

# 2020 Annual Report

## Molong Central School



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# Introduction

The Annual Report for 2020 is provided to the community of Molong Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Molong Central School

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## School vision

Molong Central School is committed to "providing opportunities for personal achievement" in a supportive quality learning environment. The school is dedicated to promoting life long learning across K-12 and success is valued and recognised. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning and to empower all students to become confident, resilient, self-directed and successful learners.

## School context

Molong Central School has an enrolment of 467 students from K-12 with 12.3% being Aboriginal. The students come from a diverse range of socio economic backgrounds and as a result, equity is of the utmost importance to the school community.

The school offers a wide curriculum and its unique K-12 environment allows staff and students to share opportunities across Primary and Secondary sections of the school. The school's results reflect consistency in all Key Learning Areas (KLAs) and an emphasis is placed on personal achievement. The school is well renowned for its ability to offer a diverse academic pattern of study in the senior years, including Extension Mathematics and English.

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

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

The school currently has 50 teachers and 22 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.



## 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	Delivering
TEACHING: Data skills and use	Delivering
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

### Lifelong Learning

#### Purpose

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

#### Improvement Measures

Attendance and wellbeing data indicate improved engagement and wellbeing at all stages.

Sustained student growth in Years 3 to 5, 7 to 9 and improved 5 to 7 reading, writing and numeracy.

Improved student and parent feedback indicate improved levels of student engagement.

#### Progress towards achieving improvement measures

##### Process 1: Quality Learning Programs

Develop and implement consistent whole school systems of learning based around explicit teaching that recognises learning as a systematic process that requires strong foundations in numeracy and literacy.

Evaluation	Funds Expended (Resources)
This strategic direction took on another form due to Covid-19. It became an opportunity to improve resources to compliment programs and improving the capacity of teachers to incorporate technology into current programs. Programs will continue to be updated and evaluated moving into 2021 and will be reviewed during the Performance and Development Plan process and ongoing meetings with Assistant Principals and Head Teachers.	Software to support students in remote learning with an extra focus on Stage 6 in preparation for the HSC. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$20000.00)</li><li>• Socio-economic background (\$10000.00)</li><li>• Professional learning (\$10000.00)</li></ul>

##### Process 2: Whole School Wellbeing Program

The development and implementation of a whole school wellbeing program to promote respect for self, others, environment and learning. This will be developed by the wellbeing team with a focus on consistent K-12 structure and explicit teaching of the required expectations.

Evaluation	Funds Expended (Resources)
Employment of a Student Support Officer has allowed many programs to support the wellbeing of students to take place and a structure has been developed to ensure a planned approach to Wellbeing occurs in 2021. Professional Learning has been completed by the Student Support Officer and Principal to ensure School Excellence in wellbeing can be rolled out in 2021.	Employment of a Student Support Officer. Professional Learning. Construction and resourcing a Wellbeing Hub. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$40000.00)</li><li>• Professional learning (\$4000.00)</li></ul>

##### Process 3: Cultural Competencies Developed

Development and implementation of cultural competencies in all students and the development and implementation of quality Aboriginal Education plans.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>There will be a dedicated Outdoor Learning Space to conduct cultural opportunities and students will have access to the wellbeing hub in 2021.</p> <p>Staff are more confident in delivering lessons with an Aboriginal perspective and consult with AEO when required.</p> <p>Students are academically supported to achieve their best outcomes in all areas of learning.</p>	<p>Landscaping and construction</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$15000.00)</li></ul>



## Strategic Direction 2

### Evidence Based Teaching

#### Purpose

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

#### Improvement Measures

Teaching programs demonstrate the use of evidence based strategies to meet the individual needs of students.

Reduction in referrals of students who require individualised programming and instruction.

Increased number of teachers who are willing to be assessed against the higher levels of the Professional Teaching Standards.

#### Progress towards achieving improvement measures

##### Process 1: Evidenced Based Teaching Practice

Whole school focus on effective classroom practice including explicit teaching and effective feedback.

