

Mendooran Central School

Annual Report



2018



2522

Introduction

The Annual Report for **2018** is provided to the community of Mendooran 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.

Julie Waters

Principal

School contact details

Mendooran Central School

Brambil Street

MENDOORAN, 2842

www.mendooran-c.schools.nsw.edu.au

mendooran-c.school@det.nsw.edu.au

6886 1149

School background

School vision statement

The whole school community will embrace a school that provides an inclusive and engaging environment where all students are motivated to deliver their best and continually improve. Our students will be resilient, critical thinkers and problem solvers who use technology as a tool for effective collaborative learning as global citizens..

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 well 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

SEF Self–assessment Survey 2018 Summary Mendooran Central School (2522) As part of the school planning, self–assessment and reporting cycle of School Excellence, all schools self–assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions. This School Excellence Framework Self–assessment Survey (SEF S–aS) has been designed to support schools to capture the "point–in–time" judgement that has been informed by their ongoing self–assessment processes using the School Excellence Framework. The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The on–balance judgement determined by the school is a reflection of the school's progress on these statements.

LEARNING: Learning Culture Sustaining and Growing

LEARNING: Wellbeing Sustaining and Growing

LEARNING: Curriculum Delivering

LEARNING: Assessment Sustaining and Growing

LEARNING: Reporting Delivering

LEARNING: Student performance measures Sustaining and Growing

TEACHING: Effective classroom practice Sustaining and Growing

TEACHING: Data skills and use Delivering

TEACHING: Professional standards Sustaining and Growing

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

Higher expectations for teaching and learning

Purpose

To provide every student with quality teaching and learning experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To deliver learning experiences that are evidence based and data driven, giving our students the knowledge, skills and expertise to achieve their goals. To build staff capacity, including best practice, establishing a school culture that effectively leads and delivers school excellence.

Overall summary of progress

To provide every student with quality teaching and learning experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To deliver learning experiences that are evidence based and data driven, giving our students the knowledge, skills and expertise to achieve their goals. To build staff capacity, including best practice, establishing a school culture that effectively leads and delivers school excellence. An 0.4 Interventionist has targeted students in need of support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrating expected growth in literacy and numeracy. Increase the proportion of teachers embedding literacy and numeracy, using data and differentiating for individual needs.	\$20,000	Data has indicated that student results have increased

Next Steps

2019 will see a greater focus on data analysis by the data Team. The students in need of intervention will be targeted in small groups. Also trends in gaps of learning will be identified and the gaps addressed. Progress will be monitored through internal and external data.

Strategic Direction 2

21st Century Learners as global citizens

Purpose

To create a dynamic learning community, nurturing the development of our students and preparing for the changing world ahead of them. They become 21st Century Learners and Global Citizens, able to think creatively and critically, collaborating to solve real world problems through enquiry based learning, the use of technology and planning for a future beyond school.

Overall summary of progress

To create a dynamic learning community, nurturing the development of our students and preparing for the changing world ahead of them. They become 21st Century Learners and Global Citizens, able to think creatively and critically, collaborating to solve real world problems through enquiry based learning, the use of technology and planning for a future beyond school. In 2018 we have made a conscientious effort to build on our technology skills and experiences. Each students from K–Y12, has been issued with a Chromebook. Staff have undertaken Professional Learning around the use of these. Post school options are explored eg TAFE and University, through the Aspire program and taster days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students skills for learning.	\$5,000	100% of graduating students going from school to further education or work.
An increased proportion of student who exit into employment or further education.	\$50,000	100% Chromebooks across K–12. All staff trained.
An increased proportion of staff who effectively use technology for learning.		

Next Steps

Chromebooks have been purchased and set up for each student from Kindergarten to Year 12. They are widely used across the school and professional development around them is conducted every fortnight. The staff and students are embracing the new technology. Communication between staff and students is made through Google Classroom. This process will be rolled out across the school

Strategic Direction 3

Effective communication and promoting positive connections.

Purpose

To enhance student wellbeing, increasing staff and parent expertise in supporting students wellbeing and learning. To further engage parents and community in consultation around school life. To ensure high quality staff to provide excellence in learning.

Overall summary of progress

To enhance student wellbeing, increasing staff and parent expertise in supporting students wellbeing and learning. To further engage parents and community in consultation around school life. To ensure high quality staff to provide excellence in learning. Data analysis has indicated improved attendance, except for key individuals on the basis of health, social issues and mental health. Attendance of parents and community at school events has increased. Student wellbeing remains a priority.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	\$1,000 \$2,000 \$20,000	TTFM, Attendance School catered for events, Sausage sizzles, Open days. Parent/ Teacher interviews
To increase the proportion of parents and community actively engaged in school life and student learning.	\$20,000 PL	Photographic evidence. Planning towards 150th Anniversary in 2019, in consultation with the community.
Increased percentage of teacher demonstrate growth in the professional practice.		

