

Mendooran Central School

2019 Annual Report



2522

Introduction

The Annual Report for 2019 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.

School contact details

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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' school.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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.

Improvement Measures

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.

Overall summary of progress

We are working well towards every student being bench–marked with analysis of trends and areas in need of improvement. Interventionists have worked with individual and small groups of students. Post testing has indicated growth across the primary school. It is planned to roll this out into Secondary in 2020. Individual programs have been developed around evidence based data analysis. Staff have received Professional Learning on data analysis and a Data Wall has been established across the Primary school. In 2020 Year 7 will become part of the Best Start Assessment program.

Progress towards achieving improvement measures

Process 1: 1. Literacy & Numeracy

Build staff capacity to explicitly teach and embed literacy and numeracy across all key learning areas K–12 and develop and implement systems to monitor process.

Evaluation	Funds Expended (Resources)
Years K–6 standardized testing has been completed and adjustments made through intervention work. Growth in the Year 5 cohort was among the top 15 schools in the state, over the past 3 years. PAT testing will be rolled out across the school in 2020.	\$22,491

Process 2: 2. Personalised Learning

Develop staff capacity to meet individual learning needs of students through well developed and evidence based approaches, collaboratively with students and parents in regular monitoring and reviews.

Evaluation	Funds Expended (Resources)
Extensive Professional Learning has been carried out around evidence based data analysis, both internal and external. Professional Learning around updated technology using Chromebooks and Aps suitable. Professional Learning has been conducted around the Learning Progressions. There is evidence across the school that the information learnt in Professional Learning is being implemented and having a positive effect on student outcomes.	\$19,378

Process 3: 3. Assessment and Reporting.

Develop staff's capacity and whole school approach to assessment to promote the use of data, consistent teacher judgement. To monitor student progress and identify areas for improvement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The Learning Progressions have been used to plot students and monitor progress in Literacy and Numeracy across the school. Best Start, PLAN 2, Learning Progressions, internal and external data are used to benchmark and monitor students growth. Results are very pleasing with growth in many areas.	\$7,945

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.

Improvement Measures

Increase in students skills for learning.

An increased proportion of student who exit into employment or further education.

An increased proportion of staff who effectively use technology for learning.

Overall summary of progress

The use of technology across the school from K–12 has been phenomenal. Each student from Kindergarten to Year 12 has been supplied with a Chromebook, with the latest Aps being used, as well as iCloud. Assessments and homework are being more widely submitted online. School to Work has increased, resulting in School Based Traineeships, broadening of horizons with excursions, work experience and work placement resulting in more informed career choices, employment in suitable industries and further education providers by school leavers.

Progress towards achieving improvement measures

Process 1: Technological Teaching Skills

Using technology as a tool for learning. Build staff capacity to use technology and embed into teaching and learning programs to engage students.

Evaluation	Funds Expended (Resources)
Chromebooks and several Aps have been rolled out across the school from K–12. They are widely used, creating a dynamic learning community, developing skills vital to students when they entering the world beyond school. It has encouraged creative and critical thinking collaborating to solve real world problems, through enquiry based learning.	\$13,000

Process 2: 21st Century Curriculum

Build staff capacity and develop models of delivery and resourcing to develop students skills as 21st Century learners: creative and critical thinking, problem solving and global citizens.

Evaluation	Funds Expended (Resources)
The focus on technology and resourcing has built staff and student capacity, enabling engaging models of delivery to be varied and accessible. The quality of student work and evidence of creativity, critical thinking and problem solving has helped to better prepare our students as global citizens.	\$300

Process 3: School to Work

Evaluate and refine processes and structures to support transition from school to employment and further education and sustain collaborative partnerships.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Through thorough research, varied experiences and earlier careers education introduction, the School to Work Program is experiencing success. Students are making informed choices about post school options, including apprenticeships, traineeships, further education and employment. Individual School To Work plans have help students develop short and long term goals and work towards achieving them.

\$10,439

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.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

To increase the proportion of parents and community actively engaged in school life and student learning.

Increased percentage of teacher demonstrate growth in the professional practice.

Overall summary of progress

To enhance student wellbeing, various strategies have been implemented to involve parents and community members in the school. This was beautifully showcased, with a very successful 3 day event to celebrate the school's 150 Anniversary. All aspects of the community came together to plan and carry out activities over the weekend. There were 2 school based events, with all local organisations holding functions and participating in a street parade. The parade saw a pipe band, student float and students marching, as well as several floats from local organisations. One highlight was a Cocktail Party with local entertainers and the Morrison Band performing. The tradition was rich and the strong school community partnership was very evident. It visibly lifted the community after a particularly tragic past few months.

Progress towards achieving improvement measures

Process 1:

- Build Relationships for Learning

-

Investigate, implement and evaluate strategies to engage parents and community in student learning with consultation around school life

Evaluation	Funds Expended (Resources)
The strong school and community partnership has been growing and developing throughout the past 12 months. Attendance at ANZAC and Remembrance Day services, Grandparents Day, Public Speaking competitions, Education Day, NAIDOC Day, Athletics and Swimming Carnivals has been tremendous. Parents and community are instrumental in contributing to these events and offering help in the running of events. we have an "Open Day.	\$13,051

Process 2: Professional Learning

Develop and embed explicit systems that facilitate professional dialogue, collaboration and classroom observation.

