

# Mungindi Central School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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## 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

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Working towards Delivering
LEADING: Management practices and processes	Working towards Delivering

## 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.

#### Improvement Measures

Continued growth and engagement as evident in student reward and attendance data.

Increased participation by parents at school events, P&C, AECG and in the contribution to educational programs.

All members of the school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing leading to improved student outcomes.

The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Implementation of strategic whole school wellbeing approaches that support attendance, engagement and learning.

Evaluation	Funds Expended (Resources)
<p>Breakfast Club operates 5 days a week providing fresh fruit, cereal and toast that was supported by the community. Breakfast Club was access by 90% of students from Mungindi Central School.</p> <p>Attendance continues to be a key focus for the school moving forward. Accurate recording of attendance is a priority with staff training in the use of Sentral, Attendance procedure to be developed in 2020.</p> <p>Equity funding was used to provide additional staffing to support student wellbeing. Wellbeing room was established. Additional wellbeing program focussing on resilience and emotional regulation was established for identified students. Through the Individual Education Plan process identified secondary and primary students participated 2 to 3 sessions a week.</p> <p>Mungindi Central School was acknowledge as a White Ribbon school. Signage was placed around the school and staff and students were educated in the ethos of providing support and education in prevention of deistic violence.</p> <p>Positive Behaviour for Learning review needs to be initiated in 2020 and continuation of students rewards day.</p> <p>Personalised Learning Plan's were co-developed with parents for students K–12.</p>	

##### Process 2: Aspiration and Achievement

## Progress towards achieving improvement measures

### Process 2:

Building and maintaining a culture that encourages ongoing educational aspiration and learning achievement supported by the whole school community.

Evaluation	Funds Expended (Resources)
The milestone to establish Tertiary Education opportunities for senior students was delayed. In 2020 the School form closer links with UNE and other Universities. This will include attending open days and establishing remote learning opportunities and scholarships for senior student. Transition program ongoing throughout T4 for preschool and Kindergarten. One day at end of transition program where all students moved up into next grade level. Some additional transition organised for identified students including transition meeting with respective stakeholders..	

## 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.

#### Improvement Measures

All students show growth in NAPLAN and PLAN data. If this does not occur the school will have a plan to address concerns.

Learning intentions, success criteria and feedback strategies are visibly evident in all classrooms.

The school has resources, systems and structures to support high quality coaching and mentoring practices for all staff.

All staff use highly effective current pedagogical practices and are contributing members of proactive learning communities.

#### Progress towards achieving improvement measures

##### Process 1: Quality Teaching and Learning

Implementation of school wide approaches to embedded and explicit systems that drive ongoing school wide improvement that support Quality Teaching and Learning Practice.

Evaluation	Funds Expended (Resources)
2020 Quality Teaching and Learning teams will be established using the quality teaching framework and Quality Teacher Rounds will be implemented.	
In 2020 the Performance Development Plan process will be reviewed to support both teacher and non-teacher performance and development.	

##### Process 2: Literacy and Numeracy Focus

Teachers will explicitly teach literacy and numeracy across all KLA's.

Evaluation	Funds Expended (Resources)
Instructional leader provides reading data for K-6 to staff to apply evidence based learning in their classroom.	
All primary staff regularly plot student on the progression for both numeracy and literacy. Literacy focussing on Phonic Knowledge and word recognition, Phonological Awareness, Understanding text and Creating Text. In Numeracy Qualifying numbers, Additive Strategies and Number Patterns and Algebraic Thinking.	
Schedule for Early Number Assessment and Assessing Literacy and Numeracy website was used intermediately to assess students progression.	

### 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.

#### Improvement Measures

Distributed instructional leadership is embedded to sustain ongoing improvement.

Whole school administrative processes have been successfully reviewed and seamlessly integrated into daily operations.

Student leadership structures are embedded and where all students have a voice in decisions affecting the directions of the school.

Increase in local community engagement in the provision of leadership opportunities and mentoring to students.

#### Progress towards achieving improvement measures

##### Process 1: Distributive Leadership

All staff will make genuine visible contributions to the achievement of strategic directions.

