

Molong Central School Annual Report



2018



2590

Introduction

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

Michelle Barrett

Principal

School contact details

Molong Central School

Phillip St

Molong, 2866

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

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

6366 8224

Message from the Principal

2018 was an opportunity reflect on the previous 3 Year school planning cycle and reset goals using the strategic directions. Lifelong Learning, Evidenced Based Teaching and Leading by Example were the three strategic directions the staff and school community developed to continue to ensure that every student is known, valued and cared for.

Using three processes, a Whole School Wellbeing Program, Quality Teaching Programs and the development of Cultural Competencies, staff and the community worked together to achieve common goals. The Whole School Wellbeing program has begun with a K–12 Behaviour Policy. This policy has been developed to ensure a consistent approach to behaviour with parent communication and the development of teaching skills to support improved classroom management. Teaching programs have been monitored to ensure they are compliant to align with Department of Education and the New South Wales Education Authority and represent best practice. Working with the Molong Aboriginal Education Consultation Group the school has identified areas for improvement.

An Instructional Leadership model was created this year and an experienced instructional leader had an opportunity to mentor other Assistant Principals to improve mentoring and collaboration. This has been well received by all staff and students are benefitting from improved teaching and monitored using data. This has highlighted areas for teachers to improve their skills and using the PDP process staff have been able to identify areas and actively work towards improving.

Leading by Example has been addressed predominately using the PDP process. This has helped develop not only current executives but other staff who have leadership potential. Using The School Excellence Framework and the Teaching Standards the PDP process has become a strategy to improve leadership of all executive staff. Three way conversations involving myself and the Deputy aims to encourage critical reflection and defines areas for further development.

There is still work to do in 2019 and 2020 but the ground work has been laid to ensure Molong Central School is viewed as a progressive and quality learning environment. I would like to take this opportunity to thank my P&C and the AECG for continuing to be sounding boards for self reflection and for the support they have shown in 2018 and look forward to working with them closely again in 2019.

School background

School vision statement

Molong Central School is committed to "providing opportunities for personal achievement" in a supportive quality learning environment. The school is dedicated to promoting life long learning across K–12 and success is valued and recognised.

School context

Molong Central School has an enrolment of 522 students from K–12. The students come from a diverse range of socio economic backgrounds and as a result equity is of the utmost importance to the school community.

The school offers a wide curriculum and its unique K–12 environment allows staff and students to share opportunities across Primary and Secondary sections of the school. Starting with L3, a literacy program that begins in Kindergarten, the school embraces proven programs to support numeracy and literacy initiatives.

The school's results reflect consistency in all Key Learning Areas (KLAs) and an emphasis is placed on personal achievement. The school is well renowned for its ability to offer a diverse academic pattern of study in the senior years including Extension Mathematics and English.

Molong Central School hosts students in the Department's Virtual Selective High School named Aurora College which cater for gifted and talented students and also supports the school by providing students with extra subject selection for the Higher School Certificate (HSC).

Extra-curricular opportunities in sport, agriculture, debating and the arts are embraced and are seen as significant opportunities for students from a small rural community.

Molong Central School became part of the Department's Bump It Up Strategy in 2016 and will continue to focus on evidence based best practice to specifically target numeracy and reading with the aim to increase the proportion of students in the top two NAPLAN bands.

The proportion of Aboriginal students in the school has increased to 14% and as a result, the school will look to improve the delivery of education to Aboriginal students and ensure all students have significant exposure to Aboriginal perspectives through all KLAs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the element of Learning, reflecting on practice and value-added data resulted in Molong Central School growing and sustaining. In the element of Teaching, reflecting on practice and data resulted in Molong Central School growing and sustaining. In the element of leading, reflecting on practice and value-added data Molong Central resulted in Molong Central School growing and sustaining.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Lifelong Learning

Purpose

To ensure an innovative student centred learning culture that provides opportunities for students to become lifelong learners who are equipped with the skills to think critically and creatively which will allow them to communicate and collaborate in a changing world.

