

# 2020 Annual Report

## Mungindi Central School



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# Introduction

The Annual Report for 2020 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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Mungindi Central School

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Working towards Delivering
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Working towards Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	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>Off task behaviours have declined significantly with the development and application of the Behaviour flowchart 2020. Data indicates that students and parents have a clear understanding of the process and purpose behind the flowchart. Students are able to articulate the process including consequences for poor behaviour.</p> <p>The school wide review of the Wellbeing has lead to a new mission statement focused on learning dispositions. Staff reflection on the SEF element of Wellbeing indicated working towards deliver and that with continued application of the flowchart of high expectations and engagement in learning that the target of delivering will met in 2021.</p> <p>All executive staff completed Berry Street Education model with a target of all staff completing this model of trauma informed practice in 2021. In addition the school has established partnerships with Be You and Bartyr to support student mental health in drought affect area. The impact of this initiative has lead to students more openly discussing and seeking support with mental health providers including Headspace and CAMHS.</p> <p>To address attendance and engagement of students the school developed an Attendance Action Plan. School attendance has improved by approximately 5% in term 4.</p>	<p>NGO and external service providers.</p> <p>0.5 Wellbeing Teacher</p> <p>1.0 Aboriginal Education Office</p> <p>Staff professional learning including Berry Street Educational Model and Trauma Informed practice (DoE)</p> <p>Attendance Action Plan</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

##### Process 2: Aspiration and Achievement

Building and maintaining a culture that encourages ongoing educational aspiration and learning

## Progress towards achieving improvement measures

**Process 2:** achievement supported by the whole school community.

Evaluation	Funds Expended (Resources)
<p>COVID prevented significant community engagement and activities to support aspiration and achievement.</p> <p>Activities to increase aspiration and achievement through University engagement were placed on hold and will resume in 2021.</p>	



## 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.

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

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

#### 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)
Through identification of the School Excellence Framework self assessment, targeted support was provided to the teaching staff to address the element of Data Use in Skills. The school focussed on numeracy with a clear mapped out process of identifying student performance measures, analyse data, unpacking the syllabuses and providing professional learning to support growth in numeracy. learning progressions have been mapped in all K-10 scope and sequences to enable explicit teaching of these essential skills and enable collaborative discussions on students performances to guide the where to.	<p>School Services Staff providing Professional learning on syllabuses and data analysis with a focus on numeracy.</p> <p>Learning progression and PLAN2 data</p> <p>Check-in data for years 3, 5 and 9</p> <p>Best Start Data for Kindergarten and year 7.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li><li>• Early action for success (\$29000.00)</li><li>• Low level adjustment for disability (\$10000.00)</li></ul>

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

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

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Literacy and Numeracy strategy built confidence in student writing and fundamental numeracy skills for some students. The ability based groupings were also successful.</p>	<p>Staffing</p> <p>Teaching and learning resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$140000.00)</li></ul>



### 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)
The Student Representative Council Constitutions has been developed ready for implementation in 2021.	
Professional learning on the What Work Best 2020 theme of assessment that includes formative and summative assessment will be undertaken in 2021	

##### Process 2: Student Leadership

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

Evaluation	Funds Expended (Resources)
This was impacted by Covid-19. In 2021, the school will refocus on proactive leadership opportunities for students to enhance student voice in contributing to school decision making.	

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			
	2017	2018	2019	2020
Boys	34	43	33	33
Girls	36	40	39	34

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.9	88.2	82.1	90.9
1	91.9	83.4	88.9	79.1
2	81.1	93.9	82.7	79.4
3	84.3	78.6	90.9	79.5
4	85	81.4	79.8	55.5
5	83.8	79.9	79.8	86.2
6	91.2	84.8	85	87.7
7	89.4	89.6	89	76
8	93.5	83.5	86.1	85.1
9	82.7	78.1	80.4	77
10	68.3	73.3	71.2	76.7
11	72.1	60.8	50.1	74.9
12	78	75.2	64.1	75.7
All Years	83	80.6	80.1	80.8
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	50
Employment	0	0	50
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	25	0

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

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0% of Year 12 students at Mungindi Central School undertook vocational education and training in 2020.

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

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100% of all Year 12 students at Mungindi 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)	2
Classroom Teacher(s)	9.04
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, 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	596,545
<b>Revenue</b>	3,011,730
Appropriation	2,969,862
Sale of Goods and Services	10,632
Grants and contributions	15,853
Investment income	383
Other revenue	15,000
<b>Expenses</b>	-2,744,702
Employee related	-2,443,613
Operating expenses	-301,089
<b>Surplus / deficit for the year</b>	267,028
<b>Closing Balance</b>	863,573

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>	71,463
<b>Equity Total</b>	383,782
Equity - Aboriginal	163,154
Equity - Socio-economic	159,212
Equity - Language	1,094
Equity - Disability	60,321
<b>Base Total</b>	1,780,677
Base - Per Capita	18,940
Base - Location	122,448
Base - Other	1,639,289
<b>Other Total</b>	696,981
<b>Grand Total</b>	2,932,903

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.

## Parent/caregiver, student, teacher satisfaction

In 2020, 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 2020 Tell them 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

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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.