

Mungindi Central School

Annual Report



2018



2675

Introduction

The Annual Report for 2018 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.

Wendy Blaker

Principal

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Message from the Principal

2018 has been another successful and enriching year for all our school community, where meeting the needs of individual learners remains our priority.

Our staff have undertaken rigorous Professional Learning to continue consistent and collaborative programming/assessment and high standard of teaching and learning programs.

Leadership opportunities continue to be a high priority with both staff and students being given opportunities to develop their skills for the future and build their self-confidence.

Engaging our community has continued to be a vital component of our School Plan with many school celebrations occurring with a contingency of community members attending.

Many of our staff are engaged in post graduate training to ensure our students are provided the best pedagogical practices afforded to them.

It is with great pleasure I present the 2018 Annual School Report to you.

Regards

Wendy Blaker

Principal

School background

School vision statement

Through our core business of teaching, learning and leading, Mungindi Central School is persistent in its drive for excellence whilst remaining focused on the needs of each and every individual child to prepare them to be successful and active adult members of their community.

The school motto – ‘Motivation, Commitment, Success’ and the leadership commitment ‘Teaching and Learning Together’, reflects our strong belief in the values of positive relationships between all school–family–community stakeholders, high expectations, quality leadership, excellence and equity for all.

School context

Mungindi is a small rural and remote border town, divided by the Barwon River 120 kilometres North West of Moree. Built on the land of the Gamilaroi people and established in 1893, Mungindi Central School has a proud history that celebrates the positive traditions of our past, while embracing the challenges of our future. A preschool to year 12 comprehensive school, Mungindi Central is comprised of 65% Indigenous enrolment where strong kinship ties within the community are mirrored in school life, and this sense of community provides the basis for enabling students to aim for excellence.

Despite the remoteness of the location, our committed, qualified and dedicated staff provide a continuity and connectedness to community and breadth of skills and interests that support students beyond curriculum learning. This is demonstrated by the wealth of programs and initiatives that are offered at the school, such as a breakfast club, Premier Reading and Sporting Challenges, and Science, Technology, Engineering, the Arts and Mathematics (STEAM). With a low student to teacher ratio, Mungindi Central School is able to recognise the individual needs and talents of every child providing tailored educational opportunities that allow students to reach their optimum potential.

Mungindi Central School has a strong secondary enrolment which is supported by the Northern Border Senior Access (NBSA) Program. This program utilises a wealth of ICT, including Video Conferencing facilities to foster the delivery of content and provide future–focussed learning from P–12.

Overall, Mungindi Central School is committed to providing the highest educational outcomes for students. With staff, students and community working together we achieve our school motto of Motivation, Commitment and Success to produce proud, respectful, responsible learners who are active and informed citizens.

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.

Learning

Culture

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. The school's on-balance judgement for this element is: Sustaining and Growing

Wellbeing

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The school's on-balance judgement for this element is: Sustaining and Growing

Curriculum

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. The school's on-balance judgement for this element is: Delivering

Assessment

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. The school's on-balance judgement for this element is: Sustaining and Growing

Reporting

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. The school's on-balance judgement for this element is: Delivering

Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. The school's on-balance judgement for this element is: Working towards Delivering

Teaching

Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: Sustaining and Growing

Data skills and Use

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. The school's on-balance judgement for this element is: Sustaining and Growing

Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. The school's on-balance judgement for this element is: Sustaining and Growing

Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. The school's on-balance judgement for this element is: Sustaining and Growing

Leading

Educational Leadership

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The school's on-balance judgement for this element is: Sustaining and Growing

School Planning, implementation and Reporting

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement. The school's on-balance judgement for this element is: Sustaining and Growing

School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery. The school's on-balance judgement for this element is: Sustaining and Growing

Management and Processes

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school's on-balance judgement for this element is: Sustaining and Growing

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

Aspiration and Wellbeing

Purpose

To develop educational aspiration and high expectations within all members of the Mungindi Central School community, whilst meeting the learning needs of every individual student.

This will be demonstrated by:

- * A consistent whole school approach to embed high expectations and educational aspiration across P–12.
- * Whole school wellbeing processes that meet the needs of students and staff.
- * Strong school and community partnerships that visibly work together in the pursuit of excellence.

Overall summary of progress

Programs implemented include breakfast club, a healthy eating program and crunch and sip.

Reviewed Positive Behaviour for Learning (PBL) remained a key school wide focus in 2018. 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.

Embedded PLP's into school organisation calendar via community consultation, education and engagement.

