

Mendooran Central School Annual Report



2017



2522

Introduction

The Annual Report for **2017** is provided to the community of **Mendooran** 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.

Julie Waters

Principal

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School background

School vision statement

A school that provides an inclusive and engaging environment where all students can achieve their full potential and fulfill the expectations of the students, the school and wider community.

School context

Mendooran Central School is a small, innovative, rural school serving a diverse community with enrolments from Kindergarten to Year 12. The school draws its Primary and Secondary students from the immediate township and the surrounding rural area. The school provides a quality K–12 education in an environment which is widely recognised as very inclusive and supportive. We strive to provide our students with updated technology. Staff members focus on developing an individual commitment to learning in each and every student. We ensure students have access to outside training providers to ensure a broader curriculum. The school is well supported by a School Council and our School P&C and partners with the local Pre–School and community. Additionally, we are a ‘Local Schools, Local Decisions’ and an LMBR school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 that the External Validation process was very rewarding for the school and in particular the Executive team. It will help inform decisions around the School Plan 2018–20, after collaboration with key stakeholders, i.e. students, staff, parents and community.

In the domain of **Learning**, in the elements of **Learning Culture** and **Wellbeing** it was found we are **Sustaining and Growing**. Under Strategic Direction One "Positive School Community Culture" the focus has been on respectful, positive relationships. The Wellbeing Framework, the School Discipline and Wellbeing Policy, the School Merit System and the Core Values of Education underpin student wellbeing and engagement. Under Strategic Direction One "Excellence in Teaching and Learning" the importance placed on learning is evidenced in teaching programs, ILPs, adjustments and differentiation for identified students.

In the domain of **Learning**, analysis found the school **delivering in Curriculum and Learning, Assessment and Reporting and Student Performance Measures**. Under Strategic Directions One and Two "**Excellence in Teaching and Learning**" and "**21st Century Students as Citizens**" teaching programs indicate differentiated curriculum, incorporating technology, research and information skills. Evidenced also is the growing focus on internal and external data analysis. NAPLAN, EAFS and comprehensive SCOUT reports have been an integral part of this process. Assessment and reporting is constantly reviewed and adjusted.

In the domain of **Teaching**, analysis has indicated that we are **delivering** across the five elements. In the element "**Effective Classroom Practice**" Classroom management, lesson preparation, presentation and evaluative practice are evident. Teacher Professional Development Plans focus on professional goals and inform Professional Learning decisions. All funded and Aboriginal students have Individualised Learning Plans. Evidenced in the element "**Data Skills and Use**" is the growing use of data analysis with Professional Learning around NAPLAN, EAFS, Premier's Priorities and SCOUT, and the subsequent analysis, adjustments and interventions. In the element "**Collaborative Practice**" evidence has indicated curriculum is constantly under review, with guidance from a QTSS employed expert from a neighbouring school in the Primary Department and through regular faculty meetings and supervisory processes in the Secondary School. Membership of external collaboration groups, virtual faculties and networks provides support for school leaders and staff who are the only staff member in their faculty within the school.

The element "**Learning and Development**" has included strategic staffing, eliminating cross stage classes in Primary and a broadening of curriculum in the Secondary School. Teacher development is supported by the Western Plains Aspirant program, as well as the Wollemi and Hub Group programs. In the element "**Professional Standards**", teaching staff are current with accreditation and non-teaching staff have begun the PDP process. Currency of curriculum knowledge is targeted, with staff working beyond the classroom to educate the "whole child" undertaking various programs and activities.

Under the domain **Leading**, analysis has indicated that we are **delivering**, across the four elements.

"**Leadership**" is modelled by the school executive, with involvement in professional organisations. Successes and achievements are showcased in the school newsletter and the local paper, School Stream application, Facebook and the school website. Community and outside partnerships enrich the ethos of the school.

Within the element "**School Planning, Implementation and Reporting**" it was evidenced that the School Planning 2015–17 process was collaborative with student, staff, parent and community input. The school Vision Statement was updated and three Strategic Directions developed and then 5 Ps and eventually the Milestones were developed. Performance data, both internal and external is analysed and acted upon with adjustments made to teaching programs. Successes are celebrated and reported to the parents and community through the Annual Report, the weekly school newsletter, local papers and social media.