Next Steps

We plan to continue to build on school pride around the Core Values of Education. We also will be celebrating 150 years of Mendooran Central School at the end of November, early December. We are planning a weekend long celebration, showcasing the school and our positive relationships with various organisations around Mendooran. The feature will be positive School and Community partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$55,144	#Employment of SLSOs, enhancing students outcomes. #Cultural performances & NAIDOC day initiatives to enhance cultural understanding, #Equity of opportunities resulting in improved outcomes.
Low level adjustment for disability	\$73,459	# 0.5 LAST # Employment of SLSOs
Socio-economic background	\$136,760	#0.2 LAST # SLSO support. # Subsidising excursions from K-12, enabling equity across all socio economic backgrounds. Results include broadening horizons for all students.
EA4S	\$63,709	0.4 Instructional leadership Literacy and Numeracy data indicates tremendous growth in all students in the program.
School Support Allocation	\$11,000	Funds used to top up support of a SAO in a Business Manager role, working around WH&S, as a trial. Very thorough documentation.
Professional Learning	\$19,678	Ongoing updating of knowledge and skills in all KLAs, resulting in improved student outcomes,
Integration Funding Support	\$186,000	SLSO support, working towards equity of outcomes for all students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	58	65	68	63
Girls	57	73	71	72

Student enrolments of girls has slightly increased and boys slightly decreased. Our enrolments remain fairly stable. We continue to have students travelling from neighbouring towns to attend school at Mendooran. Senior numbers have been stable, as has been the number of pre-schoolers transitioning into school.

We are proud of our school's positive culture, which is often commented upon by visitors to the school. This seems to attract students to attend Mendooran central School/

Student attendance profile

School				
Year	2015	2016	2017	2018
K	85.1	94.9	90.5	90.6
1	91.3	92	93.9	88.4
2	93.3	94.6	92.6	95.4
3	89.2	93	91.4	89.2
4	91.7	88.2	92.5	87.4
5	83.9	86.1	90.3	87.8
6	94.8	87.5	90.9	90.3
7	92.4	88.5	89.1	86.5
8	88.9	85.3	85	89.6
9	77.3	84.9	89.3	77.5
10	85.6	76.4	86	81.7
11	84.3	93.3	90.8	71.7
12	79.7	89.9	95	83
All Years	88.3	88.6	90.4	86.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

Management of non-attendance

Our attendance rate is slightly below state average, which is largely due to a small number of very poor attenders. We have been working closely with the Home School Liaison officer to deal with the issues around the poor attendance of some of our students. Attendance is monitored by roll call teachers and fortnightly meetings with the HSLO. Individual attendance plans have been drawn up and followed for

students for poor attendees and referred to the HSLO

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	60
TAFE entry	0	0	0
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

A comprehensive school to work program has been implemented by the HTSS, Careers adviser and Principal in conjunction with students and parents to gain the best possible outcomes for leaving students.

All Year 12 leavers are employed, doing and apprenticeship or studying at University.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	9.08
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	5.89
Other Positions	0.1

*Full Time Equivalent

We had one Torres Straight Islander on staff as an SLSO five days per week.

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	10

Professional learning and teacher accreditation

All mandatory Professional Learning has been completed under the Work, Health and safety guidelines, including Child Protection, WWCC, WH&S induction, Anaphylaxis, Asthma, CPR and the Code of Conduct.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	386,137
Revenue	2,686,980
Appropriation	2,637,739
Sale of Goods and Services	7,202
Grants and Contributions	40,681
Gain and Loss	0
Other Revenue	0
Investment Income	1,358
Expenses	-2,588,949
Recurrent Expenses	-2,588,949
Employee Related	-2,220,231
Operating Expenses	-368,718
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	98,031
Balance Carried Forward	484,169

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

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,996,481
Base Per Capita	26,878
Base Location	61,381
Other Base	1,908,221
Equity Total	268,459
Equity Aboriginal	55,144
Equity Socio economic	136,760
Equity Language	3,095
Equity Disability	73,459
Targeted Total	179,121
Other Total	148,322
Grand Total	2,592,382

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to small numbers in each cohort who sat NAPLAN, progress is measured by individual growth over the past 2 years in Years 5,6 & 7.

The achievement scale represents increasing levels of skills and understandings demonstrated in these

assessments.

All students showed growth, with exceptional growth in some targeted students involved in our integration program.

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 5 students gained their HSC.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and staff, using a questionnaire around the Melbourne Declaration. This informed the school Plan 2018–20. These results have been analysed and strategies put into place. The school council is an integral part of the decision making process. The P&C remains an active force within the school.

Policy requirements

Aboriginal education

Aboriginal education is embedded in all Key Learning Areas. All identified Aboriginal students have Individualised Learning Plans, created in consultation with parents, teachers and students. Each excursion has an Aboriginal component.

Acknowledgement of Country is practiced at all assemblies and formal occasions. NADOC Week celebrations were expanded last year, with several guests, both elders and younger people, who ran workshops around Aboriginal culture, arts, crafts, dance and language. It was a great success.

Multicultural and anti-racism education

Multicultural education is embedded into all KLAs. Focus areas have included investigations of various cultures including lifestyle, beliefs, family life, languages, traditions and religions.

Understanding and tolerance are values that are reinforced across the school. Anti racism is also a focus area, celebrating and embracing difference.