2020 Annual Report

Mendooran Central School

2522

Introduction

The Annual Report for 2020 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.

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School vision

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

Self-assessment using the School Excellence Framework

Elements	2020 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

Self assessment in some of the Elements was quite conservative. We have been moving toward excelling in Learning Culture, Wellbeing, effective classroom practice, data skills and use, as well as Educational Leadership and School planning, implementation and reporting.

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

All students K-10 have been tested twice through PAT tests and once, using Check- in testing. Interventionists have worked with targeted students K-10 in Literacy and Numeracy. Post testing has indicated significant growth in many students. Explicit teaching is taking place, with programs developed around evidence based data analysis. Kindergarten and Year 7 completed Best Start and staff have received professional learning around data analysis and implementation of the findings.

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-10 benchmarking has taken place through PAT, Check in and Australian Spelling (K-6). Individualised programs have been developed around evidence based data analysis. Intervention has taken place with targeted students, using Minilit and Maqlit. Individualised results have indicated growth across the school.	$20,000

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)
Online Professional Learning has been undertaken by staff around evidence based data analysis, both internal and external. There is evidence across the school that the information and skills learnt in Professional Learning has informed practice, positive results are evident in student outcomes.	$12,006

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.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Data walls and spreadsheets have been implemented to plot students and monitor progress in literacy and numeracy across the school. Internal and external data, including PAT tests, Check in data, South Australian Spelling and NAPLAN data has been used to benchmark and monitor student growth, resulting in improved student outcomes.	$9,000

Next Steps

Quicksmart" will be implemented next year, with a team of staff trained in Term One 2021 followed by implementation across the middle school from Term Two 2020 onwards

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.

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 related Aps have been widely used across the school, creating a dynamic learning community. Staff have engaged in further Professional Learning, with skills and knowledge being passed on to students, thus better preparing them for the changing Technology Landscape and work post school. Our students have become more creative, critical thinkers who collaborate to solve real problems, through enquiry based learning.	$87,000

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)
Staff and student capacity around technology, has been built upon which has enabled varied and engaging lesson delivery. Students have developed and demonstrated quality work evidencing creativity, critical thinking and problem solving.	$500

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)
The School to Work program is very successful with senior students completing school based traineeship with one gaining an apprenticeship as a result. All leaving students had a plan and made informed choices around future employment.	$5,565

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 leaning.

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.

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 COVID 19 lockdown and subsequent school community events were severely cut due to the restrictions places upon us. To replace this, events were videoed and images taken to post on the school Facebook page and in the school newsletter. Feedback from parents and community was very positive, with some sending images of the students working at home. Our school leaders were able to attend the town Remembrance Day late in the year. We were also able to hold an outdoor Presentation Day and a small Graduation Celebration for our Year 12 students. All events were very successful.	$2,300 eg. awards, books, caterers, memorabilia, Powerpoint presentation.

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)
During the year COVID 19 restrictions prevented face to face professional learning taking place. This was replaced by Zoom meetings and online training. Classroom observations were not possible during the restrictions, however classroom observations, PDP meetings and program evaluations recommenced after the lockdown. High staff morale was evident throughout the year, with strong collegial support through the lockdown and very difficult personal circumstances for individual staff. The staffs' professionalism throughout the transition to online learning was exceptional. This was enabled by the previous rollout of Chromebooks and the use of Google Classroom across the school. Zoom and Google suites enabled staff meetings to continue, which definitely boosted spirits.	Professional Learning.

Next Steps

It is planned to further rollout professional learning around the Teaching and Principal's Standards, with increasing evidence in PDPs and lesson plans and programs.

