

# 2021 Annual Report

## Mendooran Central School



2522

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Mendooran Central School

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## School vision

The whole school community will foster a learning environment that enables students to engage in their education in an inclusive and motivated manner. Our students will have the opportunity to grow and develop into resilient, critical thinkers and problem solvers. Students will also use effective and collaborative practice to support learning and become productive global citizens.

## School context

Mendooran Central School is an innovative, small rural school serving a diverse community with enrolments of 125 students (of which 35% identify as Aboriginal) from Kindergarten to Year 12. The school draws its primary and secondary students from the immediate township and the surrounding area. We provide a quality K-12 education in an inclusive and supportive environment.

Consultation on decision making with the students, staff, parents and community is through collaborative practice, surveys, interviews and workshops. We strive to provide our staff and students with updated technology to ensure a collaborative, dynamic and an up-to-date learning environment. Staff members focus on developing an individual commitment to learning with each and every student striving for excellence. We are continually striving to ensure that every student is known, valued and cared for in our school. We ensure students have access to outside training providers to ensure a broader curriculum. The school is well supported by a School P&C and we are partners with the local preschool and wider community.

At the end of 2020 we conducted a deep analysis of our school data to identify areas of strength and need. The consultation process included feedback through meetings, workshops and online surveys with all key stakeholders.

Our Situational Analysis indicated that areas of strength were growth in enrolments, wellbeing and human resources. Focus areas for the 2021-2024 Strategic Improvement Plan include student performance measures, particularly in Literacy and Numeracy, personalised learning and high quality teaching and learning.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in Reading and Numeracy to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Data Driven Practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$44,250.00

**Professional learning:** \$15,000.00

**Literacy and numeracy:** \$5,200.00

**Integration funding support:** \$10,000.00

**Early Action for Success (EAFS):** \$20,000.00

**QTSS release:** \$10,000.00

**Per capita:** \$2,000.00

### Summary of progress

Progress towards improved individual learning processes has been made throughout 2021 despite a number of barriers and challenges in regard to accessing appropriate supports and professional learning. Data analysis and growth towards improved manipulation of this data can be seen across all stages within the school. Our NAPLAN results evidence an upswing in results for most cohorts this year.

Next Steps:

\* Increase engagement of staff with professional learning opportunities to target specific areas of need as evidenced by internal and external data analysis.

\* Peer analysis and observation for stage and faculty planning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of Year 3 and 5 students achieving in the top 2 bands of Numeracy will increase by 3.5%.	In 2019, the number of Year 3 students achieving in the top 2 bands of Numeracy was 30%. In 2021, the number of students achieving in the top 2 bands increased by 20% to 50%.
The percentage of Year 7 and 9 students achieving in the top 2 bands of Numeracy will increase by 3.0%.	In 2019, the number of Year 5 students achieving in the top 2 bands of Numeracy was 25%. In 2021, the number of students achieving in the top 2 bands increased by 15% to 40%.  In 2019, the number of Year 7 students achieving in the top 2 bands of Numeracy was 0%. In 2021, the number of students achieving in the top 2 bands increased by 22.2%.  In 2019, the number of Year 9 students achieving in the top 2 bands of Numeracy was 25%. In 2021, the number of students achieving in the top 2 bands decreased by 25%.
The percentage of Year 3 and 5	In 2019, the number of Year 3 students achieving in the top 2 bands of

