OUR SCHOOL AT A GLANCE

Students

In 2012 we had three classes. Our enrolment was 57, with 23x girls and 34x boys. 47% of the school population were Aboriginal students.

Staff

In 2012, we had 15x members of staff. This comprised a teaching principal, 2x classroom teachers, 1x 0.662 STLA/RFF/Library and Support teacher, 1x 0.8 Literacy/Numeracy Co ordinator, 1x 0.1 Trial Program - School Learning Support Teacher (SLST), 1x full time school administrative manager, 1x 0.2 school administrative officer, 1x Djingii student, 4x part time school learning support officers(SLSO), 1x 0.2 general assistant and 1x school cleaner.

All teaching staff met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

- Priority Schools Funding Program (PSP)
- Schools in Partnership (SiP)
- National Partnerships Low Socio Economic (Low SES SCNP)
- Best Start
- Accelerated Literacy
- Student Welfare Program
- Breakfast Program
- Tennis Program
- Norta Norta Program
- Aboriginal Education Program
- Dhurga Language Program
- Environmental Education Program
- Social Skills Development
- School Swimming Scheme

Student achievement in 2012

Literacy – NAPLAN Year 3

In Year 3, we had results that were lower than the state average. 66% of our Year 3 students were ranked in Band 3 or higher.

Numeracy – NAPLAN Year 3

In Year 3, 60% of students were placed in Band 3 or higher.

Literacy – NAPLAN Year 5

In Year 5, 66% of students were ranked in Band 5 or higher. All Year 5 students had improved on their Year 3 results.

Numeracy – NAPLAN Year 5

In Year 5, 66% of students were ranked in Band 5 or higher. All Year 5 students had improved on their Year 3 results.
**Messages**

**Principal’s message**

Mogo Public School had a very successful year in 2012. One of the main highlights was our State growth in NAPLAN assessment where Mogo had the highest growth in Spelling and the third highest in Grammar and Punctuation in the SEG.

Mogo Public School was fortunate to receive funding through the Low SES School Communities National Partnership (Low SES SCNP), and Schools in Partnership (SiP) programs. This enabled us to employ extra school learning support officers (SLSO) and teachers to reinforce community engagement, attendance, literacy and numeracy. This was further enhanced by Campbell Page sponsorship of the school’s breakfast program, introduced to improve school attendance.

Students in Years 3 to 6 enjoyed a great excursion to Sydney. They encountered many valuable learning experiences – socially, educational and fun.

Our school performance this year was simply spectacular – the parents and family who came to see our students perform on the big stage at Broulee, were captivated by our presentation of ‘The Wizard of Oz’.

Another highlight was the continued implementation of “Dhurga”, our local language being taught throughout our school and in the community.

We continued our work on developing partnerships between parents, staff and the wider community, with everyone working towards the same goal of a Quality Education for all students.

Everyone who has had a role in the school during the year must be thanked because without them Mogo Public School wouldn’t be the happy, safe and friendly learning environment that it is.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jason Barby - Principal

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**P & C message**

This year has been a very busy one for our P&C. Everyone worked well together and we helped many programs including the tennis and swimming scheme, purchase of text books, Yr 3-6 excursion, discos and cultural days, school performance and classroom support. Mogo P&C would like to thank the outgoing staff members and wish them well in their new roles.

We had many different fundraising events in 2012 including Mother’s Day and Father’s Day stalls as well as the Easter raffle. Our canteen coordinator Margaret Collins did a fantastic job with the canteen proving profitable.

We successfully received a Volunteers Grant of $4807. With this money we bought a large table, a freezer and a portable BBQ as well as other resources. We have also received resources for the school as a result of collecting Coles and Woolworth’s vouchers.

I would like to thank all the parents, grandparents and friends, who have come and helped out at Mogo Public School this year.

Lynne Pappas - President, Mogo Public School P&C Association
Student representative’s message

The school camp to Sydney was awesome. We stayed at Cockatoo Island which was beautiful. Our Year 6 farewell to Jamberoo Fun Park was also awesome as too was the disco.

On behalf of everyone I’d like to thank the school for everything. We will miss Mogo Public School. We all hope High School is as good as Mogo.

Ethan Grant, Boy School Captain
Students taking part in a lesson in the Outdoor Education Area of Mogo P.S.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
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<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.294</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
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<tr>
<td>Total</td>
<td>5.068</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Mogo Public School employs one Djingii student and three Aboriginal School Learning Support Officers.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>145601.54</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>96680.23</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
<td>340224.44</td>
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Expenditure

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<tr>
<th>Teaching &amp; learning</th>
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<tr>
<td>Key learning areas</td>
<td>3075.88</td>
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<tr>
<td>Excursions</td>
<td>10518.71</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>1352.66</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>12153.56</td>
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<td>Maintenance</td>
<td>3618.68</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>223541.96</td>
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<tr>
<td>Balance carried forward</td>
<td>116682.48</td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

School Production - ‘The Wizard of Oz’

Every two years, Mogo Public School undertakes a whole school production, and for 2012, the show was ‘The Wizard of Oz’. Magnificent performances were given by many talented students from Years 3 to 6, while the younger students enhanced the show with their enthusiastic dancing and singing. The costumes and backdrops further enhanced the show, and thanks are given to the many people who gave their time and energy into helping create such a wonderful experience for the students to take part in.

