

Mungindi Central School

Annual Report



2016



2675

Introduction

The Annual Report for **2016** is provided to the community of **Mungindi Central 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 school 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.

Mr Jonathan Smith

Principal

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School background

School vision statement

Mungindi Central School's purpose is to provide a caring environment that enables all students to achieve their potential in a changing world where they will be expected to become good citizens that can help build the capacity of their community. This will be achieved through differentiated, innovative approaches to teaching and learning. The development of students into positive contributors to society, resilient when faced with challenges and consistency in expectations and actions.

School context

Mungindi Central School is an inclusive, co-educational and comprehensive Central School setting providing outstanding educational opportunities for students from Preschool to Year 12 focussed on developing a culture of pride in personal achievement and high expectations. Our school prides itself in producing well-rounded members of the community through its academic, vocational, creative and performing arts, sport and student leadership opportunities, and seamless transition programs, whilst meeting the needs of each and every individual. The school has a dedicated, experienced staff, an extremely supportive school community, including an active Parents and Citizens' Association and Aboriginal Education Consultative Group (AECG). We value and promote life-long learning by providing the opportunity for community courses to be hosted by Mungindi Central School for early school leavers and community members interested in gaining TAFE accreditation. The school works continuously to encourage parents to be active participants in school activities and to have valued input into their child's education. Features include;

- A Preschool program that provides for individualised, play-based learning and the successful transition of students into Kindergarten.
- A Primary department that is strongly focuses on individualised learning programs to ensure students attain their personal best. School Learning Support Officers assist students in the classrooms to ensure every child is supported in developing independent learning skills.
- A secondary department focussed on offering a curriculum pattern designed to prepare students for further education or vocational opportunities. Mungindi Central School is the centre for the Northern Border Senior Access (NBSA) program, and shares students, teachers and subjects with Collarenebri, Goodooga, and Boggabilla Central Schools. Students have a wide range of courses available in Stages 5 and 6 through strong links with TAFE and regular video conferencing with other schools throughout the region and state. The school encourages enrolment of mature age students with a strong focus on delivering courses addressing the needs of the 15–17 year old cohort. Our school has provided a variety of pathway courses, short courses and high interest content courses within a flexible hours timetable to engage students. Mungindi Central School is a Positive Behaviour for Learning (PBL) School and our community identified core values are 'Respectful', 'Responsible', 'Learners'. These values are reflected in the wearing of uniform, high behavioural and learning expectations, resilience and effective interpersonal relationships. The Mungindi Central School community believes that this approach to education best caters to the academic, social and emotional wellbeing of all our students and, enables students to form positive relationships with their peers, teaching staff and wider community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of **Learning** we have focused on Learning Culture and Wellbeing. There is a consistent focus across the school about the importance of learning, of the individual responsibility of all learners in relation to their learning and about tailoring the learning culture at Mungindi Central School to meet the specific needs of the local context and individual students. There is a growing confidence that that when asked the question 'Why are you here?' the increasingly common response from students would be, 'To learn.' Expectations are explicitly taught across the school in a variety of ways and settings using our PBL weekly focus areas. There is a focus on building a collective sense that if learning is connected, interesting and meaningful then engaged students will display appropriate behaviours. The universal message for all students is that "We are Respectful, We are Responsible and We are Learners" is shared at all opportunities across the whole school.

There has been a focus in unifying the provision of support for all students to ensure that their cognitive, emotional, social, physical and spiritual wellbeing needs are met. To this end the past year and a half has seen the implementation of a PBL model across the K-12 spectrum in the provision of Wellbeing services. The school Wellbeing Policy has been overhauled and rewritten to address aspects of the Wellbeing Framework so that all students are able to connect, succeed and thrive in our setting. The Wellbeing Policy addresses expected codes of behaviour and a new unifying merit process. Participation in the gathering of real data and real opinions has had a significant impact on teachers, this has been the central focus of our PBL and EAFS journeys and has challenged the beliefs that they held about our students and their ability to learn. This is feeding into changes taking place in all areas of the school including to curriculum as well as physical infrastructure. The success of the school approach to Wellbeing and the common understanding within the school community of the expectations for all at the school can be evidenced by the consistent decline in student based incidents across the school.