Modelling of effective classroom practice aligned to the Professional Standards, evidenced in PDPs

Evaluation	Funds Expended (Resources)
The Well being Toolbox survey results indicated what we had observed and received feedback on. The indicators were that well being, a sense of belonging and positive interactions on the whole were on the rise. One group of students have caused concern, measures were taken to curb this behavior.	\$10,000

Progress towards achieving improvement measures

Staff support and collegiality have been evident, particularly during difficult time emotionally. Whole school musters, weekly morning teas, staff social events eg secret Santa, baby showers and an annual staff party aim to support the wellbeing of all staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$69,070 Funding Sources: • Aboriginal background loading (\$69 070.00)	Improved student outcomes educationally, socially and a more positive attitude to school noted.
Low level adjustment for disability	\$52,057 Funding Sources: • Low level adjustment for disability (\$52 057.00)	Improved student outcomes and more positive attitudes to school.
Quality Teaching, Successful Students (QTSS)	\$14,576 Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$14 576.00)	Post testing indicated improved student outcomes across numeracy and literacy.
Socio-economic background	\$258,038 Funding Sources: • Socio-economic background (\$258 038.00)	Improved student outcomes, broadening of horizons and curriculum.
Support for beginning teachers	\$5,580 Funding Sources: • Support for beginning teachers (\$0.00)	Improved student outcomes and staff confidence.
EA4S	\$65,302 Funding Sources: • EAfS (\$65 302.00)	Some funds remained unspent, as our Instructional Leader left and has only been replaced in 2020.
School Support Allocation	\$11,383 Funding Sources: • Principal Support Allocation (\$11 383.00)	An excellent celebration weekend was achieved, with a lot of positive feedback and an Australia Day Award for Community event!
Professional Learning	\$19,378 Funding Sources: • Professional Learning (\$19 378.00)	Improved student outcomes.
Integration Funding Support	\$195,375 Funding Sources: • Intgration Funding Support (\$195 375.00)	Improved student outcomes for all.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	65	68	63	56
Girls	73	71	72	71

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	90.5	90.6	86.8
1	92	93.9	88.4	89.8
2	94.6	92.6	95.4	88.3
3	93	91.4	89.2	89.7
4	88.2	92.5	87.4	88.4
5	86.1	90.3	87.8	90.8
6	87.5	90.9	90.3	88.6
7	88.5	89.1	86.5	82.3
8	85.3	85	89.6	83.2
9	84.9	89.3	77.5	83.6
10	76.4	86	81.7	72.6
11	93.3	90.8	71.7	61.7
12	89.9	95	83	80.7
All Years	88.6	90.4	86.6	84.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	n/a	n/a	50
Employment	20	n/a	n/a
TAFE entry	n/a	n/a	n/a
University Entry	n/a	n/a	50
Other	n/a	n/a	na
Unknown	n/a	n/a	n/a

Two students will be attending University, one into Nursing and the other the Police force. Two students are seeking employment. One student is doing Pathways and is still enrolled at school.

Year 12 students undertaking vocational or trade training

16.67% of Year 12 students at Mendooran Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students completed Year 12 in 2019 and received a Higher School Certificate or equivalent. Some received Vocational Education and Training qualifications. One student is continuing on into 2020, under Pathways due to health issues.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	8.78
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	5.39
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	484,169
Revenue	2,809,212
Appropriation	2,753,735
Sale of Goods and Services	10,801
Grants and contributions	43,318
Investment income	1,359
Expenses	-2,650,810
Employee related	-2,310,993
Operating expenses	-339,817
Surplus / deficit for the year	158,401

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	195,375
Equity Total	315,517
Equity - Aboriginal	57,479
Equity - Socio-economic	178,549
Equity - Language	768
Equity - Disability	78,721
Base Total	1,954,763
Base - Per Capita	31,629
Base - Location	63,616
Base - Other	1,859,518
Other Total	218,212
Grand Total	2,683,868

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.

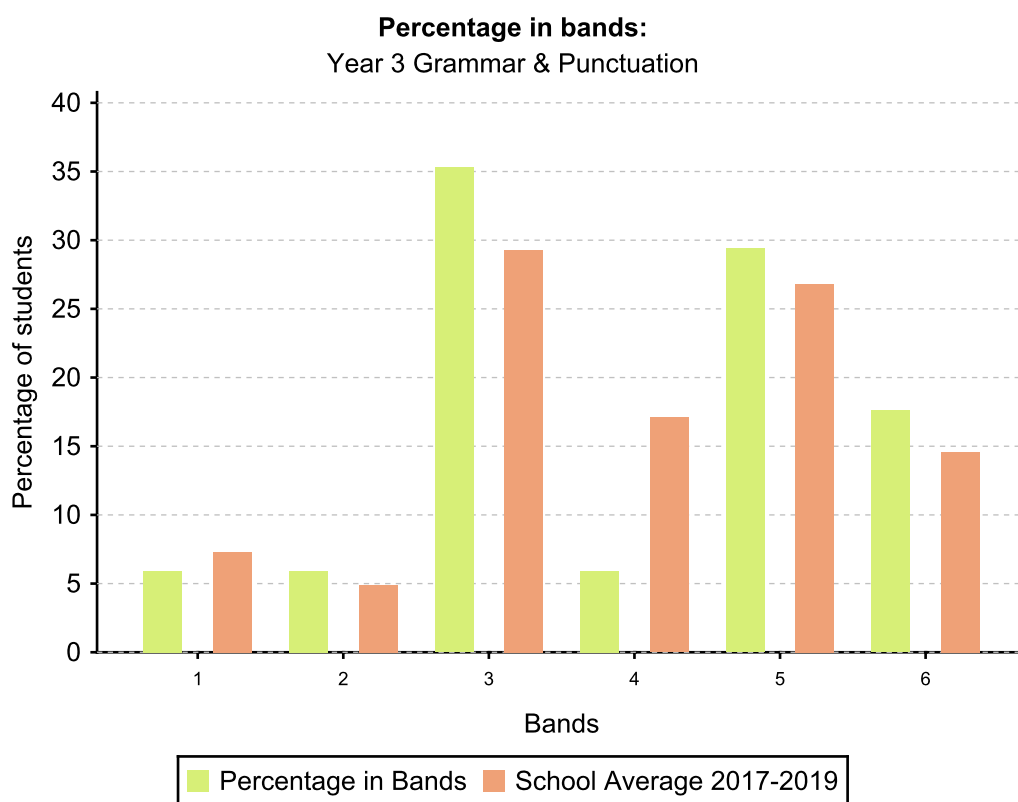
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