Each student from Mogo P.S embraced playing a role in the school production of ‘The Wizard of Oz’.

Sport

In 2012, Mogo students performed extremely well at District in Athletics, Swimming and Cross Country. Seven students qualified for District in Cross Country and eleven students for Athletics.

Mogo also participated in a variety of inter-school Gala Days across all grades, including AFL, Rugby Union, and Rugby League.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 3 Literacy and Numeracy
• Year 3 - Bottom Two Bands
  Reading - 16% of students in bottom two bands (State average 16%)
  Writing - 16% of students in bottom two bands (State average 8%)
  Spelling - 33% of students in bottom two bands (State average 13%)
  Grammar and Punctuation - 33% of students in bottom two bands (State average 13%)
  Numeracy - 20% of students in bottom two bands (State average 19%)
• Year 3 – Proficient Two Bands
  Reading - 33% of students in top two bands (State average 47%)
  Writing - 17% of students in top two bands (State average 53%)
  Spelling - 50% of students in top two bands (State average 48%)
  Grammar and Punctuation - 33% of students in top two bands (State average 52%)
  Numeracy - 0% of students in top two bands (State average 36%).

Year 5 Literacy and Numeracy
• Year 5 -Bottom Two Bands
  Reading - 50% of students in bottom two bands (State average 21%)
  Writing - 16% of students in bottom two bands (State average 16%)
  Spelling - 33% of students in bottom two bands (State average 17%)
  Grammar and Punctuation - 22% of students in bottom two bands (State average 24%)
  Numeracy - 25% of students in bottom two bands (State average 20%)
• Year 5 - Proficient Two Bands
  Reading - 25% of students in top two bands (State average 32%)
  Writing - 0% of students in top two bands (State average 21%)
  Spelling - 11% of students in top two bands (State average 39%)
  Grammar and Punctuation - 22% of students in top two bands (State average 33%)
  Numeracy - 13% of students in top two bands (State average 29%)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives
Aboriginal education
Our school is committed to supporting Aboriginal students to reach their full potential. The school also provides a program to educate all students about the history, traditions and cultural background of the local Aboriginal community.
We employed 3x Aboriginal School Learning Support Officers in the school to provide first class role models to our students.
The school and community celebrated NAIDOC Week with a range of activities.
The school continues to teach Dhurga to all students. The program is called ‘Ngayawing Djama Dhurga Buradja Buradja – We talk Dhurga forever!’ This program has been an outstanding success with 100% participation from all students and had the backing of all our local community. This program is also offered to our local pre-school and the local community, free of charge. Our Dhurga language program will continue in 2013. Also
In 2012 Mogo Public School was fortunate enough to receive a Djingii (star) student. This person attends Moruya High School as well as helping out in the classrooms and the school.

**National partnership programs**

As a result of National Partnerships, Mogo has strengthened many partnerships with our local community, Broulee Public School, Moruya High School, Batemans Bay High School and Batemans Bay University of Wollongong. Priorities such as Technology and IN2Uni awareness were very successful. Also we employed additional School Learning Support Officers to help out in the classroom.

Our Language program and cultural program are also programs that have helped improve outcomes in Literacy, Numeracy and attendance.

**Progress on 2012 targets**

**Target 1**

To continue providing quality learning opportunities that allow all students across all stages to increase their knowledge and understandings of curriculum based subjects.

Our achievements include:

- The majority of students achieved at or beyond stage expected outcomes across the school in all areas of the curriculum.
- 2012 NAPLAN results identified 17% of Yr3 students Spelling & Writing results being below minimum standards – by Yr5 NAPLAN testing, no student will be below minimum standards in these area’s; & 2012 NAPLAN results identified in Spelling 11% of Yr5 students results being below minimum standards and 13% in Reading.
- In 2012, the majority of students tested in NAPLAN met or exceeded the national benchmark in literacy and numeracy.
- In 2012, 100% of Yr5 students were above the minimum standards in Grammar and Punctuation.

**Target 2**

To improve literacy and numeracy outcomes for all Aboriginal students so that all individuals achieve at or near the national benchmark as indicated through NAPLAN.

Our achievements include:

- To better 2012 Year 3 NAPLAN results of only 1 Aboriginal student being below minimum standards in Spelling, Writing and Numeracy.
- In 2012, all Aboriginal students made progress and improvement in reading, demonstrated through consistent PM Level benchmarking and Probe comprehension testing.
- 2012 NAPLAN results to demonstrate an improvement from an identified 33% of Yr 3 being of Aboriginal background & 50% of Yr 5 being of Aboriginal background, performing at or below minimum standards in Writing and Reading.