Increased success with student transition programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Continued growth and engagement as evident in student reward and attendance data.	\$5000	Student attendance has improved through clarity of expectations in the senior years. Further work to be completed in 2019. PBL to continue to be a focus for improvement.
Increased participation by parents at school events, P&C, AECG and in the contribution to educational programs.	\$10000	Increased engagement by community through revitalised AECG. P&C working hard to increase participation.
All members of the school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing leading to improved student outcomes.	Nil	Most members of the school community now share a common language regarding expected behaviours, attitudes and high expectations to enhance well being leading to improved learning outcomes.
The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.	\$106000	Highly successful component of our whole school student wellbeing program.

Next Steps

Greater connection required with all tertiary institutions to increase academic aspiration for students.

Increased connection of PLP's with the AECG MGoals

Continue refining whole school student wellbeing model



Strategic Direction 2

Quality Teaching and Learning Practice

Purpose

To develop whole school approaches to continual improvement in high quality teaching practices, informed by current research.

This will be demonstrated by:

- * The embedding of high quality pedagogy into teaching practices.
- * Collaborative practice to share knowledge in the pursuit of excellence.
- * Systematic and structured approaches to the collection and analysis of data to inform and guide decision making and teaching practice to optimise student learning.

Overall summary of progress

Development of staff teams in the areas of literacy, numeracy and quality teaching and learning.

Implementation of the Quality Teaching Framework through peer lesson observations.

The development and implementation of a high quality and structures Professional Development Plan process.

A focus on the analysis of data through the implementation of a whole school focus on writing.

A continuation of the Early Action for Success (EAfS) program.

Participation in the Building Numeracy Leadership program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show growth in NAPLAN and PLAN data. If this does not occur the school will have a plan to address concerns.	\$50000	Significant funds are being directed to cover professional learning, staffing, technology to increase growth in data. This includes training for staff in the interpretation of data to inform teaching practice.
Learning intentions, success criteria and feedback strategies are visibly evident in all classrooms.	\$2000	Visible learning was to occur in conjunction with Inverell Public School however the opportunity to be involved in Quality Teaching Rounds thorough Newcastle University caused a strategic change in direction for the school.
The school has resources, systems and structures to support high quality coaching and mentoring practices for all staff.	\$15000	The development of a professional learning space, common staff room for K–12 and the implementation of Quality Teaching rounds.
All staff use highly effective current pedagogical practices and are contributing members of proactive learning communities.	\$20000	Though instructional practices and participation in high quality, relevant professional learning and post graduate training.

Next Steps

Continuation of the EAfS program.

Continuation of a whole school focus on writing.

Increased focus on Instructional practices.

Development and implementation of professional learning space for staff.



Strategic Direction 3

Building Leadership Capacity

Purpose

To develop leadership capacity in students and staff with a focus on leadership capacity and shared responsibility for school success based on the values of Respect, Responsibility, and Pride.

This will be demonstrated by:

- * Distributive leadership opportunities for students and staff to build collective efficacy.
- * Quality systems, structures and organisational practices.
- * Establishment of school based instructional learning community focussed on continual improvement of teaching and learning.

Overall summary of progress

Staff provide genuine contributions informing school plan and milestones through regular structured review meetings.

Staff Leadership through the provision of opportunities for staff to lead the implementation of areas focused on improving teaching, learning and wellbeing based on personal strength and interest. Initiatives implemented include middle school STEAM and Quality Teaching Rounds (UON).

Student Leadership has strengthened through the SRC and the election of sports captains.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Distributed instructional leadership is embedded to sustain ongoing improvement.	\$10000	Professional learning for staff
Whole school administrative processes have been successfully reviewed and seamlessly integrated into daily operations.	\$500	Resources
Student leadership structures are embedded and where all students have a voice in decisions affecting the directions of the school.	\$500	Elected representatives meet with the Principal to discuss issues pertaining to the future directions of the school.
Increase in local community engagement in the provision of leadership opportunities and mentoring to students.	300	Access to activities on Country.

Next Steps

A cultural shift regarding the SRC and student leadership is required.

Further embedding of Quality Teaching Rounds into classroom practice.

Strengthening of model of distributive leadership.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$141681	Employed non teaching staff to assist students Students to access programs such as AECG initiatives for leadership and STEAM Funded cultural experience costs such as NAIDOC
English language proficiency	\$5000	Money was carried forward to be utilised in staffing for 2019 as existing staffing could be utilised.
Low level adjustment for disability	\$49205	Funding utilised to provide an SLSO.
Quality Teaching, Successful Students (QTSS)	\$10724	Funding utilised to provide an SLSO.
Socio-economic background	\$127447	Employed teaching and non teaching staff to assist students. Assisted in the subsidy of excursions, uniforms and visiting performances.