Under the element "**School Resources**" the RAM and LMBR budgets and Cost Centres are allocated under the guidance of the School Plan. Staff Professional Learning is planned through the PDP process. The Annual School Report presents a transparent report on allocation of resources. The school actively creates and maintains strong relationships with outside agencies in order to maximise opportunities for students.

Under the element "**Management Practices and Processes**" it is evident that planning is collaborative across the key stakeholders. Policy and budget evidence the planning and support provided to staff, with Professional Learning encouraged under the School Plan to help staff gain valuable skills and knowledge. Communication is highly valued with weekly staff muster meetings, fortnightly whole staff meetings and faculty meetings on alternate weeks. Parents are able

to access information through weekly newsletters, local papers and various social media output. Learning: There is a strong desire to further increase the high expectations of staff, students, parents and community, in delivering on school learning priorities. Policies, programs and procedures will be continually updated to address and monitor student needs.

Building on the strong wellbeing culture in the school., we will revisit the Core Values for Education, through assemblies and classroom lessons. TTFM parent feedback is encouraged, by trialling an invitation for parents to complete surveys at a school event.

A more comprehensive systematic process to identify and address individual learning needs based on future aspirations is planned. Greater involvement of parents and carers at each step of the process is also planned.

More comprehensive data analysis, is planned of both internal and external data. Explicit processes will be used to collect, analyse and report on this analysis. Professional learning by School Executive on SCOUT is planned.

Building Numeracy Leadership Training will lead to a renewed focus on Numeracy next year. We will also be focusing on building writing stamina across the school, beginning in the foundation years. Our focus will also remain on continuing to build our Literacy results.

Teaching: Staff will continue to regularly use student performance data to evaluate and adjust teaching programs.

SCOUT will be widely used to access relevant data to help inform key decisions. There will be a roll out of data analysis in Primary and Secondary, including assessment instruments to monitor learning progress and identify skill gaps.

We will work towards a more comprehensive communication of data analysis to parents and community.

Feedback is provided in a timely manner from teachers to students. Teachers seek student feedback on programs and performance.

The number of classroom observations is to be extended. Building on existing processes we will be providing formal mentoring and coaching to improve practice. It is also planned to use expertise within and outside of staff for these purposes.

We will continue to target Professional Learning on an individual and group basis around the school targets as outlined in the School Plan.

Professional Learning on the Teaching Standards will be undertaken across the staff. Staff will be encouraged to take personal responsibility for developing and maintaining their professional standards.

Leading: Continue to engage staff and community building ownership in all key stake holders. Aim for more parents to answer TTFM survey. More planned visits from successful ex-students.

Work is underway for developing the School Plan 2018–20. The information from the External Validation process as well as surveying of all key stakeholders should provide some rich data to work with.

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

Provide quality teaching and learning programs to equip all students with the necessary literacy, numeracy, problem solving, collaboration and technological skills required for their development, enabling them to reach their potential. Develop in students' strategies and tools for success, while promoting lifelong learning.

Overall summary of progress

Professional learning has been undertaken around data analysis and resulting decision making around data analysis, with intervention work begun with targeted students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">To move 12% of tracked students in Year 3 Reading and Numeracy 2016 from national minimum standard to above national minimum standards in 2017.	Approx \$5,000	Data has indicated that there has been movement in this area, but greater focus is needed into the future to reach the required benchmarks.
<ul style="list-style-type: none">To move 12% of ATSI tracked students in Year 3 Reading and Numeracy 2016 from national minimum standard to above national minimum standards in 2017.	Approx \$5,000	Data has indicated that there has been movement in this area, but greater focus is needed into the future to reach the required benchmarks.
<ul style="list-style-type: none">Students can articulate the purpose of lessons and criteria for success as evidenced through classroom walk throughs.		There has been a shift in the work ethic, with students analysing their learning styles and discussing what constitutes success for them and how they best learn.
<ul style="list-style-type: none">Increase the proportion of students in the top two bands by 8% in Reading and Literacy.	Approx \$5,000	Data has indicated that there has been movement in this area, but greater focus is needed into the future to reach the required benchmarks.
<ul style="list-style-type: none">Increase the proportion of ATSI students in the top two NAPLAN bands by 30% in Reading and Numeracy.	Approx \$10,000	Data has indicated that there has been movement in this area, but greater focus is needed into the future to reach the required benchmarks.