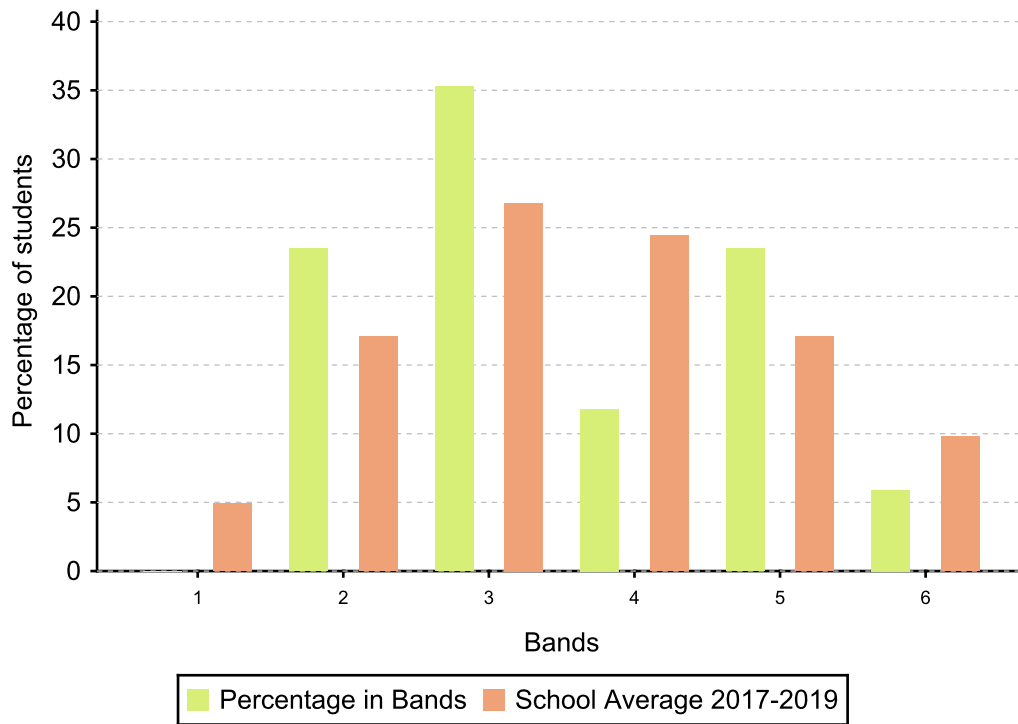
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



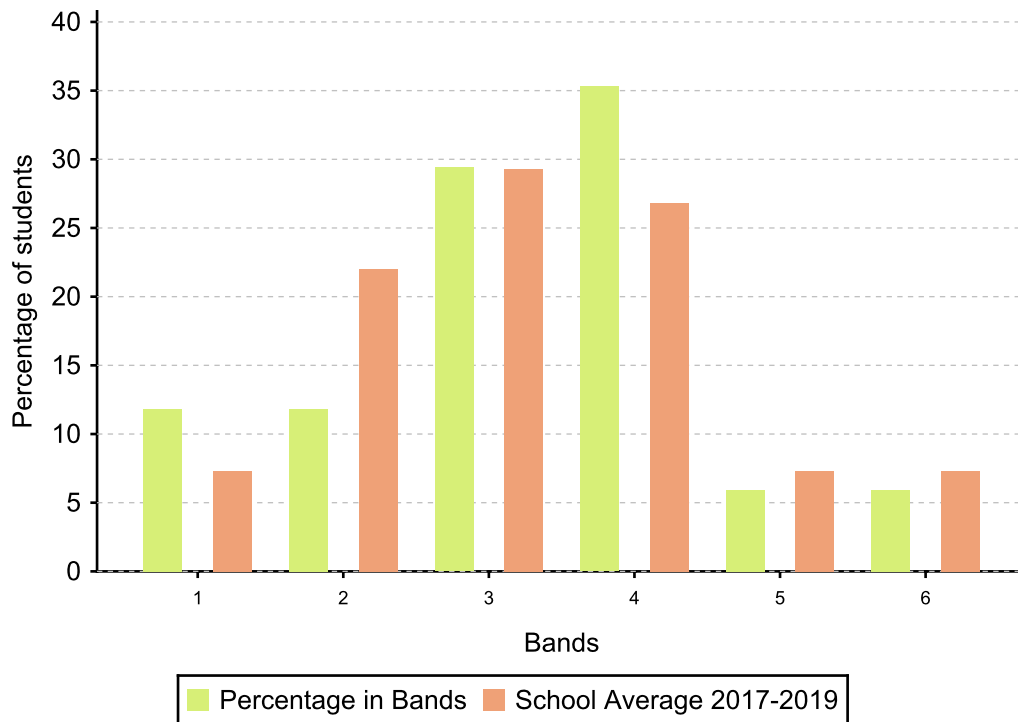
Band	1	2	3	4	5	6
Percentage of students	5.9	5.9	35.3	5.9	29.4	17.6
School avg -2019	7.3	4.9	29.3	17.1	26.8	14.6

**Percentage in bands:
Year 3 Reading**



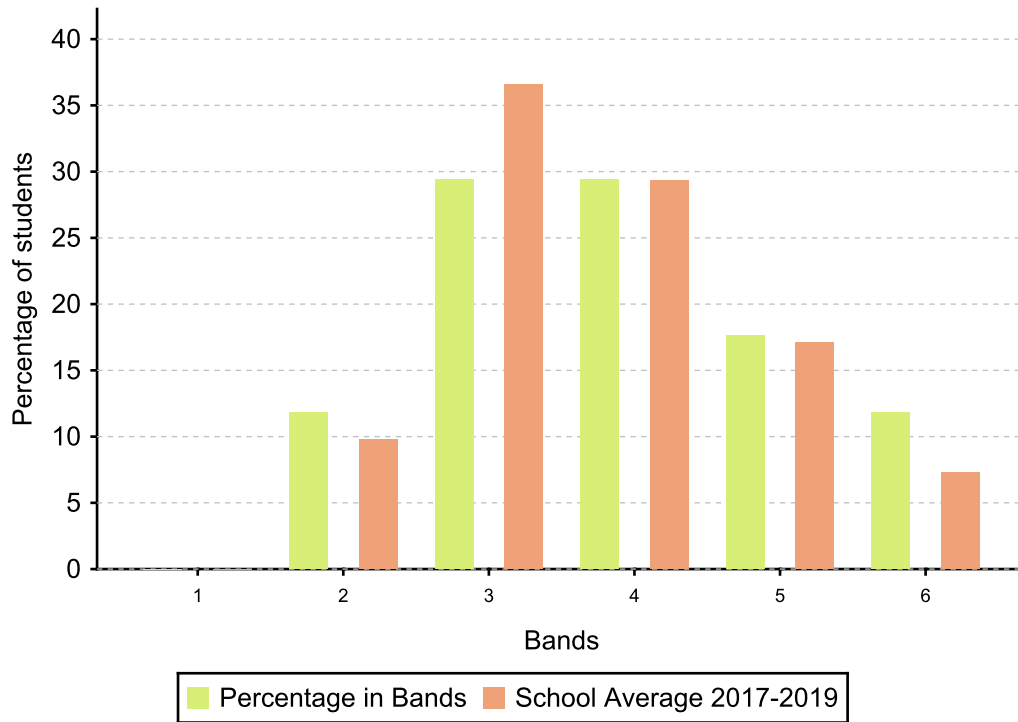
Band	1	2	3	4	5	6
Percentage of students	0.0	23.5	35.3	11.8	23.5	5.9
School avg -2019	4.9	17.1	26.8	24.4	17.1	9.8