In the domain on **Teaching** we have focused on Effective Classroom Practice and Data Skills and Use. The school has spent some time in building the understanding that aspects of teacher practice are key contributors to learning. This has seen a focus on a series of identified areas of action. Expectations of students and teachers, explicit teaching, the use of data to inform what is taught and feedback to students. These aspects are becoming increasingly visible across the school. This is in every classroom to some extent with the key ones to note being the K123 classrooms, 456 classroom, the Science Lab, Maths room, Food Technology, HSIE and English room the highlights. The Preschool has always made this a focus of how they communicate with students.

Much time has been devoted throughout the last two years in providing professional learning opportunities both at the school level and beyond to build individual teacher skills in the analysis, interpretation and use of student performance data. The use of data and its analysis takes place in some way, shape or form at just about every meeting and part of the challenge has been getting them to see the way in which this can be used to inform teaching. At the school level staff skills have been enhanced at School Development Days, the various types of meetings and through participation in systemic programs such as Early Action for Success. PLAN data has long been a feature of data skills and use in our Junior School (K-3); interestingly many of the teachers in this area didn't really see PLAN in that light and consequently consistently under-rated their own abilities in this area. We believe that this is no longer an issue. As a result, secondary staff are now implementing PLAN in Stage 4 and 5 to further address the individual teacher skills in this element. The school is at a stage where there is a seamless K-8 continuum in PLAN usage by the vast majority of staff across the school.

in the domain of **Leading** we have focused on Leadership and School Resources. The schools' new executive role in management of defined projects that are a critical part of school structures. The positive upshot has been the ability to distribute the leadership amongst a greater number and at the same build the capacity of all executive. As part of a deliberate process to engage our community more the school has embarked on a consistent process of reinvigoration and re-positioned itself over the past two years. We have launched a revitalised website, introduced a social media presence through the development of a Facebook page for NBSA and are looking at the purchase of a phone app. The high number of interactions in these areas is testimony to the success and usefulness of these platforms in building whole-school improvement that is sustainable and measurable. The School Plan has clearly identified the financial

priorities of the school and the leadership practices have encouraged teachers to focus on the main game – teaching and learning. Their task is to be aspirational about what exciting, productive learning and learning spaces can be; the task of the executive is to find the creative solutions to achieve those aspirations within the constraints of the budget. The current position sees a vastly different space – a re-energised teaching staff, diverse curriculum structures, steady enrollments, a program of infrastructure renewal and regeneration and the school being perceived as a place where things happen, where people desire to be employed. The school has become a place where teachers no longer speak about why something can't happen but rather think about what might be possible.

[insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students are highly engaged, collaborative, emotionally aware and independent 21st Century Learners.

Purpose

Learning activities will explicitly reflect strategies that require students to think deeply and logically. Activities will provide opportunities for students to be creative, innovative, collaborative and resourceful, making sense of their world. To develop students who are actively involved in their learning for the 21st Century.

Overall summary of progress

The continuation and consistency of the Early Action for Success initiative allowed for a shared collaborative practice in delivery of the program. The supported delivery model ensured that every student and every teacher was actively engaged within the Teaching and Learning process. We had established a process where we had a number of extra staff on the K–3 class doing a series of structured activities to maintain the high quality learning. Data gathered by staff demonstrates 100% of students in K123 have shown growth in literacy and numeracy with 90% having reached stage outcomes with the support of quality teaching and learning practices. These practices were supported by the classroom teachers, Instructional Leader and Last teacher. Positive Behaviour for Learning (PBL) remained a key school wide focus in 2016. It is a key strategy for the Student Wellbeing Framework as a whole school initiative for creating positive behaviours. PBL is a significant part of the school plan as well as an integral part of our revised Welfare Policy. This is a key part of the Wellbeing framework that is guiding our decisions and actions. The new package clearly articulates the need for a strong systematic approach to wellbeing of all students. We now have a rewards system in place with a level of consistent understanding. We have also trailed a form of across the site signage for students to remind them of key expectations. Two staff members one Secondary and one Primary have gained professional learning on the Focus on Reading Program. The intensive literacy program is working for the group of identified students however, in Secondary there is a partial use of a number of areas of this process as needed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Students in K123 continue to reach stage outcomes with the support of quality teaching and learning practices. Based on data gathered by staff.	EAFs is in Phase 2 of implementation and support. The Instructional leader allocation for the school is 2 days per week. The ongoing training will remain a focus within the school as well as utilising the existing knowledge of trained staff. Focus on Reading will remain a focus for improving the literacy outcomes for Secondary students. This will take on a data gathering process similar to EAFs. This will very much be a testing time for the EAFs. The program is in its final phase of implementation and support. Following this year the future level of external support will be very uncertain. The Instructional Leader positions will no longer exist as an external provision. However, the training and knowledge have been invested in and exists in most schools. This will now need to be fostered and grown via the existing knowledge of trained people. Tier 1 Universal is where we are at present with a series of actions that will move the school forward on the path to higher levels. This will involve the training of more staff where possible and a presentation at a PBL conference in Newcastle. Explicit lessons to be taught to students across the school. There is now a HUB in place with facilitators to support new schools. Other staff are awaiting training in a train the trainer strategy. The purpose of FoR was for the program to be used in all classes to improve student outcomes indicated by PLAN data. A whole school implementation strategy for across the school is still being looked at.	Aboriginal Education (\$40,000) Socio-economic background (\$15,000.00)