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	29	36	34	43
Girls	38	43	36	40

Student attendance profile

School				
Year	2015	2016	2017	2018
K	85.7	90.7	89.9	88.2
1	88.1	85.8	91.9	83.4
2	91.9	86.6	81.1	93.9
3	94	88.4	84.3	78.6
4	85.6	87.6	85	81.4
5	90.7	92	83.8	79.9
6	90.9	89.5	91.2	84.8
7	88.4	89	89.4	89.6
8	86	80	93.5	83.5
9	73.5	82.9	82.7	78.1
10	65	83.3	68.3	73.3
11	81.5	66.6	72.1	60.8
12	79.2	60.2	78	75.2
All Years	85.6	84.1	83	80.6
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

Parents and carers of absent students are encouraged to notify the school of the reason for any student absence in advance of the absence occurring if possible and at most within seven days of the absence. Most parents contact the school by phone if their child is absent on the day. The school makes contact with parents and carers of students who are absent and who do not contact the school each day through an

automated SMS system and with telephone contact where needed. Period by period electronic roll marking was introduced across the school. School attendance officers followed up unexplained student absences. Students whose attendance is of concern are referred to the school's Learning and Support Team for action. If there remains ongoing concerns with attendance, the student is referred to the Home School Liaison Officer.

Class sizes

Class	Total
K 1 2	17
3 4	12
5 6	20

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	17
TAFE entry	0	0	33
University Entry	0	0	17
Other	0	0	0
Unknown	0	0	33

Year 12 attaining HSC or equivalent

In 2018 Mungindi Central School had six students attain their HSC or equivalent. One student obtained university entry, two students are undertaking studies at TAFE and one student is permanently employed and the remaining two students whereabouts unknown.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	8.5
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.47
School Administration and Support Staff	6.58
Other Positions	0.1

*Full Time Equivalent

25% of staff identified as Aboriginal or Torres Strait Islander at Mungindi Central School in 2018. Their positions included teaching and non teaching.

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	40

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 2018.

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	264,363
Revenue	2,661,067
Appropriation	2,620,468
Sale of Goods and Services	6,473
Grants and Contributions	32,356
Gain and Loss	0
Other Revenue	0
Investment Income	1,770
Expenses	-2,385,345
Recurrent Expenses	-2,385,345
Employee Related	-2,086,786
Operating Expenses	-298,559
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	275,721
Balance Carried Forward	540,084

The responsibility for the School Financial Management is the Principal's responsibility although the day to day accounting work is undertaken by the School Administrative Manager. The Annual Financial Statement is linked to the School Plan in line with the budget set by the Financial Committee who work with the School Executive who plan and monitor the income and expenditure against the budget on a regular basis. Funds available will continue to manage salaries, school teaching and learning resources, school maintenance, utilities, administrative resources and contract agreements.

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	1,615,305
Base Per Capita	14,976
Base Location	121,752
Other Base	1,478,576
Equity Total	318,334
Equity Aboriginal	141,681
Equity Socio economic	127,447
Equity Language	0
Equity Disability	49,205
Targeted Total	49,206
Other Total	520,845
Grand Total	2,503,689

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

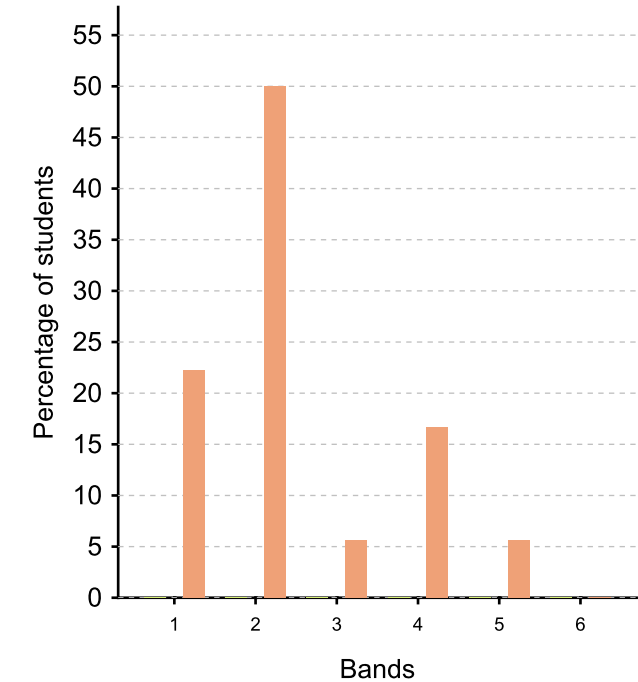
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