Students learn through using a range of materials for Key Learning Area’s.
Year 1 students engaged in mathematics.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of partnerships and support for target groups. Both of these evaluations were documented in Mogo Public School’s 2012 National Partnership Evaluation.

Change: Partnerships

As a result of National Partnerships, Mogo has been fortunate to have strengthened many partnerships within our local community. We are working closely with Moruya High School, Broulee Public School and also Batemans Bay University of Wollongong.

Strong partnerships have been developed with Moruya High School, centered around transition. As we are a small school we have been fortunate to combine with Broulee on Staff Development Days and have formed Partnerships with Technology and Aboriginal education as focus areas. This Partnership has improved our usage of Technology at school. Staff is using Interactive Whiteboards/Connected Classrooms more regularly and with improved student outcomes. We have assisted Broulee in Aboriginal Education.

In2Uni has continued and was initially driven by the school and has since been funded by the University. The Program has involved two University students visiting our school on a weekly basis, working with our senior students on opportunities in the workforce. It was very motivating for our students and culminated with an excursion to the University for our school community (parents, relatives included) and as a wonderful experience for our students.

As a result of these Partnerships, Mogo students have been given the opportunities that students in larger schools are given.

Both of these Partnerships will continue and develop in 2013 with even a greater focus on transition with Moruya High School.

Year 5 & 6 students on “The Tomakin Protector’s’ Excursion organized by Mr Steve Baron.

High school & Year 6 students interacted during a robotics session.
Professional learning

Outcomes on 2012 Targets:

• Every teacher trained in Accelerated Literacy.

• Every classroom, including Library using the Interactive Whiteboard on a daily basis.

• Every teacher attended at least two Professional Learning sessions at their discretion and/or at the Principals discretion.

SCHOOL PLANNING 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To continue providing quality learning opportunities that allow all students across all stages to increase their knowledge and understandings of curriculum based subjects.

2013 Targets to achieve this outcome include:

• All students will achieve at or beyond stage expected outcomes across the school in all areas of the curriculum.

• 2012 NAPLAN results identified 17% of Yr3 students Writing and Spelling results being below NMS – by Yr5 NAPLAN testing, no student will be below NMS in these area’s; & 2012 NAPLAN results identified 33% of Yr5 students Writing results being below NMS – by Yr7 NAPLAN testing, no student will be below NMS in this area.

• In 2013, students testing in NAPLAN will meet or exceed the national benchmark in literacy and numeracy.

Strategies to achieve these targets include:

• Learning Support Staff and classroom teachers ensuring Individualised Learning Plans (ILPs) are implemented and consistently revised for students with higher needs

• Providing school learning support officers (SLSOs) and mentors in each classroom to support all students and class teachers

• Class teachers devising and implementing quality, diversified programs that target specific stage related outcomes and indicators

• Providing further professional learning for all staff in literacy and numeracy related areas

• Identifying and using resources and personnel (parent/community) to provide extension activities

• Literacy and Numeracy Coordinator to implement and assess QTandL principles for all programs

• Collaboration between staff of the current reporting format to a new, revised format to enhance parent/carers understandings

Learning to count-on using counters.
Technology plays an important role in learning at Mogo Public across the stages.

Year 3 students with a focus on Literacy based tasks.

School priority 2

Outcome for 2012–2014

To improve literacy and numeracy outcomes for all Aboriginal students so that all individuals achieve at or near the national benchmark as indicated through NAPLAN.

2013 Targets to achieve this outcome include:

• To better 2012 NAPLAN percentages of 33% of Yr 3 & 50% of Yr 5 Aboriginal students being below NMS in Reading and Writing.

• Through 2013, all Aboriginal students will show progress and improvement in reading, demonstrated through consistent PM Level benchmarking and Probe comprehension testing.

• For 2013 NAPLAN results to demonstrate an improvement from an identified 33% of Yr 3 being of Aboriginal background & 50% of Yr 5 being of Aboriginal background, performing at or below NMS.

Strategies to achieve these targets include:

• Provide school learning support officer’s and mentors to work with individuals and small groups of students

• Continue the development, implementation and review of PLP’s ensuring input from significant others - ensure family are involved as much as possible

• Continue to update the reading choices for Aboriginal students so that they are appealing and interesting

• Initiate information sessions for Aboriginal families based around literacy and numeracy skills that they can assist their children with at home

• Utilise Aboriginal role models and reward programs as encouragement for achievement in curriculum activities at school

SLSO’s play an integral role for supporting students at Mogo P.S.
About this report:

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jason Barby, Principal
Heidi Wade, School Administration Manager
Carolyn Gunnness, Classroom teacher
Lyndall Lotze, Classroom teacher
Christine McCaul, School Administration Officer
Lynne Pappas, P&C President
Ethan Grant, Boy School Captain

School contact information
Mogo Public School
Princes Highway Mogo, NSW 2536
☎: 02 44744815
☎: 02 44744806
📧: mogo-p.school@det.nsw.edu.au
School Code: 2586

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: