. Project Grow provided the chance for students to work with local community members, developing partnerships and relationships, during practical activities focused on sustainable gardens and bush tucker practices.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The connection made with Project Grow will be continued. Opportunity for all Aboriginal students to continue learning about country and culture and be involved in cultural activities in 2024.</p>
<p>English language proficiency</p> <p>\$5,603.01</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bargo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact:</p> <p>Students identified through school based data were provided with intensive in-class and small group withdrawal support to assist with their literacy achievement.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>While this is only a small allocation, the school will identify students through English Language Proficiency data and utilise the funding to support student's Literacy skills.</p>
<p>Low level adjustment for disability</p> <p>\$137,370.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Bargo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$137,370.81</p>	<p>include:</p> <ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention to increase learning outcomes through the employment of a LaST Teacher providing support for targeted students within the classroom and playground through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> The learning and support staffing component was used to analyse internal and external data sources and identified students who were at risk in reading. The implementation of MiniLit and MacqLit programs supported students who were assessed as having low level reading abilities. Collated data results demonstrated that all student results showed growth, including students reaching their grade level or above. Student Learning Support Officers implemented behaviour supports and adjustments across all school settings which resulted in improved student engagement and participation in both playground and classroom activities. Student Learning Support Officers worked with targeted students to achieve their personal learning goals based on their individual education plan, in consultation with class teachers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> The program will continue to be provided in 2024 due to it's success as staff also believe that the programs need to be sustained to allow for consistency and ongoing student improvements and growth. Teachers are provided with ongoing feedback about student progress. Student progress in 2024 will be monitored to ensure growth is maintained and further intervention provided if required. Continuation of employed School Learning and Support Officers to assist students with accommodation and adjustments.
<p>Location</p> <p>\$4,749.09</p>	<p>The location funding allocation is provided to Bargo Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> subsidising student excursions to enable all students to participate student assistance to support excursions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> Every student being transported to and from the school athletics carnival at a world standard athletics venue. Provided opportunity for students of families who are experiencing financial hardship to attend school excursions, incursions and events. Subsidising costume and performing costs to enable students' participation in Southern Stars Spectacular. <p>After evaluation, the next steps to support our students will be:</p> <p>Funding will be used to continue to support students to attend and participate in school and educational activities that require transportation, lowering costs for families.</p>
<p>Professional learning</p> <p>\$21,587.10</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bargo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$21,587.10</p>	<p>funding include:</p> <ul style="list-style-type: none"> • staff were provided the opportunity to engage in online professional learning modules relevant to the new 3-6 English and mathematics curriculum. • staff were provided the opportunity to engage in professional learning on InitialLit, a research-based program for Literacy. • staff engagement in Berry Street Education Model Professional Learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Professional learning time allocated for teachers provided a significant opportunity to complete the learning modules for the new 3-6 English and mathematics syllabus, prior to it's introduction in 2024. * InitialLit Professional learning enabled implementation of consistent whole school explicit teaching practices in literacy. * Staff engagement in Berry Street Education Model PL allowed a school wide well being approach towards meeting educational and well being needs of all students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continuation of Berry Street Professional Learning. * Professional learning funds will also be adequately aligned to school directions and will support all staff performance and development plans for 2024.
<p>QTSS release</p> <p>\$51,134.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bargo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All teaching staff involved in collaborative stage based discussions with their supervisor, analysing data to determine next steps in best teaching and learning practice. * 5 weekly focused data conversations with the Assistant Principal Curriculum and Instruction, resulting in identified students targeted for a learning sprint format. * Opportunity for staff to observe the practice of their colleagues to implement school based teaching and learning programs, strengthening the support provided to teachers to improve practice. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * The collaborative model will evolve to include all teaching staff for that stage, the stage supervisor, APCI and Learning and Support Teacher, in regular weekly discussions focused on student data informing teaching and learning. * Supporting the transition to the new curriculum for years 3-6.
<p>COVID ILSP</p> <p>\$135,063.06</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 2023.</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

COVID ILSP

\$135,063.06

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy.

The allocation of this funding has resulted in the following impact:

- * 60% of students achieved growth in numeracy, Number Sense and Algebra, specifically place value.
- * 100% of students achieved growth in spelling, specifically plurals, common suffixes and homophones.
- * Average percentage of student growth in spelling ranged from 8.1% to 70.6%, with an improvement of 34% increase in overall spelling results.

After evaluation, the next steps to support our students will be:

Continue to implement small group intensive support for identified students in line with school identified targets and initiatives.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	144	130	121	137
Girls	135	136	123	130

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.1	91.6	88.4	93.5
1	92.0	92.3	86.0	88.9
2	93.5	90.0	85.2	92.0
3	93.1	92.0	82.1	89.9
4	92.2	91.3	84.1	84.4
5	91.7	91.4	82.8	88.6
6	89.9	89.5	85.6	87.2
All Years	92.4	91.2	84.7	89.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4
Classroom Teacher(s)	10.48
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	3.62

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	764,186.15
Revenue	3,569,656.93
Appropriation	3,437,952.37
Sale of Goods and Services	3,083.68
Grants and contributions	110,711.76
Investment income	17,909.12
Expenses	-3,440,365.56
Employee related	-3,173,473.61
Operating expenses	-266,891.95
Surplus / deficit for the year	129,291.37
Closing Balance	893,477.52

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.

	2023 SBAR Adjustments (\$)
Targeted Total	20,123
Equity Total	396,085
Equity - Aboriginal	38,516
Equity - Socio-economic	214,595
Equity - Language	5,603
Equity - Disability	137,371
Base Total	2,410,964
Base - Per Capita	65,070
Base - Location	4,749
Base - Other	2,341,145
Other Total	288,912
Grand Total	3,116,084

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2023, the school used the Tell Them From Me (TTFM) student, parent and staff surveys to determine areas of satisfaction, success and improvement. The surveys were conducted towards the end of the school year.

Student Survey

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

- 87% of students feel proud of their school
- 72% of students know where they can go for help
- 84% of Aboriginal students feel positive about their culture which is an increase of 18% from the previous year.

Areas for consideration:

- students doing homework with a positive attitude (16% school average compared to 83% state score)
- students being motivated and interested in their learning (73% school average compared to 96% state score)

Parent Survey

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

Highlights included:

- 63% feel welcome when visiting the school.
- 79% stated teachers listen to their concerns.
- 76% of parents are involved in school committees.

Areas for consideration:

- On average the vast majority of students spend less than 15 minutes doing homework per week.

Staff Survey

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

Highlights include:

- Teacher collaboration (8.5) scored above the state norm and included positive areas such as sharing of programs, developing common learning opportunities, discussion with other colleagues about increasing student engagement.
- Teacher Data Informed Practice (8.5) scored above the state norm and included formal assessments, challenging learning goals and student feedback.
- Teachers believe (6.4) that school leaders are leading improvement and change and communicate the strategic direction of the school.

Areas for consideration:

- Providing opportunity to observe practice and receive high quality feedback.
- Teachers working closely with the APC&I.
- Sharing student learning goals.

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.