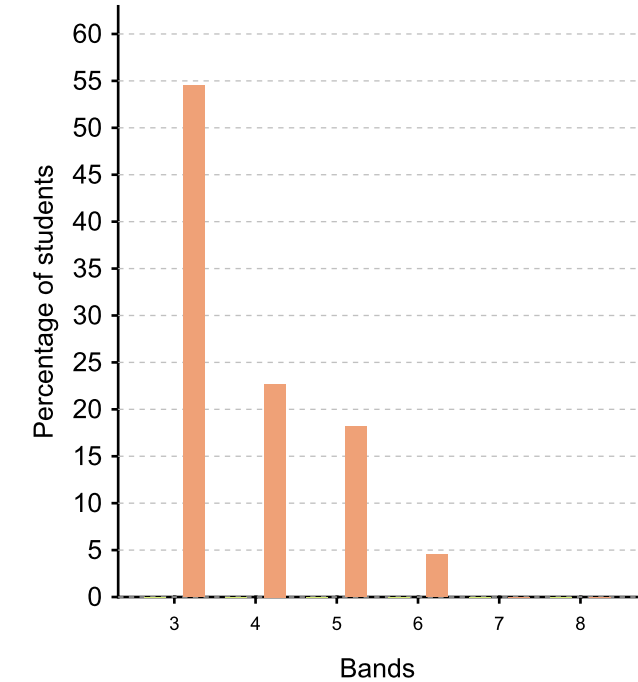
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

NAPLAN Literacy Spelling and Writing are beginning to see positive patterns of growth due to the programs implemented toward improving student outcomes in these areas of literacy.

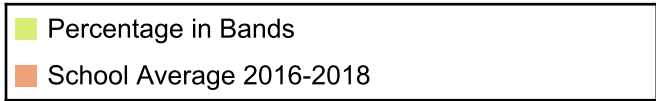
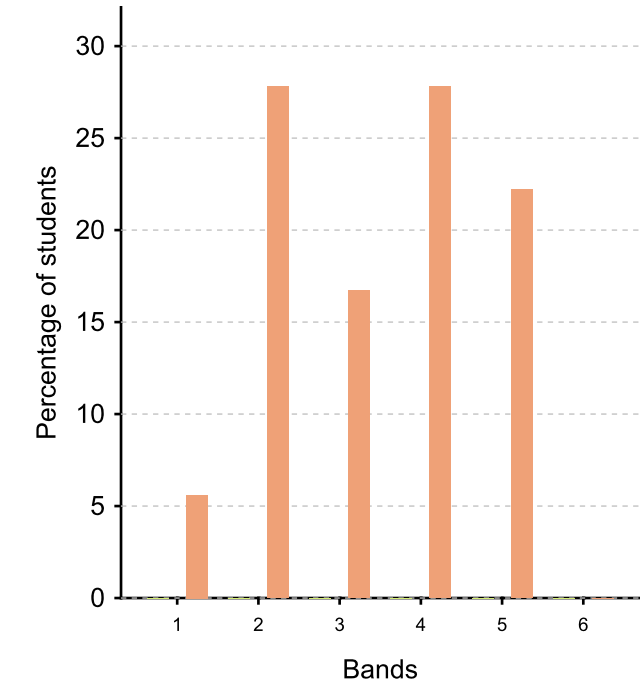
Percentage in bands:
Year 3 Spelling



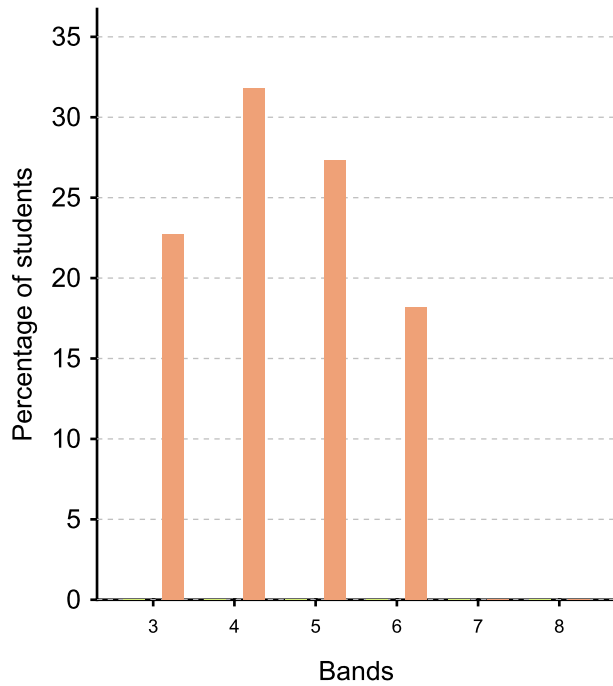
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Writing