<p>students achieving in the top 2 bands of Reading will increase by 4%.</p> <p>The percentage of Year 7 and 9 students achieving in the top 2 bands of Reading will increase by 3%.</p>	<p>Reading was 40%. In 2021, the number of students achieving in the top 2 bands increased by 20% to 60%.</p> <p>In 2019, the number of Year 5 students achieving in the top 2 bands of Reading was 12.5%. In 2021, the number of students achieving in the top 2 bands increased by 37.5 to 50%.</p> <p>In 2019, the number of Year 7 students achieving in the top 2 bands of Reading was 37.5%. In 2021, the number of students achieving in the top 2 bands decreased by 12.5% to 25%.</p> <p>In 2019, the number of Year 9 students achieving in the top 2 bands of Reading was 50%. In 2021, the number of students achieving in the top 2 bands decreased by 10% to 40%.</p>
<p>All students have been assessed against the literacy and numeracy progressions.</p> <p>All students have been mapped against reading comprehension, with a focus on inference.</p>	<p>There were several factors which impacted the ability to achieve this progress measure. Targeted students involved in additional literacy and numeracy focus groups were plotted against the progressions, approximately 47% of primary students. The Executive position of an APC&amp;I allocated at the end of 2021 wasn't appointed due to no applicants. The global pandemic also had a negative effect on quality face-to-face lesson time impacting the content covered and assessment of students for 2021.</p>
<p>Increase the proportion of Aboriginal students attaining the HSC above the baseline of 39.7%, while maintaining their cultural identity (Mudgee Network target).</p>	<p>In 2020, Mendooran Central School had three students complete Year 12 and attain a HSC who identified as Aboriginal or Torres Strait Islander. This number decreased in 2021 and as such can not be reported on.</p>
<p>The proportion of primary students attending 90% of the time or more, will increase by 4.1%</p>	<p>In 2021 64.25% of kids attended 90% or more. This target is difficult to analyse due to COVID restrictions and learning from home periods.</p>

## Strategic Direction 2: Instructional leadership and high quality teaching

### Purpose

Embed effective teaching strategies that are supported by high impact professional learning, leading to improved student outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Capacity
- Collaboration

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$5,000.00

**Professional learning:** \$5,000.00

**Aboriginal background:** \$25,000.00

**Low level adjustment for disability:** \$60,300.00

**Socio-economic background:** \$20,000.00

**Location:** \$4,000.00

### Summary of progress

The executive team have faced significant challenges in adapting to deliver varied professional learning opportunities targeting staff capacity due to issues such as learning from home, minimal staffing and inability to recruit to vacancies. There is collective recognition that timelines, data use and analysis remain areas for extensive review among all staff. Collaboration also remains a focus, as various circumstances outside of our control have meant that we have had to place some activities on hold.

Next Steps:

\* Specific targeted professional development for middle executive to support the delivery of internal high quality teaching and learning practices.

\* Collaborative delivery and individual focus areas relating to the school excellence framework through faculty planning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers will develop a deep understanding of differentiation and data use in literacy and numeracy.	While there was sporadic use of data, especially in Primary, to inform and track student progress, there remains a need for further Professional Learning and development in this area in 2022. While data is used at the beginning of the year to identify student needs and to target intervention programs like Macqlit and Quicksmart, there was less engagement as the year went on and the staff identified that this is an area where confidence is still lacking. Furthermore, when data is looked at, teachers do not feel they know how to explicitly target these skills which need improving in the classroom. Therefore, further professional learning in specific intervention skills would be valuable to ensure that data, when accessed, is being responded to in an effective way.
Current evaluative practices are reviewed.	Evaluative practices including the collection of programs and records, lesson observations and Performance and Development Plans were reviewed and significant changes were made to improve these procedures. Previous programs were kept in hardcopy and this made it difficult for staff to ensure the stored documents were up to date and relevant as the semester progressed. Executive staff began the transition from paper