**Percentage in bands:
Year 3 Spelling**



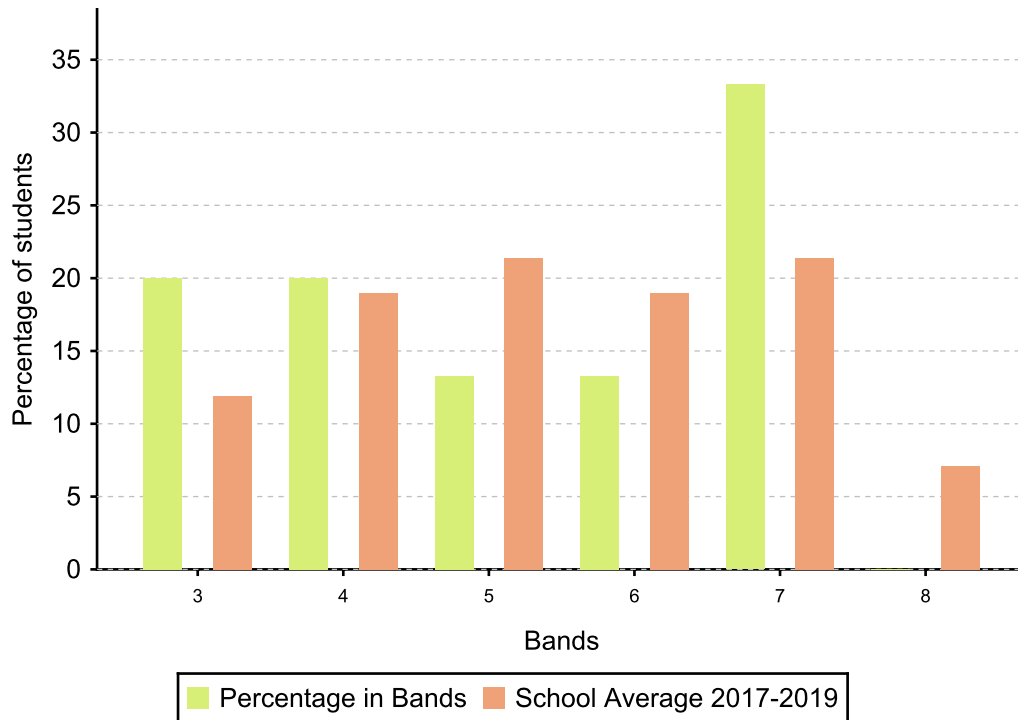
Band	1	2	3	4	5	6
Percentage of students	11.8	11.8	29.4	35.3	5.9	5.9
School avg -2019	7.3	22	29.3	26.8	7.3	7.3

Percentage in bands:
Year 3 Writing



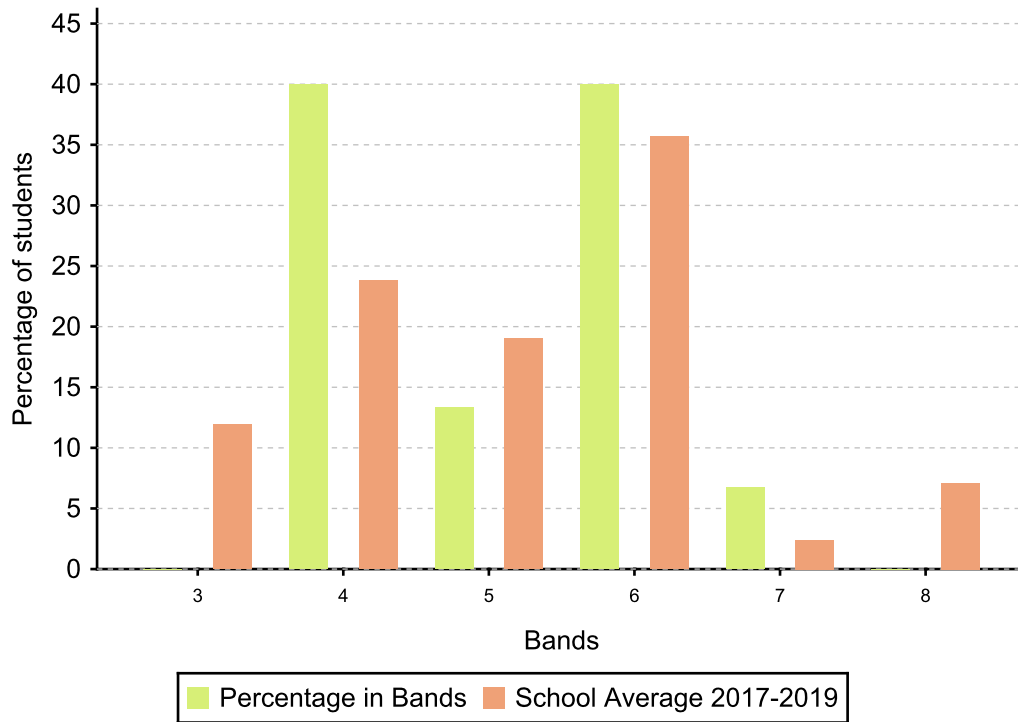
Band	1	2	3	4	5	6
Percentage of students	0.0	11.8	29.4	29.4	17.6	11.8
School avg -2019	0	9.8	36.6	29.3	17.1	7.3