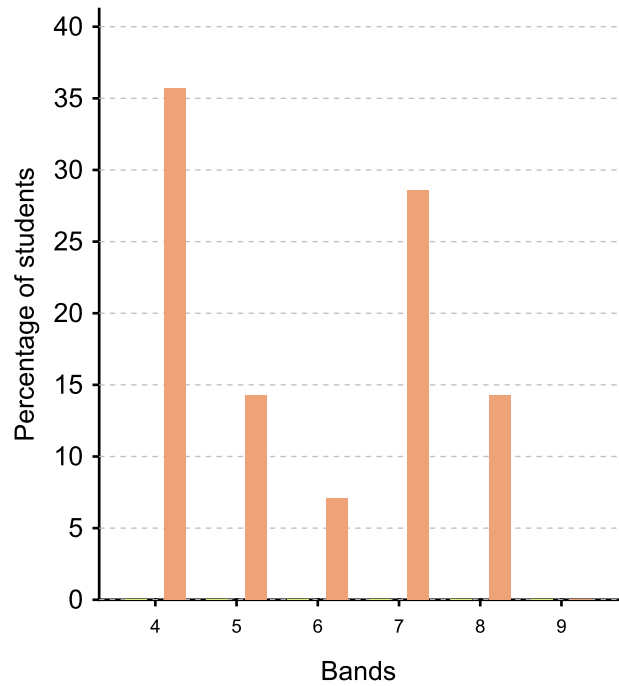


Percentage in bands:
Year 5 Spelling



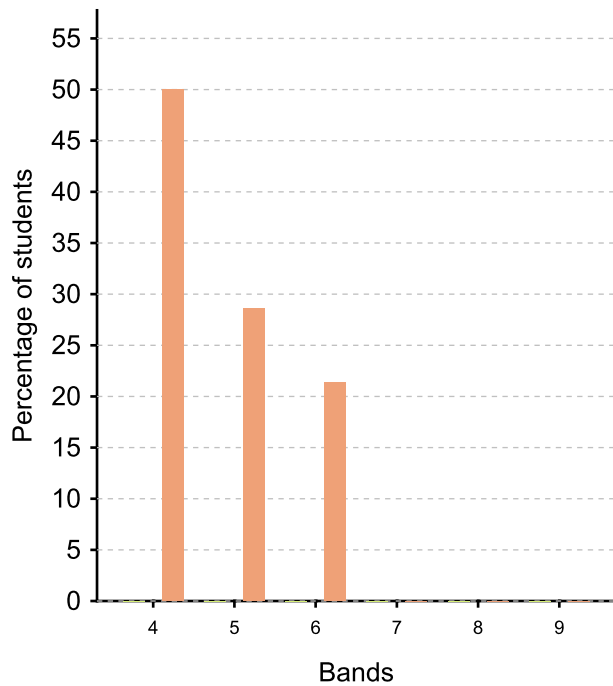
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Spelling



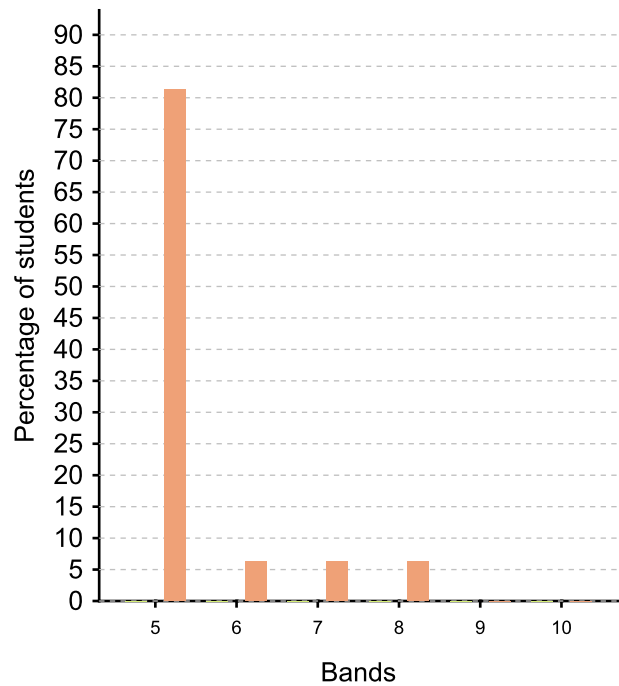
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