Evaluation	Funds Expended (Resources)
Staff were accredited with 15 hours of PL in AfL provided they had presented evidence in the form of observations. Staff reported high levels of satisfaction and knowledge gained. Overall this provided an excellent model of PL that will be used in the future.	Professional Learning using school trained leaders to deliver registered professional learning.

##### Process 2: Higher Levels of Teaching Standards

Staff are supported to have high expectations of performance and lesson observations are developed to demonstrate the skills at the higher levels.

Evaluation	Funds Expended (Resources)
Observations of Zoom lessons were encouraged and instead of a focus on the higher levels of accreditation for observations the focus moved to teacher wellbeing and technology in response to covid.	Staff were provided with technology, training in the use of the technology, as well as in the use of a range of pieces of software and apps.

##### Process 3: Personalised Learning

Lessons are systematically planned and reflect inclusive and collaboratively designed programs. Accommodations and adjustments are made and monitored to cater for learners of all abilities.

Evaluation	Funds Expended (Resources)
It was found that many plans were out of date and needed significant updating. Teachers were surveyed to determine what adjustments they currently use for students and these will be recorded for future reference and class profiling in 2021.	Casual cover for Professional Learning, time to identify and analyse data, conduct meetings and develop plans plus ongoing time to allow regular review of plans and time for teachers to work with support team to translate plans into meaningful actions for students in classes.

## Strategic Direction 3

### Leading by Example

#### Purpose

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

#### Improvement Measures

The school have high performing teaching staff as measured against the higher levels of the Professional Teaching Standards and the School Excellence Framework.

Student leadership teams have increased opportunities to contribute to school planning.

Increased Growing and Sustaining in SEF2 Elements - Self assessment

#### Progress towards achieving improvement measures

##### Process 1: Effective Collaboration

Enhanced collaboration between Primary and Secondary staff to achieve learning and wellbeing goals.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none"><li>1. The first section of the Trauma Informed Practice was delivered. Second section to be delivered in 2021.</li><li>2. Year Advisor has establish a strong rapport with Year 7 students. Students report feeling supported and confident in moving into the High School department of MCS.</li><li>3. Data analysis was limited to Mathematics. This data was communicated to relevant Primary staff with deficits reported to Stage Leaders. Stage Leaders analysed Mathematics programs to see why certain areas were trending as an area of concern in cohort results. Profession Learning Plan developed for Mathematics to be implemented in 2021.</li></ol>	<ol style="list-style-type: none"><li>1. Trauma Informed Practice program delivered by outside agency</li><li>2. 2021 Year Advisor given time to meet with students and Stage 3 Teachers.</li><li>3. Access to Year 7 Best Start Data.</li></ol>

##### Process 2: Regular Reviews and Monitoring

Clear processes and instructions are designed to monitor milestones to direct school activity towards effective implementation of the school plan.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none"><li>1. Whilst this strategy worked well at times, Covid-19 disrupted this process due to online learning and limitations on our ability to meet in groups.</li></ol>	<ol style="list-style-type: none"><li>1. Time allocated during K-12 Meetings</li></ol>

##### Process 3: Leading and Mentoring

Executive staff lead the performance and development of teachers to encourage the development of teaching skills at the higher levels of the Professional Teaching Standards.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none"><li>1. Teacher mentoring has moved to be a focus in 2021 due to Covid-19.</li><li>2. K-12 Exec have taken the lead in presenting and reviewing What Works Best, ensuring that all staff are abreast of research based best practice.</li><li>3. Limited attendance off site, however Deputies have continued to engage through Zoom and used this information in preparing for the SIP and 2021 School Plan.</li></ol>	<ol style="list-style-type: none"><li>1. Head Teachers and Assistant Principals identify lead teachers who can model explicit and highly effective teaching strategies and organise release to ensure these teachers can visit classrooms.</li></ol>