Overall summary of progress

A culture of stage and faculty reviews has been established and programs are compliant and are checked regularly. Students have benefited from well structured and differentiated programs. A whole school behavior policy has been completed and contains a variety of strategies to enhance student wellbeing. It has been based on the four pillars of respect around the white ribbon strategy. More attention is required in 2019 to ensure cultural competency in students and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance and wellbeing data indicate improved engagement and wellbeing at all stages.	\$60 000	Attendance data remains above the SSEG and is consistent with previous years
Sustained student growth in Years 3 to 5, 7 to 9 and improved 5 to 7 reading, writing and numeracy.	\$18 000	MCS completed NAPLAN online in 2018
Improved student and parent feedback indicate improved levels of student engagement.	\$30 000	Parents believe their will be greater engagement due to Behaviour Policy

Next Steps

A K–12 scope and sequence in all Key Learning Areas is required and programs require greater evaluation to ensure teachers are engaging and inspiring students. Teachers require professional development to ensure assessment strategies are used flexibly and responsively in teaching programs and cross-curricular opportunities need to be developed more effectively. Professional learning to improve cultural competency is also a priority in 2019.

Strategic Direction 2

Evidence Based Teaching

Purpose

To create a stimulating and engaging teaching environment by using the Professional Standards, high expectations and evidence based teaching practices ensuring a shared sense of responsibility for student learning.

Overall summary of progress

The model of instructional leadership has expanded as a result of the professional development of APS who have become experts in explicit teaching practices. All teachers use an agreed template with many negotiating observations at the higher levels of the professional teaching standards. Personalised learning strategies in the Primary has improved as a result of professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs demonstrate the use of evidence based strategies to meet the individual needs of students.	\$6 000	Teaching programs have been monitored and comply with DOE and NESA standards
Reduction in referrals of students who require individualised programming and instruction.	\$20 000	Teachers have developed improved ability to differentiate teaching
Increased number of teachers who are willing to be assessed against the higher levels of the Professional Teaching Standards.		Many teachers have been assessed at Lead for at least 1 aspect of the Teaching standards.

Next Steps

Secondary Head teachers and identified staff will aim to take on more instructional leadership in 2019 and an emphasis on effective programs and assessment strategies will ensure personalised learning is a high priority in the Secondary. Program monitoring to go beyond compliance and move towards best practice.

Strategic Direction 3

Leading by Example

Purpose

To develop a self sustaining and self improving learning team that fosters a school wide culture of high expectations and a shared commitment to improving student engagement, academic growth and student wellbeing.

Overall summary of progress

Systems have been developed and implemented to ensure a culture of self-reflection and improvement exists in a K-12 environment. K-12 meetings have improved collaboration between Primary and Secondary staff. In term 4 significant collaboration between Primary and Secondary executive resulted in the development of a K-12 Behaviour Policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school have high performing teaching staff as measured against the higher levels of the Professional Teaching Standards and the School Excellence Framework.		Several staff have been assessed at Lead have been willing to mentor other staff
Student leadership teams have increased opportunities to contribute to school planning.		The SRC needs greater opportunities to consult with Principal
Increased Growing and Sustaining in SEF2 Elements – Self assessment	\$30 000	There has been movement in all elements of the SEF.

Next Steps

Consultation with students and parents will finalise the Behaviour Policy and will be implemented in Term 1 2019. K-12 meetings will continue to improve current processes and School Plan monitoring.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	46 297	Additional support for Primary and Secondary students. Outcomes for Indigenous students including attendance and learning data are positive.
English language proficiency	6 277	Students have been supported to translate assessments and assist with understanding through learning support teacher.
Quality Teaching, Successful Students (QTSS)	46 434	Mentoring for staff through an instructional leadership model has improved skills
Socio-economic background	19 3309	All students have access to excursions and additional support is available for students to ensure learning opportunities are maximised for all students.
Support for beginning teachers	13 786	Beginning teacher has had mentoring opportunities and access to professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	240	233	227	225
Girls	224	248	245	283

There has been an increase in enrolments in both Primary and Secondary in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	95.8	93.9	94.7
1	96	93.2	95.4	93
2	94.7	95.2	92.3	93.8
3	95.9	94.5	94.1	92.4
4	96	95.1	92.2	93.2
5	94.7	93.1	94.1	92.7
6	95.3	92.2	95.5	92.5
7	95	94.5	94.6	90.7
8	92.8	93.7	93	89
9	90.6	89.7	91.7	86.3
10	89.9	88.9	91.8	85.7
11	86.6	84.8	87.6	88.5
12	91.4	91.2	86.3	86.2
All Years	93.2	92.7	92.8	90.8
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

Attendance is monitored using Sentral and SMS reminders and alerts to parents indicate when students are absent from school. Follow up phone calls to parents are also part of the Molong Central School procedures.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	12
Employment	12.2	12.5	29.4
TAFE entry	2.4	0	5.9
University Entry	0	0	35.3
Other	0	4.2	5.9
Unknown	0	0	23.56

Year 12 vocational or trade training

Molong Central School students have access to Vocational training delivered at school and at TaFE

Year 12 attaining HSC or equivalent

100% of students attained their HSC. Students are supported in their final years to ensure they either attain a Higher School Certificate or an apprenticeship or traineeship.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	3
Head Teacher(s)	4
Classroom Teacher(s)	25.81
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Administration and Support Staff	8.2
Other Positions	0.8

*Full Time Equivalent

The addition of Aboriginal staff members has created positive role models for Aboriginal students and has increased the percentage of students who identify as Aboriginal.