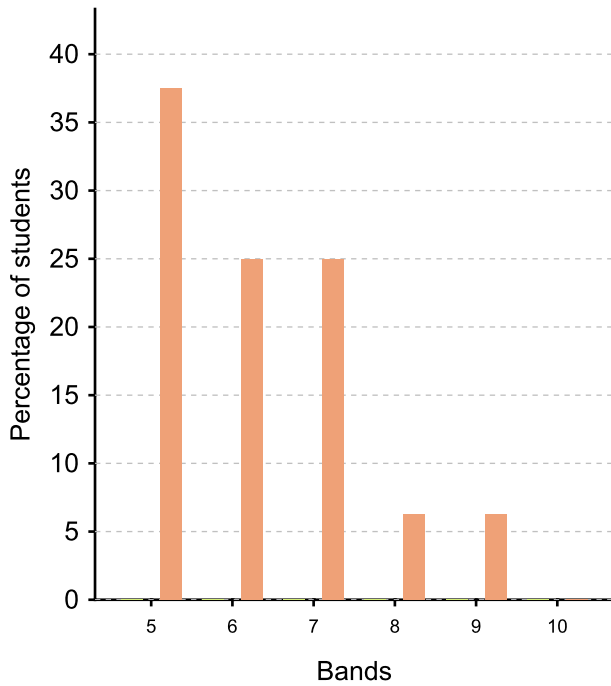
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



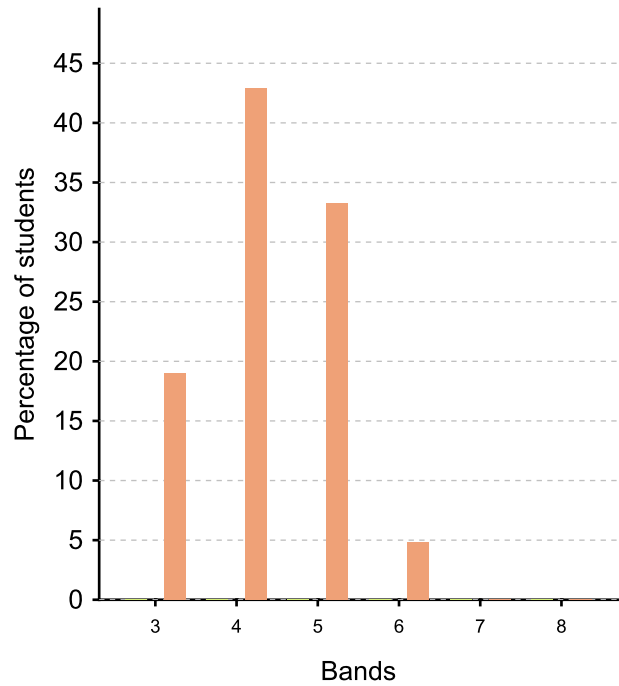
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

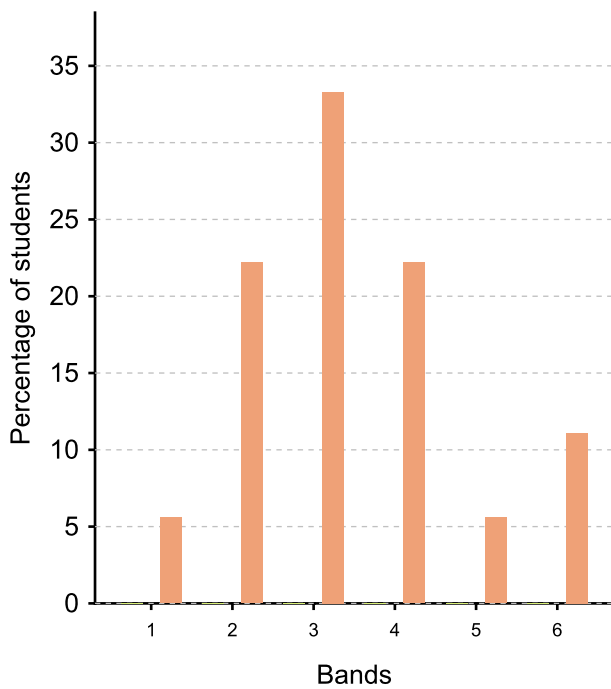
Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