## Progress towards achieving improvement measures

2. Professional Learning during K-12 Executive Meetings
3. Professional Learning funds to replace Deputies whilst off site.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employment of an Aboriginal Education Officer.  <b>Funding Sources:</b> • Aboriginal background loading (\$76 277.00)	This has given our young Aboriginal students the confidence to identify as Aboriginal. Students have been supported to succeed with their assignments.
<b>English language proficiency</b>	Not applicable for Molong Central School	Not applicable for Molong Central School
<b>Low level adjustment for disability</b>	Student Learning Support Officer time.  <b>Funding Sources:</b> • Low level adjustment for disability (\$65 790.00)	Students continued to gain the needed assistance and scaffolding through the use of Student Learning Support Officers
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS Funding  PL in Scout  <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$48 000.00)	Covid-19 interrupted this activity. Feedback given was that all Exec engaged in data analysis, however mentoring was not as consistent to deliver real change. Different model established for role out in 2021.
<b>Socio-economic background</b>	Upgraded the technology available for teaching and student use.  <b>Funding Sources:</b> • Socio-economic background (\$75 000.00) • Socio-economic background (\$90 000.00)	<ul style="list-style-type: none"> <li>• More laptops were available for students, these were loaned out during at home learning.</li> <li>• Staff received laptops which were essential for the delivery of lessons through ZOOM and Google Classroom.</li> <li>• Laptop trolleys were established and maintained for student use.</li> <li>• A Technical Support Officer was employed to maintain the ICT equipment.</li> </ul>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Release time for personal preparation.</li> <li>• release time with a mentor</li> <li>• PL</li> </ul> <b>Funding Sources:</b> • Support for beginning teachers (\$20 000.00)	Beginning Teachers were given release time and time with mentors to support in :- <ul style="list-style-type: none"> <li>• program writing</li> <li>• lesson planning</li> <li>• report writing</li> <li>• classroom management techniques</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	227	225	241	225
Girls	245	283	270	257

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	94.7	95.1	92.8
1	95.4	93	93.1	95.3
2	92.3	93.8	92.2	93.6
3	94.1	92.4	93.7	94.1
4	92.2	93.2	93.7	92.6
5	94.1	92.7	92.7	95.6
6	95.5	92.5	92.4	93.3
7	94.6	90.7	92.7	91.8
8	93	89	90.5	91.5
9	91.7	86.3	90	90.2
10	91.8	85.7	91.3	90
11	87.6	88.5	88.1	92.7
12	86.3	86.2	90.8	89
All Years	92.8	90.8	92	92.4
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.

## 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	31	14	16
TAFE entry	46	57	26
University Entry	0	0	58
Other	23	0	0
Unknown	0	28	0

### Year 12 students undertaking vocational or trade training

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46.51% of Year 12 students at Molong Central School undertook vocational education and training in 2020.

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

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96% of all Year 12 students at Molong 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
Deputy Principal(s)	2
Assistant Principal(s)	3
Head Teacher(s)	4
Classroom Teacher(s)	24.7
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Administration and Support Staff	7.8
Other Positions	0.8

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



# 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 (\$)
<b>Opening Balance</b>	833,337
<b>Revenue</b>	7,029,146
Appropriation	6,858,287
Sale of Goods and Services	97,568
Grants and contributions	71,625
Investment income	1,666
<b>Expenses</b>	-7,426,002
Employee related	-6,410,649
Operating expenses	-1,015,353
<b>Surplus / deficit for the year</b>	-396,856
<b>Closing Balance</b>	436,481

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	175,085
<b>Equity Total</b>	520,400
Equity - Aboriginal	80,830
Equity - Socio-economic	231,580
Equity - Language	0
Equity - Disability	207,990
<b>Base Total</b>	5,459,679
Base - Per Capita	122,898
Base - Location	66,519
Base - Other	5,270,262
<b>Other Total</b>	281,852
<b>Grand Total</b>	6,437,016

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](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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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.