Percentage in bands:
Year 5 Grammar & Punctuation



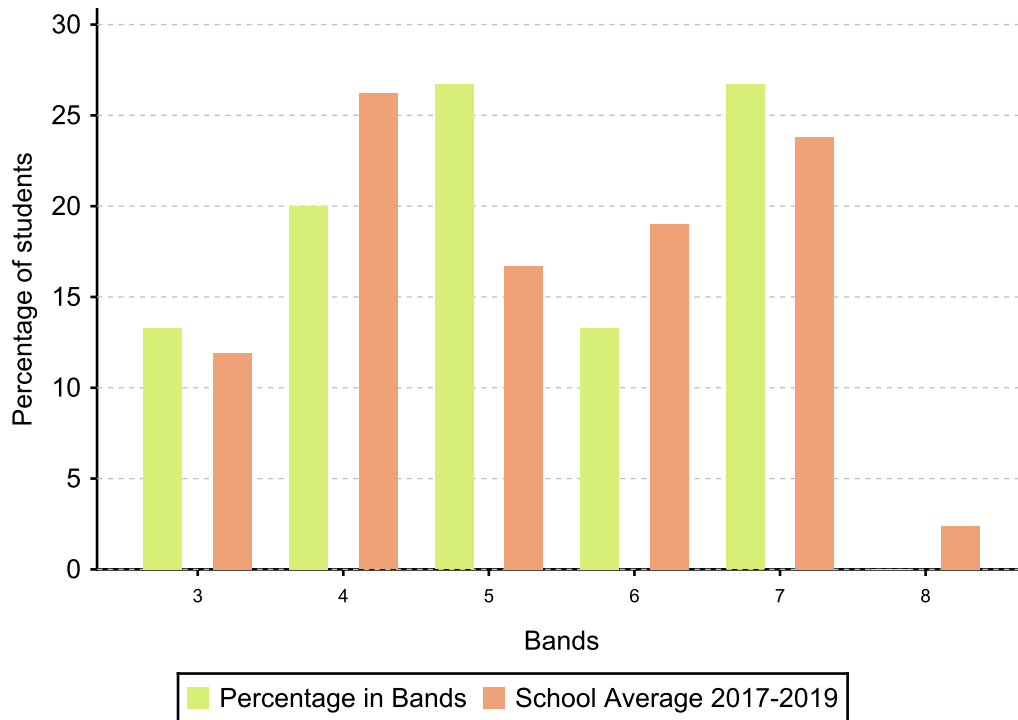
Band	3	4	5	6	7	8
Percentage of students	20.0	20.0	13.3	13.3	33.3	0.0
School avg -2019	11.9	19	21.4	19	21.4	7.1

**Percentage in bands:
Year 5 Reading**



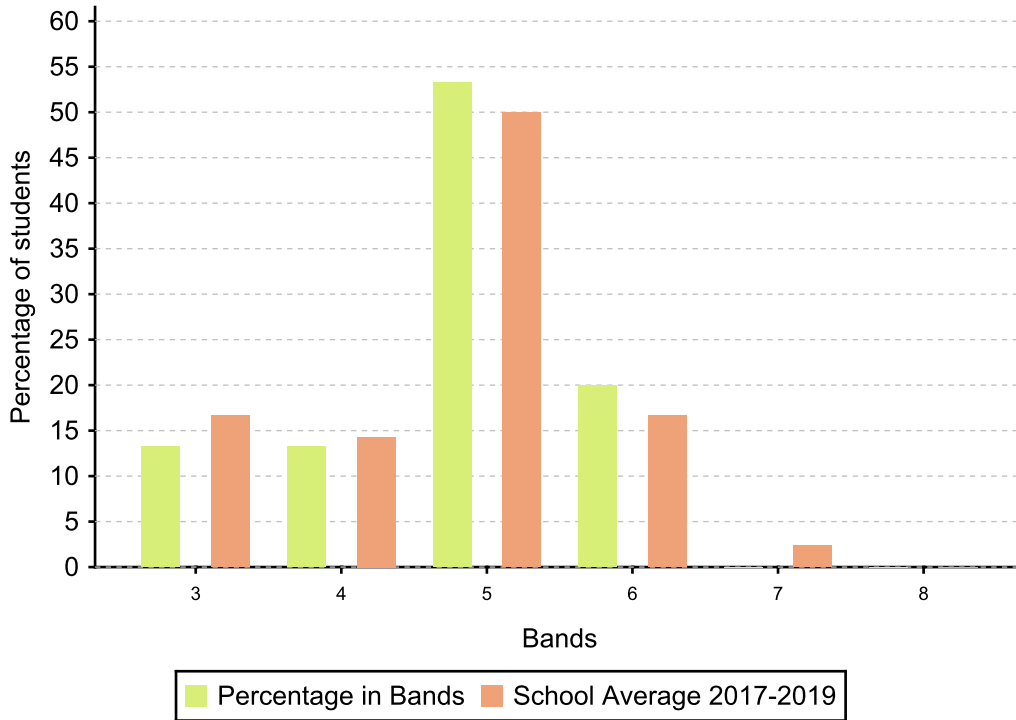
Band	3	4	5	6	7	8
Percentage of students	0.0	40.0	13.3	40.0	6.7	0.0
School avg -2019	11.9	23.8	19	35.7	2.4	7.1