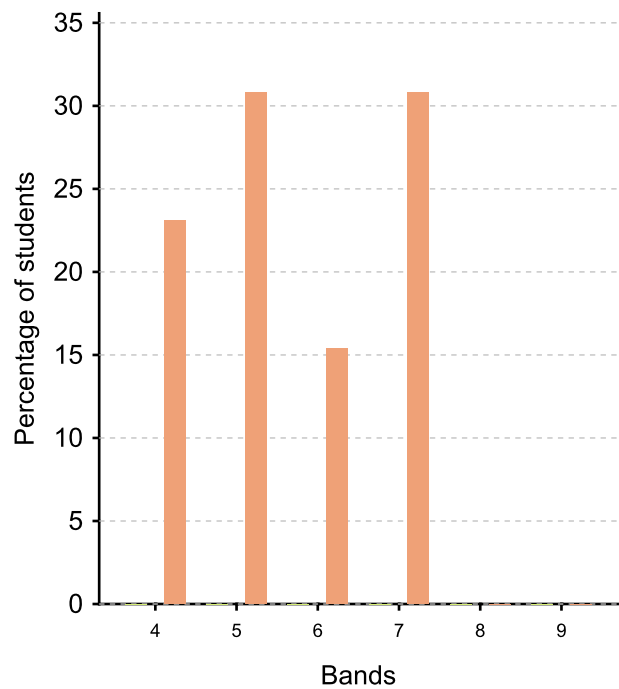
Students are continuing a strong pattern of growth that has been recorded in NAPLAN numeracy over recent years.

Percentage in bands:
Year 3 Numeracy



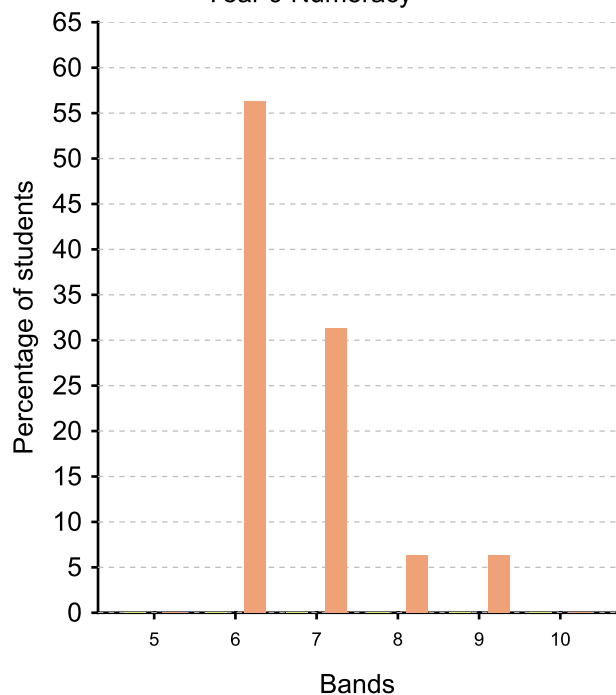
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

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.

Premier's Priority – Average % NAPLAN Reading and Numeracy Results in Top 2 Bands 1

NAPLAN 3 Numeracy – 1 Student

NAPLAN 3 Literacy – 1 Student



Higher School Certificate (HSC)

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

Six students undertook the HSC at Mungindi Central in 2018, of which three sat examination courses.

Subjects studied included Standard English, Mathematics (2 Unit General), Senior Science, Biology,

Ancient History, Hospitality (Kitchen Operations and Cookery) and Business Services.

Parent/caregiver, student, teacher satisfaction

The feedback from the Mungindi Central School P&C, AECG, parents, teachers and students attending school has been that they believe the school has continued to make significant improvements in teaching and learning, behaviour expectations, uniform, sport, cultural activities and extra-curricular activities. Of note has been the increased high expectations and expanded sporting and staff community engagement offered by the school.



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 KLA's 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 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 wellbeing policy and ARCO.

Other school programs

Wellbeing

The Wellbeing team at Mungindi Central School consists of our Secondary Head Teacher, generalist teacher who is studying Psychology and undertaking Counselling courses, and the schools AEO. Together we work as a team to ensure students feel comfortable to ask if they need anything to support their emotional wellbeing or equipment to help support their learning and success.

Every morning students have the opportunity to have breakfast in the school kitchen, also giving students an opportunity to voice any needs or concerns. Our staff also offer a washing service and second hand clothing for students. All staff in the school communicate any concerns to the Wellbeing Team so that the students' needs may be met.

Our role includes working as active members of the Learning Support Team and with community organisations should students need health checks, dietary assistance or linkages with support agencies.

Through community participation programs students volunteer their time to learn leadership skills and build confidence in working with community. Our students have participated in assisting the elderly with organised game and singing days at the local hospital.

We have commenced the implementation of the Rock and Water Program to provide students a pathway to self-awareness, increased self-confidence and social functioning. This program covers topics such as bullying, life goals, body language, mental strength, empathic feeling, positive thinking and visualisation.

There is a strong and positive relationship between staff and students and very strong emotional support is given to all students. The school has Wellbeing as its primary concern and the success of the school's wellbeing strategies is evident in growing levels of participation in a wide range of activities and an improving attendance.