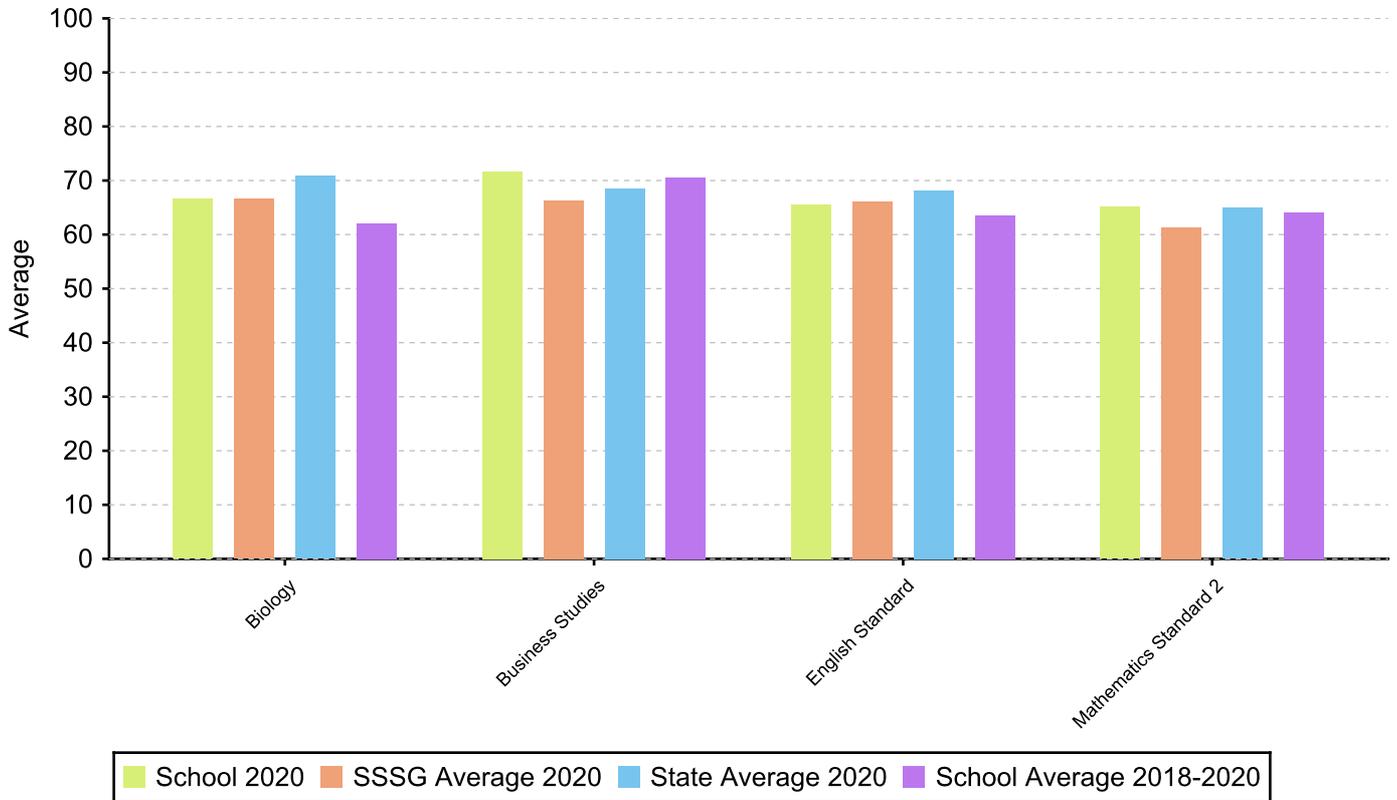
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



# 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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	66.6	66.6	70.8	62.1
Business Studies	71.6	66.3	68.6	70.6
English Standard	65.6	66.1	68.1	63.6
Mathematics Standard 2	65.1	61.4	64.9	64.1

## Parent/caregiver, student, teacher satisfaction

2020 was a difficult year with students, K-12 being supported at times through the Year to learn from home. This put a huge pressure on the Parent Community. The general feedback from parents was that they felt supported in this task through the development of take home workbooks, Zoom lessons, Teacher developed video lessons, Google classrooms and regular phone contact for support.

When we returned to school, teachers and our Wellbeing Team continued to support students through the difficult transition. Much time and energy went into supporting the Year 12 Students with their studies for which both students and parents were thankful.

Our Parents and Citizens group were limited in their ability to meet and liaise with the school something that we have already rectified for 2021. There were opportunities via ZOOM for meetings with parents and these were well supported..

In the Tell Them From Me Survey our students reported a high level of satisfaction for high advocacy and high expectations, indicating that they feel supported and have staff that they can approach for assistance and support.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