Next Steps

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Strategic Direction 2

Build a culture of high expectations for teacher learning and professional practice.

Purpose

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, the use of successful initiatives, increasing teacher capacity and engaging students with meaningful learning opportunities.

Overall summary of progress

Staff have taken a shared responsibility for student improvement and contribute to a transparent learning culture. They have begun to comprehensively demonstrate a dialogue of sharing practice which reflects normal operation. Faculty meetings have allowed staff to share feedback and have an open dialogue which demonstrates reflective practice. Whole school staff meetings also comprise of this reflective feedback process to allow for whole staff professional practice. All staff programs demonstrated some form of differentiation for student learning which is carried through into Personalised Learning Plans and Individual Learning Plans. All teaching staff had a Professional Development Plan in place this year. PDP's are discussed each term by staff and their supervisor. Staff were able to access Professional Learning based on goals identified in their PDP's. Focus is on linking PL to the strategic directions from the School Plan and Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, the use of successful initiatives, increasing teacher capacity and engaging students with meaningful learning opportunities.	These processes have demonstrated suitable traction across the school. There has been opportunities to make use of a rounds methodology during the year. Senior staff have made use of a more defined process to continue the professional development of all staff. Reflection and feedback practices are solidly embedded into every person's teaching practice making this even more valuable for all staff. Staff are more comprehensively identifying the learning needs of all students and have this built into all facets of programming. Nationally Consistent Collection of Data on school children with a Disability continues to be a whole system approach for everyone that is able to best address the needs of students. Professional Development is a more holistic process for all staff. Staff are able to clearly show where their professional Development is and are able to best identify where to access this for their and the schools benefit. PDP's are better able to clearly show where the needs are for all staff. Professional Learning funds expenditure continues to be needs based with systems put into place to make the best use of the funds to support teachers in meeting student's needs. Teacher performance and development this year demonstrated growth in capacity with reference to the teaching standards.	Quality Teaching Successful Students (\$4,600.00) Aboriginal Education (\$40,000.00) Socio economic (\$15,000.00)

Next Steps

These processes will have suitable traction across the school. There may be an opportunity to make use of a rounds methodology during the year. Still make use of a more defined process to continue the professional development of all staff. Reflection and feedback practices are solidly embedded into every person's teaching practice. Look to find ways to make this even more valuable for all staff. The process should be fully automated by this stage. Enabling staff to more comprehensively identify the learning needs of all students and have this built into all facets of programming. Nationally

Consistent Collection of Data on school children with a Disability is a whole of system approach for everyone that is able to best address the needs of students. Professional Development is a more holistic process for all staff. They are able to clearly show where their professional Development is and are able to best identify where to access this for their and the schools benefit. PDP's are better able to clearly show where the needs are for all staff.



Strategic Direction 3

Positive, trusting and respectful School Community partnerships/ or relationships for successful learning.