**Percentage in bands:
Year 5 Spelling**



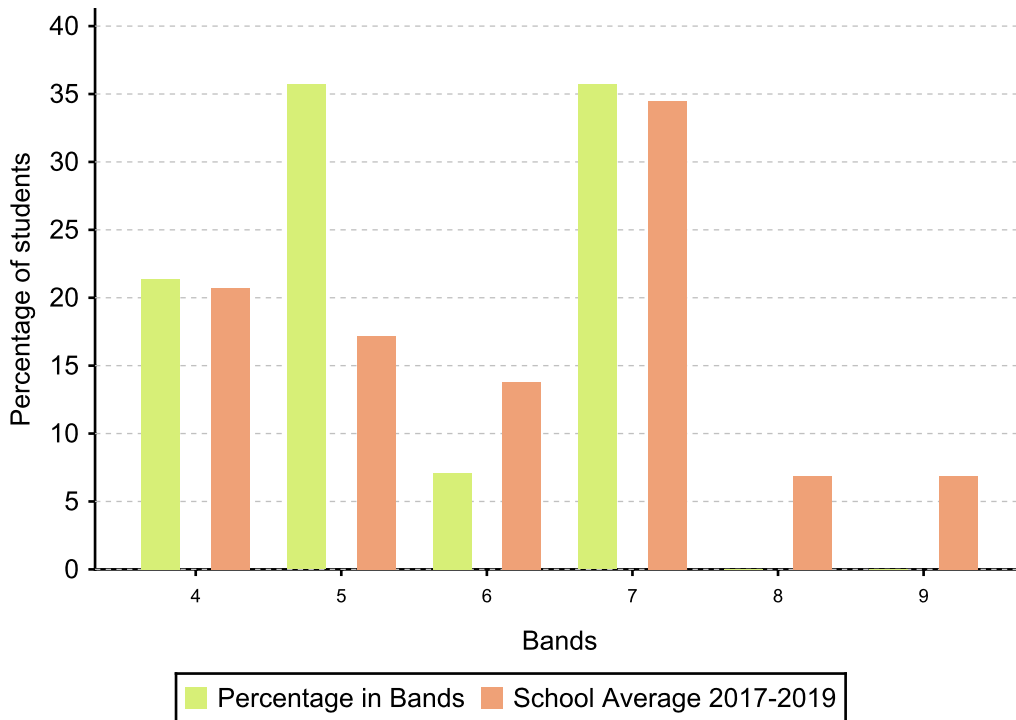
Band	3	4	5	6	7	8
Percentage of students	13.3	20.0	26.7	13.3	26.7	0.0
School avg -2019	11.9	26.2	16.7	19	23.8	2.4

Percentage in bands:
Year 5 Writing



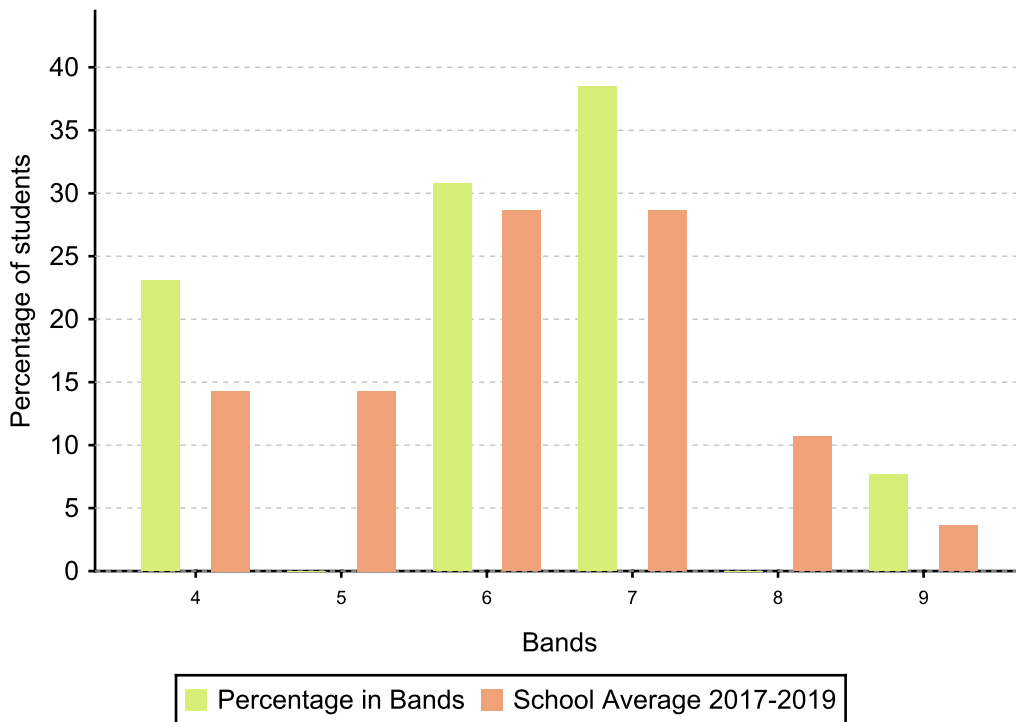
Band	3	4	5	6	7	8
Percentage of students	13.3	13.3	53.3	20.0	0.0	0.0
School avg -2019	16.7	14.3	50	16.7	2.4	0

Percentage in bands:
Year 7 Grammar & Punctuation



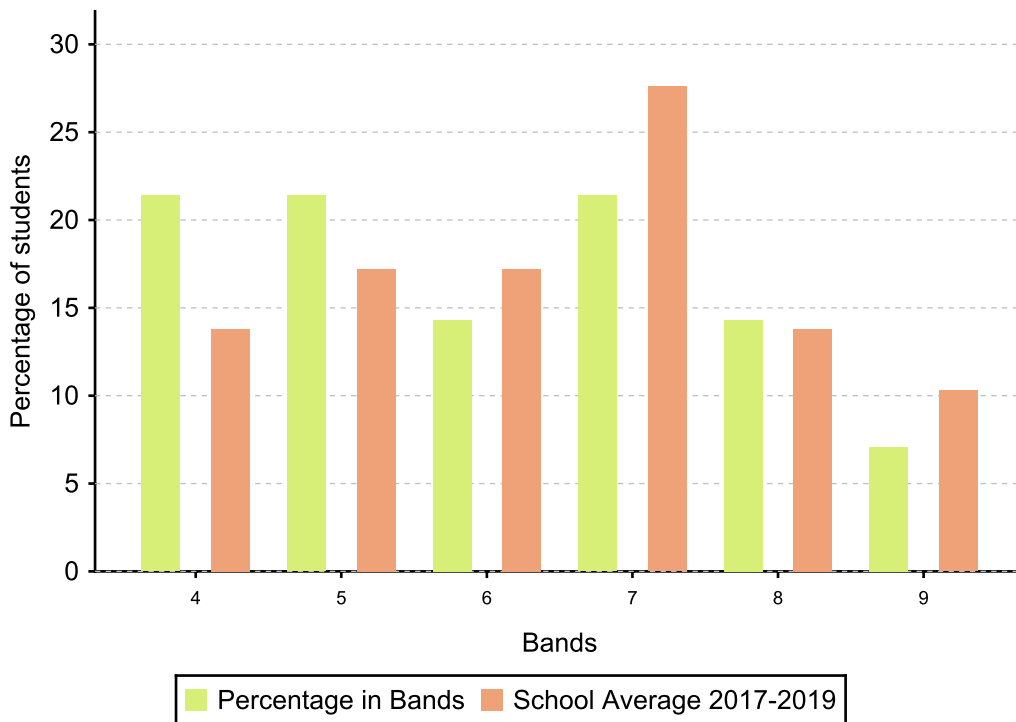
Band	4	5	6	7	8	9
Percentage of students	21.4	35.7	7.1	35.7	0.0	0.0
School avg -2019	20.7	17.2	13.8	34.5	6.9	6.9