Teacher qualifications

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

Professional learning and teacher accreditation

A total of 46 626 has been spent on Teacher Professional Learning in 2018. Molong Central School.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

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	522,092
Revenue	6,410,951
Appropriation	6,274,984
Sale of Goods and Services	3,864
Grants and Contributions	126,627
Gain and Loss	0
Other Revenue	0
Investment Income	5,476
Expenses	-6,252,653
Recurrent Expenses	-6,252,653
Employee Related	-5,631,772
Operating Expenses	-620,881
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	158,298
Balance Carried Forward	680,391

Molong Central School Executive staff and the SAM form a Finance Committee and consultation has occurred with the P&C.

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	5,274,096
Base Per Capita	91,270
Base Location	62,270
Other Base	5,120,556
Equity Total	444,511
Equity Aboriginal	46,297
Equity Socio economic	193,309
Equity Language	6,277
Equity Disability	198,629
Targeted Total	91,272
Other Total	240,701
Grand Total	6,050,581

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.

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.

Molong Central School completed NAPLAN online in 2018 and comparisons of school performance previous years need to take this into account.

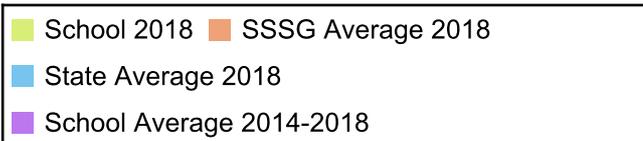
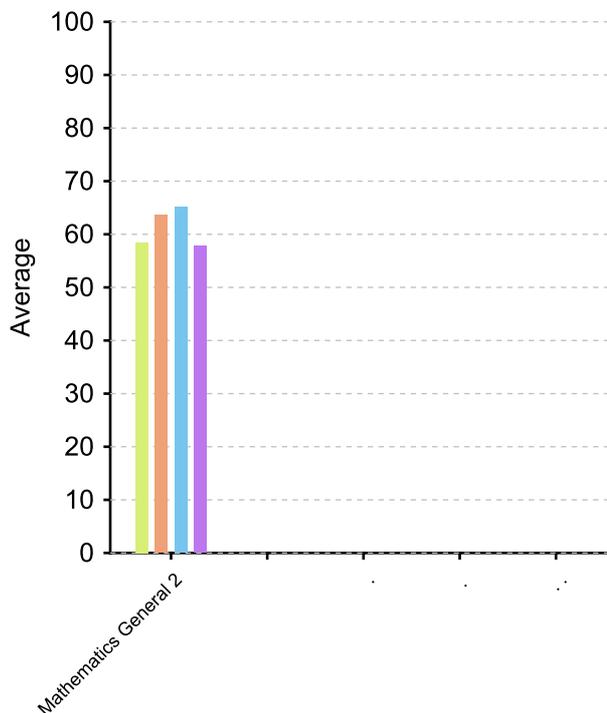
Molong Central School completed NAPLAN online in 2018 and comparisons of school performance previous years need to take this into account.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

MCS completed NAPLAN online in 2018 and small numbers of Aboriginal students in each year make it difficult to draw conclusions about Aboriginal students in the top two NAPLAN bands.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). There were several subjects where students achieved band 5 and 6.



Due to small candidature in examinations it is difficult to comment on the relative performance in individual subjects

Parent/caregiver, student, teacher satisfaction

Parents and caregivers are encouraged to give feedback during P&C meetings and meet with the principal should they have concerns that need to be addressed. Staff have been supported to have any concerns addressed. The students have opportunities to present concerns to the Deputy Principal and Principal. Students and parents will be surveyed in 2019.

Policy requirements

Aboriginal education

Aboriginal Education has been identified as a priority in 2018 – 2020 school plan and 2018 has been an opportunity to forge relationships with the AECG who will be fundamental in moving forward with our goal to improve this aspect of the school.

Multicultural and anti-racism education

A Multicultural festival has improved opportunities for our students to gain a greater understanding of the plight of refugees and syllabus inclusions have improved student understanding in this aspect of education.