Evaluation	Funds Expended (Resources)
<p>Australian Children's Education and Care Quality Authority conduct audit of the Preschool in line with the National Quality Framework. The Preschool received Exceeding National Quality Standards in all seven quality areas;</p> <ol style="list-style-type: none"><li>1. Education program and practice</li><li>2. Children's health and safety</li><li>3. Physical environment</li><li>4. Staffing arrangements</li><li>5. Relationships with children</li><li>6. Collaborative partnerships with families and communities</li><li>7. Governance and leadership</li></ol> <p>2020 staff professional learning will further support the staff's understanding of the milestone processes incorporating the School's Excellence Framework.</p> <p>The implementation of the teacher induction processes was delayed and will be addressed in 2020.</p>	

##### Process 2: Student Leadership

Students will experience leadership opportunities and productive student voice in contributing to school decision making.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Students attended the Leadership Summit and GRIP Leadership Conference, with student captains visiting parliament house.</p> <p>Revised structure for Sporting Captains was initiated to provide extra leadership opportunities for students.</p> <p>Year 3 to 12 students attended an enrichment excursion to Sydney, this provided an opportunity for students from a low SES background.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$167,000.00 RAM –Aboriginal equity funding	<p>Employment of one full time Aboriginal Educational Officer and one Student Learning Support Officer. Additional funding was used to support students with excursions, uniform and equipment.</p> <p>The school operated a Breakfast Club 5 days a week directly from school. This was accessed in excess of 50% of our students.</p>
<b>English language proficiency</b>	\$16,000.00 funding for new arrival funding.	Student Learning Support Officer was employed to support our three from Thailand and South Africa to develop their literacy and English speaking skills.
<b>Low level adjustment for disability</b>	\$49,000.00 RAM Integration Funding	Employment of a 0.3 Learning and Support Teacher.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$8000.00 QTSS Funding	Assistant Principal release time was used to support all Primary staff to implement quality teaching practice.
<b>Socio–economic background</b>	\$230,000.00 RAM Equity Funding.	<p>Additional teacher was employed in the area of learning support. This position focussed on developing individual educational learning plans and targeted numeracy and literacy.</p> <p>Student learning Support Officers provided additional support for classroom teachers with student who have identified learning needs.</p> <p>Engaged with SPOT Rural to provide speech therapy for targeted students.</p> <p>Leasing of motor vehicle including bus and cars helped alleviate transport and isolation impact.</p> <p>Equity funding provided educational support for our low Socio Economical students in providing financial support for excursions, uniform and daily learning equipment.</p> <p>To support students, parents and community members additional administrable traditional funding was used to employ staff to support the needs of the school.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	36	34	43	33
Girls	43	36	40	39

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.7	89.9	88.2	82.1
1	85.8	91.9	83.4	88.9
2	86.6	81.1	93.9	82.7
3	88.4	84.3	78.6	90.9
4	87.6	85	81.4	79.8
5	92	83.8	79.9	79.8
6	89.5	91.2	84.8	85
7	89	89.4	89.6	89
8	80	93.5	83.5	86.1
9	82.9	82.7	78.1	80.4
10	83.3	68.3	73.3	71.2
11	66.6	72.1	60.8	50.1
12	60.2	78	75.2	64.1
All Years	84.1	83	80.6	80.1
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	0	0	0
Employment	0	0	1
TAFE entry	0	0	1
University Entry	0	0	0
Other	0	0	1
Unknown	0	0	1

#### Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Mungindi Central School undertook vocational education and training in 2019.

#### Year 12 students attaining HSC or equivalent vocational education qualification

25% of all Year 12 students at Mungindi Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	8.75
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

### 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	540,084
<b>Revenue</b>	3,062,457
Appropriation	3,027,437
Sale of Goods and Services	7,006
Grants and contributions	27,022
Investment income	990
<b>Expenses</b>	-3,005,996
Employee related	-2,616,924
Operating expenses	-389,073
<b>Surplus / deficit for the year</b>	56,460

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	32,724
<b>Equity Total</b>	399,432
Equity - Aboriginal	167,561
Equity - Socio-economic	173,752
Equity - Language	0
Equity - Disability	58,120
<b>Base Total</b>	1,645,830
Base - Per Capita	21,493
Base - Location	124,688
Base - Other	1,499,649
<b>Other Total</b>	615,841
<b>Grand Total</b>	2,693,828

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. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

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. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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.

## Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school and school programs. Their responses are presented below. For parents, regular opportunities for this include P&C Meetings, Aboriginal Education Consultative Group and Parent Teacher Interviews. Furthermore students, staff and parents participated in the 2019 Tell it From Me and the People Matter surveys.

The feedback indicated strengths in students who are socially engaged through active involvement in sports or other extra-curricular activities. Staff feel motivated to contribute more than what is normally required at work and feel that their job gives them a feeling of personal accomplishment.

Staff indicated through the completion of the School Excellence Framework and the school's self-assessment that an areas for improvement are effective classroom practices and educational leadership. The explicit teaching and learning of our students is always paramount and will continue to be a focus area as we move forward.

# 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.