It is also planned to actively welcome parents and community members back into the school, as numbers at events were high before the lockdown, with many returning as the restrictions lifted later in the year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$7,200	Improved student outcomes educationally, socially and positivity towards school.
Low level adjustment for disability	$78,161	Improved student outcomes and more positive attitudes towards school.
Quality Teaching, Successful Students (QTSS)	$15,000	Pre and post testing have indicated improved student outcomes in Literacy and Numeracy.
Socio-economic background	$177,000	Broadening of horizons and aspirations, improved student outcomes.
Support for beginning teachers	$14,000	Staff confidence and collaboration has improved, flowing on to improved student outcomes.
EA4S	$65,000	Due to ill health, our Instructional Leader was absent for the majority of the year. We were unable to find an IL replacement, however, the Literacy and Numeracy in the Infant's department void was filled by an interventionist.
School Support Allocation	$11,900	Due to COVID 19 restrictions, funding was redirected to comprehensive communication between the staff and parents and community through our Facebook page and newsletters. Any events held with parents, before and when restrictions were eased were fully funded.
Professional Learning	$20,000	The mode of Professional Learning delivery was changed to online and Zoom meetings, due to COVID 19 restrictions. Student outcomes continued to improve largely due to flexibility, co-operation and dedication of the staff, with the outstanding support of parents and community.
Integration Funding Support	$141,000	Funding support was subsidised through the school budget, when new students in need of support enrolled without funding. Funding has since been secured. This has led to improved student outcomes, through one on one support of students with special needs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	68	63	56	52
Girls	71	72	71	71

Numbers have remained steady from 2019-2020.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.5	90.6	86.8	92.6
1	93.9	88.4	89.8	87.8
2	92.6	95.4	88.3	85.9
3	91.4	89.2	89.7	94.6
4	92.5	87.4	88.4	90.7
5	90.3	87.8	90.8	95.2
6	90.9	90.3	88.6	88.3
7	89.1	86.5	82.3	94.5
8	85	89.6	83.2	80.1
9	89.3	77.5	83.6	83.6
10	86	81.7	72.6	81.4
11	90.8	71.7	61.7	83.1
12	95	83	80.7	85
All Years	90.4	86.6	84.9	88.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance has improved from 84.9% in 2019 to 88.2% in 2020. This may be due to the more regular intervention of the HSLO, Individual Attendance Plans and individual goal setting meetings. This will be increased into 2021.

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	25	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

All Year 12 leavers have gained employment. Following Work Experience and a school based traineeship, one of our Year 11 boys secured an Apprenticeship as a mechanic.

Year 12 students undertaking vocational or trade training

66.67% of Year 12 students at Mendooran Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Mendooran Central School expected to complete Year 12 in 2020 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)	1
Classroom Teacher(s)	8.03
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional Learning has taken place around Mandatory WH&S Training, data analysis and the Google suite.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	642,570
Revenue	2,661,672
Appropriation	2,627,648
Sale of Goods and Services	9,392
Grants and contributions	24,193
Investment income	439
Expenses	-2,782,299
Employee related	-2,422,987
Operating expenses	-359,313
Surplus / deficit for the year	-120,627
Closing Balance	521,943

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.

	2020 **Approved SBA** ($)
Targeted Total	141,016
Equity Total	327,994
Equity - Aboriginal	72,000
Equity - Socio-economic	177,432
Equity - Language	400
Equity - Disability	78,161
Base Total	1,922,391
Base - Per Capita	30,496
Base - Location	62,239
Base - Other	1,829,655
Other Total	227,284
Grand Total	2,618,684

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 three students received their Higher School Certificate.

Parent/caregiver, student, teacher satisfaction

Phone surveys, P&C and School Council meetings are used to gain information from parents and carers in regard to their satisfaction with the school. All indications are that they are happy with the way the school treats and educates their children. They were extremely happy with the smooth transition to at home learning, using recently purchased Chromebooks and the use of Google Classroom.

Student satisfaction has further improved as indicated by verbal feedback and the TTFM surveys.

Teacher satisfaction has been high, despite the COVID lockdown, indicated in professional dialogue. We have sourced very gifted teachers who are all qualified in their area of teaching. We are fully staffed, unlike many local 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.

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

Acknowledgement of Country is practiced at all assemblies and formal occasions. NAIDOC celebrations have continued to grow, with several guests, both elders and younger people, running workshops around Aboriginal culture including arts, crafts, dance and language. It was a tremendous Success. Plans have begun to build an outside learning area, with an Indigenous theme.

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.

Multicultural Education is embedded into all KLAs. Focus areas have included investigations of various cultures including lifestyle, beliefs, family life, languages, traditions and religions. Stage 4 have been taught Spanish, which has been very popular with the students.

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