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

Staff, parents and community were involved in a consultation process to improve the structure of the current Kindergarten transition program to allow parents to access the transition program of their choice. Previously transition had been implemented at the same time as St Joseph's restricting availability and choice. 4. Early introductory phases of TEN and L3 were formed the basis of the program to give all students a head start to school in literacy and numeracy. Students were given a better understanding of Secondary practices and responsibilities through a comprehensively designed transition program where by students were slowly integrated over a period of time with access to a range of school staff to give students a broader experience and knowledge.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To build stronger relationships and connections as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices	To build on this process MCS implemented a more gradual introduction of transition practices started in Term 3 and choice of transition schools was given to families for the future education of their children. To assist in highlighting the benefits of attending MCS a parent information session for parents of preschool students attending Kindergarten in 2017 was held with the early intervention programs clearly explained and demonstrated. Secondary transition catered for the parents by informing them of current practices and expectations through an information session, invitation for parents to be involved in this process.	Aboriginal Education (\$10,000.00) Socio economic (\$2,500.00)

Next Steps

Further explore ways to improve the structure and methodology used during the kindergarten transition. This could include a more gradual introduction of practices starting in term 3 and then moving into a more traditional process during term 4. Part of this will be to survey parents and have discussions with future parents of the Preschool. This will be used to inform how we address their needs. Continue to look at ways to better respond to the needs of students, staff and parents in designing a transition program. Look at a form of an improvement cycle to inform practice and respond to evidence.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All ATSI students have a PLP in place which focuses on Literacy and Numeracy targets and personal goals. Teachers and families have developed strong positive partnerships through the regular PLP meetings.	\$137,976
Low level adjustment for disability	Through access to funding for low level disability we have been able to provide the school with a Learning and Support Teacher that has provided intervention support throughout the whole school on a five day basis. This has allowed students to work towards meeting end of year goals.	\$85,943
Quality Teaching, Successful Students (QTSS)	Under the reform agenda of Quality Teachers Successful Students we have allocated funds to the strategic release of leading staff to provide modeling and quality professional development.	\$4,672
Socio-economic background	Funds have been allocated for the support of socio-economic background that allow all students to have an equitable access to educational experiences. This funding has also allowed the infants department to be provided extra professional development opportunities that have enabled students to progress along the curriculum with increased rates of success.	\$71,249
Support for beginning teachers	Under the Great Teaching, Inspired Learning all beginning permanent teachers at GSPS had access to a strong induction process, a trained mentor, reduced teaching load and greater opportunity to collaborate with other teachers. This process will be expanded in 2017 to include temporary beginning teachers with this high level of support.	\$4,081

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	31	33	29	36
Girls	33	39	41	45

Mungindi Central school has seen enrollments steadily increase over the last 4 years. Through the inclusion of targeted programs curriculum and innovative program delivery we aim to continue this upward trend in enrollments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.7	92.7	85.7	90.7
1	92.3	93.4	88.1	85.8
2	96.7	89.2	91.9	86.6
3	86.9	89.3	94	88.4
4	92.8	92.8	85.6	87.6
5	88.6	86.9	90.7	92
6	89.1	94.2	90.9	89.5
7	89.9	84.6	88.4	89
8	82.5	86.7	86	80
9	81.2	68.4	73.5	82.9
10	82.7	42.5	65	83.3
11	80.8	71.4	81.5	66.6
12	62.5	89.7	79.2	60.2
All Years	87.7	85.5	85.6	84.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Mungindi Central School has a comprehensive and transparent attendance policy that remains in line with DoE policies and procedures. The attendance of our students over the last 4 years has remained steady however there needs to be a continued focus on attendance in our senior students to reflect this increase in attendance school wide.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			50
Employment			
TAFE entry			50
University Entry			
Other			
Unknown			

From the 2016 cohort Mungindi Central School is proud to have 50% of year 12 graduates engaged in TAFE studies and 50% seeking either employment or further education in Beauty Therapy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	3.04
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.47
School Administration & Support Staff	6.48
Other Positions	4.1

*Full Time Equivalent

Mungindi Central School maintains a strong commitment to the employment of Indigenous workers . The school employs 8 Aboriginal persons in a variety of roles within the school including; Aboriginal Education Officers, School Learning Support Officers and School Administrative Staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Mungindi Central School has a strong culture of professional learning designed to maximise student outcomes. The school has integrated professional learning provided through a combination of internal and externally professionally qualified leaders to develop evidence based best practice within our school.

These experiences are helping improve the skill sets of teachers in areas such as literacy and numeracy school-wide and have been identified through evidence informed practices and the strategic directions of the School Plan..