**Percentage in bands:
Year 7 Reading**



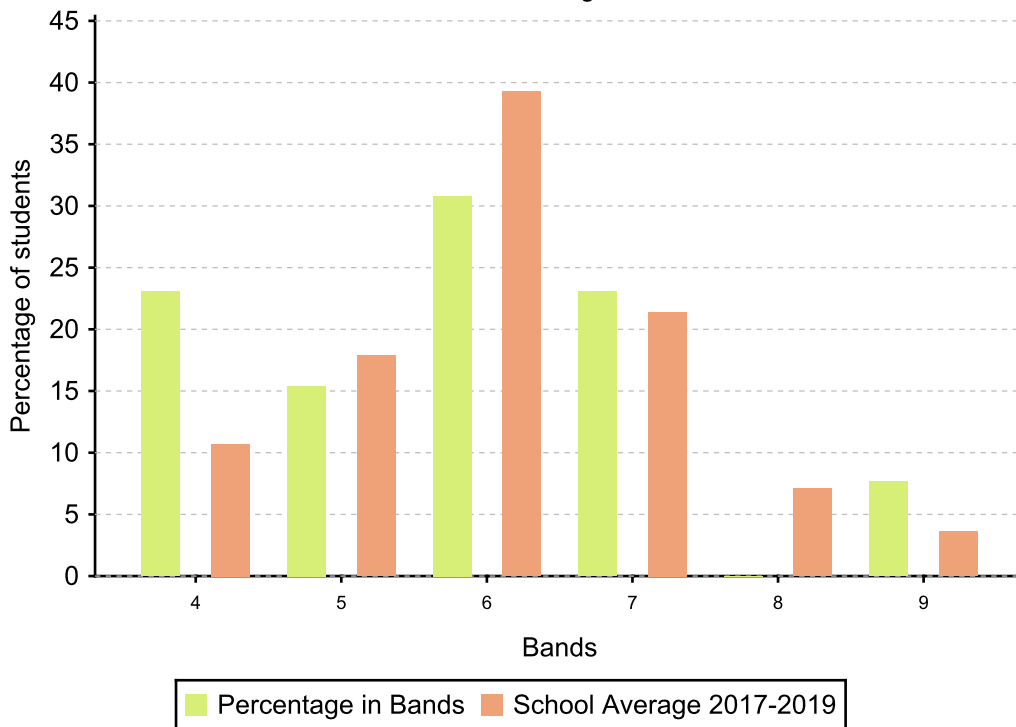
Band	4	5	6	7	8	9
Percentage of students	23.1	0.0	30.8	38.5	0.0	7.7
School avg -2019	14.3	14.3	28.6	28.6	10.7	3.6

**Percentage in bands:
Year 7 Spelling**



Band	4	5	6	7	8	9
Percentage of students	21.4	21.4	14.3	21.4	14.3	7.1
School avg -2019	13.8	17.2	17.2	27.6	13.8	10.3

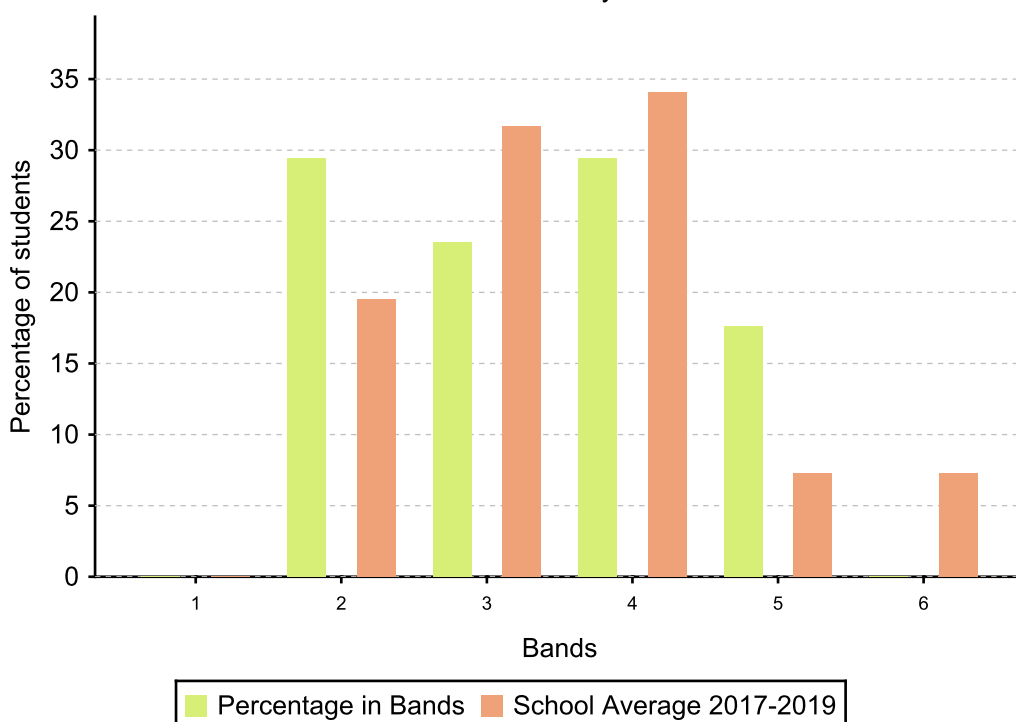
Percentage in bands:
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	23.1	15.4	30.8	23.1	0.0	7.7
School avg -2019	10.7	17.9	39.3	21.4	7.1	3.6