Next Steps

2018 will see a greater focus on data analysis with a committee being formed and an interventionalist ear marked for 3 days per week, targeting students in need of extra intervention as indicated by comprehensive testing and analysis of results.

Strategic Direction 2

Strategic Direction 2: 21st Century Students as Citizens

Purpose

To develop high quality students who are active, proud citizens and who will make a strong, creative, leading and positive contribution to their society. Producing students who value life-long education and are prepared for the changing world ahead of them. They will be comfortable with the latest technology and curious about, and ready for, the world beyond school, including further education or work.

Overall summary of progress

There has been a conscious effort to build on technology skills in staff and students. They are exposed to more current technology and funds have been expended to provide the most up to date equipment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are exposed to new opportunities in ICT, monitored in teaching programs.	\$20,000	Literacy Planet purchased and used. One set of Chromebooks was purchased and used across the Middle School.
Data analysis indicates increased student participation at events involving community and leadership opportunities as well as post school options.	\$2,000	Growth in the numbers of students at School and Community events such as ANZAC and Remembrance day services, as well as touch football competitions.
Data analysis indicates student transition to further education or employment post school.	\$4,000	100% of leaving students have gone to University, gained employment or an apprenticeship.

Next Steps

After the success of the Chromebooks, we have decided to purchase Chromebooks for classes from Year 1 to Year 12 for use in 2018. The kindergarten students will use Ipads. The skills and abilities of staff and students around technology will remain a major focus in 2018.

Strategic Direction 3

Strategic Direction 3: Positive School Community Culture

Purpose

To further develop the supportive, inclusive culture where values such as empathy, tolerance and integrity are consistently understood and promoted within the school environment. Promote self-esteem and pride in themselves and their school. Equity for all students is a key aspect of the school culture, whilst all the time striving for excellence in teaching and learning.

Overall summary of progress

It has been noted that the atmosphere of the school has been more positive as the year has progressed. This has been through verbal and data analysis, eg TTFM surveys as well as observation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data analysis indicates improved attendance, wellbeing and satisfaction of students.	\$1,000	Attendance has improved, except for key individuals on the basis of health, social issues and mental health. TTFM surveys indicate improved wellbeing and satisfaction across the school.
Data indicates all students equitably having their needs met.	\$18,000	Excursion subsidies have been lifted this year to ensure equity of opportunities for all students. The Life Ed Van was a success, resulting in growing awareness of students in looking after their wellbeing. School Yearbook "The Reagh" provided one complimentary copy to each family. Student assistance was allocated where necessary.
Data indicates improvement in uniform, community and leadership representation.	\$3,000	Greater school pride evident by attendance and presentation at school events, eg. Anzac day

Next Steps

It is planned to continue building on school pride and the positive school culture through various initiatives. A key area to be targeted is communication in 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$47,333 <ul style="list-style-type: none"> Aboriginal background loading (\$0.00) 	Employment of SLSOs, enhancing student outcomes. Cultural performances and NAIDOC day enhancing cultural understanding. Equity of opportunities resulting in improved outcomes
Low level adjustment for disability	\$60,975 <ul style="list-style-type: none"> Low Level disability (\$0.00) 	Employment of SLSOs, enhancing equity of opportunities and improved student outcomes. Full integration of targeted students through greater SLSO support.
Quality Teaching, Successful Students (QTSS)	\$5,079 <ul style="list-style-type: none"> QTSS (\$0.00) 	Shared a mentor over 4 schools for one semester. In second semester, executive release to work on Literacy.
Socio-economic background	\$110,501 <ul style="list-style-type: none"> Low socio- Economic (\$0.00) 	Subsidising excursions fro Kindergarten to Year 12, enabling broadening of horizons for all students. Every student in the school has attended an excursion.
Support for beginning teachers	\$40,000 <ul style="list-style-type: none"> Beginning Teacher funds (\$0.00) 	Professional Learning, Mentoring and casual relief.
EAFs	\$64,000 <ul style="list-style-type: none"> EAFs (\$0.00) 	Instructional Leader, resources, casual relief and SLSO support.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	53	58	65	68
Girls	50	57	73	71