Mungindi Central School is committed to the strengthening of a performance development culture such as all staff engaged in significant focused professional learning throughout 2016.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	250 680.00
Global funds	242 111.00
Tied funds	311 648.00
School & community sources	48 491.00
Interest	5 179.00
Trust receipts	86 664.00
Canteen	0.00
Total income	944 773.00
Expenditure	
Teaching & learning	
Key learning areas	196.00
Excursions	19 233.00
Extracurricular dissections	26 466.00
Library	0.00
Training & development	530.00
Tied funds	469 677.00
Short term relief	0.00
Administration & office	72 827.00
School-operated canteen	0.00
Utilities	72 783.00
Maintenance	35 982.00
Trust accounts	79 853.00
Capital programs	34 825.00
Total expenditure	812 372.00
Balance carried forward	132 401.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

From a comparison of the 2012 data in NAPLAN through to the data set for 2016 there has been a combination of steady growth and exceptional growth. Some of the exceptional growth has been noticed in particular in areas such as Year 3 reading where the scaled scores have increased over 190 points. This large jump in scaled scores is evidence that Mungindi Central School is working successfully to achieve results that are starting to become even more competitive with the state.

Numeracy in Mungindi Central School has been assessed through NAPLAN and in comparison to similar cohorts, 2016 has been a year of great success. The greatest success in Numeracy can be seen in both Years 3 and Year 9 where both cohorts have reduced the achievement gaps in relation to the rest of the state to only about 30 points. When digging deeper into the data we are able to see areas where some cohorts of students are achieving greater results than similar cohorts across the state.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Mungindi Central School students were able to achieve 2 band 2's and 2 band 3's from the 2016 HSC. These results were a combination of the assessments and examinations undertaken by the cohort.

Parent/caregiver, student, teacher satisfaction

Student satisfaction has been assessed using the Tell Them From Me Survey. From this survey we have been able to identify that Mungindi Central School in Both Primary and Secondary had overall high levels of belonging;

- 86% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 82%.

Students were also required to make comments on the drivers of their outcomes and the results are listed below;

Effective learning time/important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 8 out of 10. The NSW Govt norm for these years is 6.3. Relevance Students find classroom instruction relevant to their everyday lives.
- In this school, students rated Relevance 7.1 out of 10. The NSW Govt norm for these years is 6. Rigour Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- In this school, students rated Rigour 7.4 out of 10. The NSW Govt norm for these years is 5.9. Students who are victims of bullying Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.
- 20% of students in this school were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for these years is 23%.
- The NSW Govt norm for girls is 21% and for boys is 25%. Advocacy at school Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- In this school, students rated advocacy at school 7.5 out of 10. The NSW Govt norm for these years is 6.2.
- The NSW Govt norm for girls is 6.1 and for boys is 6.2

From analysis of the data gathered from the students we can deduce that the school is a good environment in comparison to other schools in the state. It does also however, guide the directions to make the school even

and the Aboriginal Education Consultative Group provides a framework to address the way in which the school and the community connect. The school works in close connection to all local and state bodies to bring about considerable alignment of purpose and future direction.

Multicultural and anti-racism education

Mungindi Central School upholds the Department's Multicultural Education and Anti-Racism Policies. The school celebrates the multicultural nature of Australian society through explicit teaching throughout the curriculum and in acknowledgement of harmony focused activities. The school ensures that it complies with anti-racism legislation and promotes a zero-tolerance of racism through its welfare policy. HSIE units scheduled in Primary as well as the Geography and History units in Stages 4 and 5 look at lifestyles and religions of other countries. During LOTE, students in Stage 4 study in depth the country and traditions of the language being taught. The school has a trained Anti-Racism Contact Officer to ensure all perspectives of the community are fairly represented. Harmony day was celebrated as a whole school activity based on food around the world.

Policy requirements

Aboriginal education

Mungindi Central School incorporates the Aboriginal Education and Training Policy into its operations. The inclusion of Aboriginal perspectives across subjects and KLAS occurs with the support of professional development with regard to both programming and teaching and learning strategies. The annual NAIDOC celebrations highlight the schools commitment to Aboriginal education; providing an avenue to demonstrate respect for and an awareness of Aboriginal cultural history. The NAIDOC celebrations included St Josephs the local Catholic School, families and the local community. The Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 and the Partnership Agreement between the Department