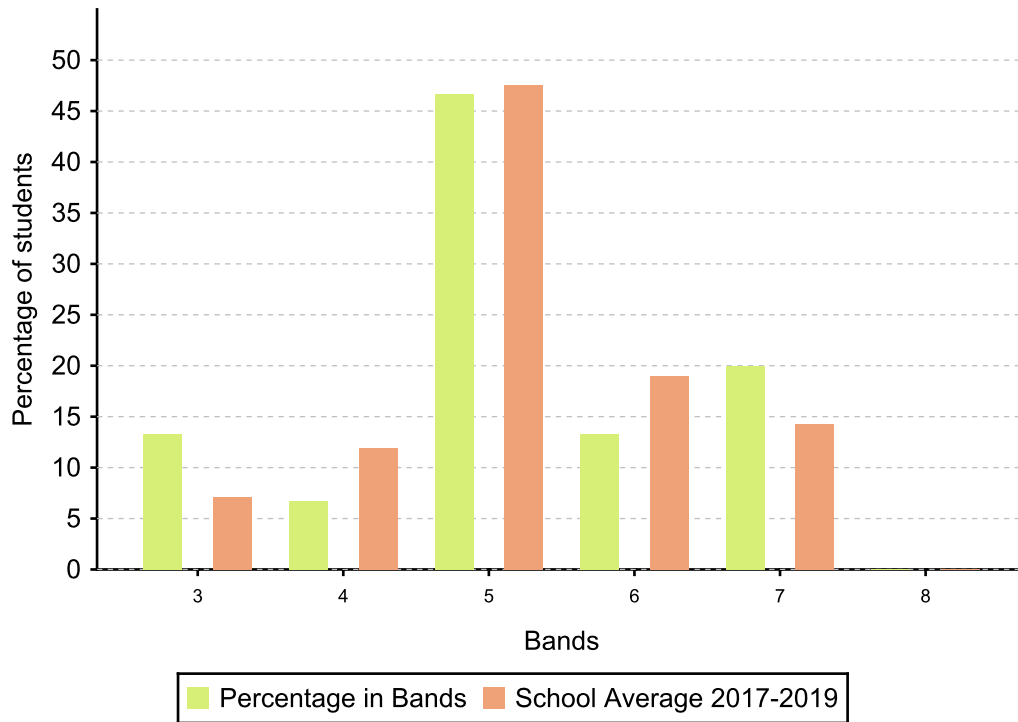
Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 3 Numeracy



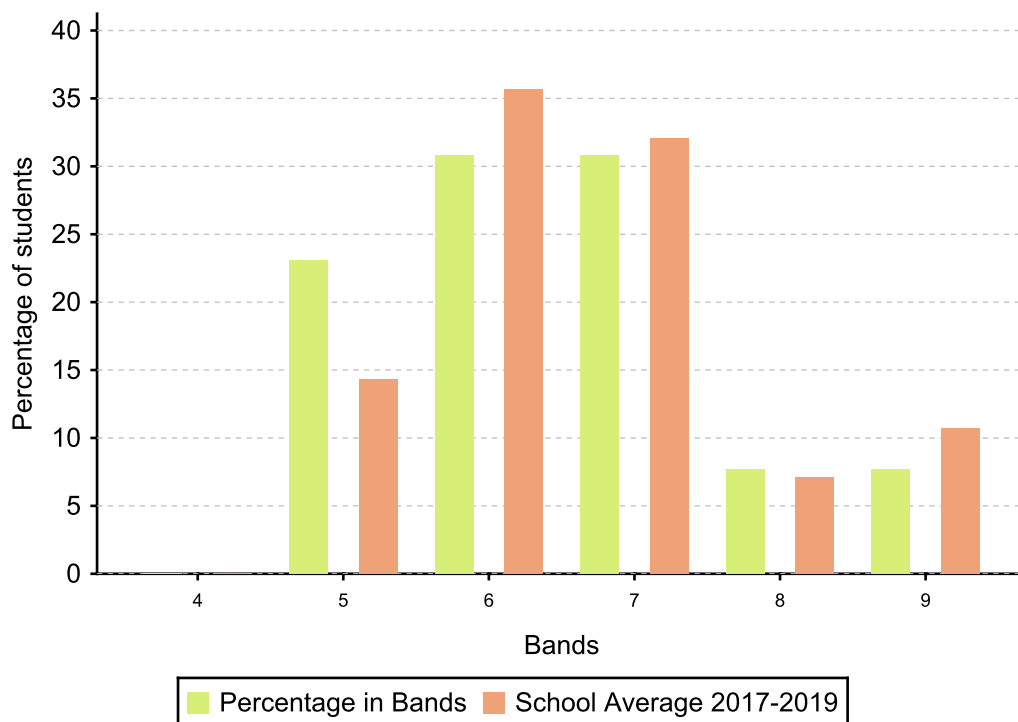
Band	1	2	3	4	5	6
Percentage of students	0.0	29.4	23.5	29.4	17.6	0.0
School avg -2019	0	19.5	31.7	34.1	7.3	7.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	13.3	6.7	46.7	13.3	20.0	0.0
School avg -2019	7.1	11.9	47.6	19	14.3	0

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	23.1	30.8	30.8	7.7	7.7
School avg -2019	0	14.3	35.7	32.1	7.1	10.7

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

All students obtained their HSC, one being Life Skills.

Parent/caregiver, student, teacher satisfaction

Parent, caregiver satisfaction is sought through surveys, School Council and the P&C meetings. It is evident that parents and caregivers are satisfied with the progress the school is making. Student satisfaction has increased through the use of Values education and school excellence becoming a greater focus. Teacher satisfaction is high, with us sourcing and gaining various skilled teachers across the school. We are fully staffed unlike many similar schools.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.