Our focus is to build student leadership by encouraging the SRC to form, leadership roles in the classroom and students participating in community events, this will help young people find their voice, participate in decision-making, and understand their rights and

responsibilities as active citizens. It helps students have a real impact on their learning and school environment and prepares them to participate meaningfully in their community.

Every fortnight we meet and discuss strategies with the visiting School Counsellor and Learning Support AP who shares information and ideas to guide the wellbeing team. Embedding student wellbeing programs, using resources from Biteback, Mindmatters, Student Wellbeing Hub and Reachout for example will lead to thriving, connected learners.

Northern Border Senior Access Program (NBSA)

The Northern Border Senior Access has as its hub, Mungindi Central School. Of the 15 graduating students, 6 were enrolled at Mungindi. One student studied for an ATAR and is attending University in 2019 while 2 other students are studying at TAFE and along with 2 further students, have full time employment. Across the 6 HSC students, 1 x student achieved an SBT in Dental Assistance, 1 x Cert II in Skills for Work and Vocational Pathways, 3 x Cert. II in Kitchen Operations, 1 x Cert. II Hospitality, 1 x Cert. II in Business and 1 x Cert II in Automotive Vocational Preparation. Of the Certificates gained, 2 were delivered by TAFE; 1 via EVET, and all others by the teachers within NBSA. 8 students from Stage 5 undertook studies towards a Cert. II in Skills for Work and Vocational Pathways as Early Commencement Preliminary students. All students enrolled in Year 11 have elected to study towards an ATAR and including at least one Frameworks course delivered by teachers from within NBSA.

A major focus within NBSA was to strengthen the collaboration across the 4 NBSA schools. From the six teachers of senior students in Mungindi, the provision of the coordination of course programming, delivery, assessment and reporting was given in the following subjects: Mathematics Standard, Mathematics General 1 and 2, Year 11 and 12 Standard English, Year 11 Investigation Science, Year 11 Aboriginal Studies, Year 11 and 12 Business Services, Year 11 and 12 Visual Design and Year 12 Ancient History. The remaining subjects being delivered with support from across NBSA. Mungindi participated in the second whole school NBSA Athletics Carnival which fostered school pride and provided our talented students with invaluable competition. Many parents drove the 430 km round trip to support the school and their children. Post event surveys indicated that 94.2% would support the Carnival in the following year. Other collaboration activities involving the Mungindi Students included the selection of the Senior Jersey, attendance at the HSC Enrichment Seminars and participating in sporting carnivals.

STEAM Program

STEAM (Science, Technology, Engineering, Arts and Mathematics) is a cross curricular, multi-disciplinary program delivered across Stages 3 and 4 coordinated by secondary Science, Mathematics, Technology and primary trained staff. The program prioritises

development of 'soft skills' such as problem solving, communication and listening, resilience, collaboration, perseverance, empathy, coaching and critical thinking through engaging students with problem based learning scenarios. The MCS STEAM program also aims to develop students digital literacy across a wide range of technologies such as robotics, coding, game creation, micro-controllers, virtual reality, 3D printing and digital image manipulation to best prepare them for jobs of the future.

2018 was the first year STEAM was delivered at MCS. Positive student outcomes have been identified across a range of learning areas, with student interest areas and engagement levels driving future directions of the dynamic program. Students are working towards putting on a STEAM fair for National Science week to engage other students and the wider community with future focused learning tasks and technologies produced during lessons.

Early Action for Success

The Early Action for Success (EAFS) strategy aims to improve students' performance through a targeted approach in the early years of learning, to build strong, meaningful foundations for later learning and life. Research shows us that the first few years of school have a significant and long term impact on a child's education. The EAFS Phase 2 strategy involves:

- early identification of the level of attainment in literacy and numeracy of each individual child (K-2);
- differentiating teaching practice that focuses on the needs of the individual student;
- using targeted interventions in literacy and/or numeracy according to need;
- and on-going monitoring of student progress against the Literacy and Numeracy Continuums/Learning Progressions.

During 2018 the school began its journey of implementing the Literacy and Numeracy Learning Progressions and the Instructional Leader and classroom teachers participated in a number of professional development opportunities to assist the transitioning to the new Learning Progressions. Teachers are building their confidence using the Learning Progressions in manageable ways, coupled with the associated tools, to assist in the collection and use of targeted data to promote an evidence based approach to the planning and delivery of high quality, feedback driven, differentiated learning for all students. The Learning Progressions offer a great opportunity for classroom teachers to enhance teaching and learning and better meet students' needs by targeting teaching where students need it most.