Student enrolments of boys has slightly increased, and girls has slightly decreased resulting in enrolments remaining stable. We have students travelling from neighbouring towns attending our school. Senior school numbers have increased and the transition numbers from Preschool to Kindergarten have remained stable.

We attribute the stable and increased numbers over recent years to a conscious effort to improve the positive culture of the school and raising expectations.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	85.1	94.9	90.5
1	93.7	91.3	92	93.9
2	90.9	93.3	94.6	92.6
3	96.5	89.2	93	91.4
4	84.8	91.7	88.2	92.5
5	94.4	83.9	86.1	90.3
6	94.9	94.8	87.5	90.9
7	95.7	92.4	88.5	89.1
8	80	88.9	85.3	85
9	89.6	77.3	84.9	89.3
10	89.1	85.6	76.4	86
11	79.9	84.3	93.3	90.8
12	95.4	79.7	89.9	95
All Years	90.8	88.3	88.6	90.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

The attendance rate across the school aligns with state average, with variations attributed to individual absences due to wellbeing and health issues.

Attendance is closely monitored by roll call teachers and fortnightly meetings with the HSLO. Individual attendance plans have been drawn up and followed and chronic cases referred to the HSLO for intervention

to take place.

*Full Time Equivalent

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	75
TAFE entry	0	0	0
University Entry	0	0	25
Other	25	0	0
Unknown	0	0	0

A comprehensive School to Work Program is implemented by the HTSS, Careers Adviser and Principal in conjunction with students and parents to gain the best possible outcomes for leaving students. One Year 10 student gained a Mechanical apprenticeship and left school at the end of 2017. All Year 12 students are working, or have an apprenticeship or are studying at University.

Year 12 attaining HSC or equivalent

All students in the HSC year obtained their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	9.04
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.89
Other Positions	0.1

Our staffing has increased to include four Permanent Primary teachers due to increases in enrolments. This has resulted in staged classes. We also have a School Counsellor 3 days per month.

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	0

Professional learning and teacher accreditation

All mandatory Professional Learning has been completed around Work Health and Safety guidelines, including Child Protection, WWCC, WH&S induction, Anaphylaxis, Asthma, CPR and the Code of Conduct. One beginning teacher gained her accreditation, while a continuing teacher updated her accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	310,567
Revenue	2,547,321
Appropriation	2,494,403
Sale of Goods and Services	11,234
Grants and Contributions	39,643
Gain and Loss	0
Other Revenue	0
Investment Income	2,041
Expenses	-2,471,751
Recurrent Expenses	-2,488,081
Employee Related	-2,234,213
Operating Expenses	-253,868
Capital Expenses	16,330
Employee Related	0
Operating Expenses	16,330
SURPLUS / DEFICIT FOR THE YEAR	75,570
Balance Carried Forward	386,137

In my opinion,

1) This document exhibits an accurate and fair view of the revenue and expenses of the school.

2) I am not aware of any circumstances which would render any particulars included in the Statement to be misleading or inaccurate.

Julie Waters

Principal

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,929,525
Base Per Capita	21,090
Base Location	59,801
Other Base	1,848,634
Equity Total	218,810
Equity Aboriginal	47,333
Equity Socio economic	110,501
Equity Language	0
Equity Disability	60,975
Targeted Total	186,049
Other Total	89,554
Grand Total	2,423,937

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.

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.

Due to the small numbers in each cohort who sat NAPLAN, progress is measured by individual growth over the past 2 years in Years 5, 7 and 9. All students showed growth, some significant. Results are being used to target individuals and areas in need of extra focus in 2018.

Higher School Certificate (HSC)

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

All four year 12 students gained their Higher School Certificate, with the majority gaining Band 3 and 4.