<p>Current evaluative practices are reviewed.</p>	<p>records to a digital form whereby programs could easily be accessed, updated and evaluated. In addition, Performance and Development Plan checks and lesson observations are to become more regular and formalised in the new year, with at least one Performance and Development Plan goal tied to the Strategic Improvement Plan.</p> <p>There is a need for greater use of data in the evaluative procedures of both executive and staff and this will be something to further develop in the future.</p>
<p>Provide high quality professional learning that will deepen teacher's knowledge and skills around explicit teaching.</p>	<p>Staff participated in quality professional learning throughout the year, as identified by executive staff, as well as requested as aligned to individual Performance and Development Plan goals. There is a requirement for further independent research into professional development opportunities, rather than only participating in those requested/planned by executive staff. Planning for professional development was significantly affected by Department of Education COVID-safe restrictions throughout 2021.</p>
<p>All staff participate in the External Validation process in term 4 2021.</p>	<p>Staff were placed into groups and allocated areas of focus. Planning commenced for the gathering of individual and group data based on the aspects of the School Excellence Framework. Following this initial planning which occurred in a significantly short time frame prior to External Validation, schools reverted to a learning from home pattern which led to increased challenges for the development of a common resource. Executive staff were allocated individual areas of supervision, and requested to virtually contact and maintain teams to gather and analyse resources.</p> <p>Staff did not all participate in the External Validation process, and this is an area for significant improvement in the future.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$121,113.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mendooran Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Staffing release for targeted professional learning around Minilit and QuickSmart</li> <li>• Employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students demonstrating progress towards their personalised learning goals. All PLSPs were updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Formally incorporate integration funding discussions into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to funding reviews and student enrolments.</p>
<p>Literacy and numeracy</p> <p>\$5,200.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mendooran Central School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Online program subscriptions to support literacy and numeracy</li> <li>• Staff training and support in literacy and numeracy</li> <li>• Resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased individual learning planning and implementation for students. Opportunities for staff to participate in targeted professional learning have occurred, and whole group professional learning regarding particular policies has been delivered by Department of Education staff, and implemented by those in attendance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Progression planning and use of analysis tools remains at the forefront for school planning. Inability to recruit to Assistant Principal Curriculum and Instruction position has been a challenge, and will remain a priority to action in Term 1 2022.</p>
<p>Socio-economic background</p> <p>\$114,250.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mendooran Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$114,250.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Data Driven Practices</li> <li>• Collaboration</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Professional development of staff through Macqlit training to support student learning</li> <li>• Employment of additional staff to support Macqlit and QuickSmart program implementation.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)  Year 5 NAPLAN Numeracy above SSSG  Data analysis of current students for forward planning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort has not been consistent.  Students will be further supported by the addition of an Assistant Principal Learning and Support position.  Combine carried forward funds with 2022 funds to develop increasingly targeted individual learning opportunities for students.</p>
<p>Aboriginal background</p> <p>\$25,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mendooran Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• Community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All staff participating in professional learning relating to the Aboriginal Education Policy, Turning Policy into Action, Aboriginal Histories and Cultures.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To increase engagement with allocated AECG to determine next steps within our school.</p>
<p>Low level adjustment for disability</p> <p>\$60,300.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mendooran Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Low level adjustment for disability</p> <p>\$60,300.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. We have seen an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To develop specific targeted role statements for all members of the learning and support team.</p>
<p>Location</p> <p>\$4,000.00</p>	<p>The location funding allocation is provided to Mendooran Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Technology resources to increase student engagement</li> <li>• Facilitate alternate meeting delivery to engage parents and community</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase in the availability of technology resources to increase student engagement. Increased parent engagement in the development of student learning plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To deliver targeted specific professional learning for engagement of students/staff/parents.</p>
<p>Early Action for Success (EAfS)</p> <p>\$20,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Mendooran Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional teacher to support literacy and numeracy programs</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$20,000.00</p>	<p><b>The allocation of this funding has resulted in:</b> Employment of additional staff to work with primary faculty to assist with data analysis in Literacy and Numeracy activities, particularly Minilit and QuickSmart.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Supporting the transition to the Assistant Principal Curriculum and Instruction initiative, which replaces this program. A further recruitment process is required in 2022 to fill this role, substantively.</p>
<p>QTSS release</p> <p>\$10,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mendooran Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional teaching staff to implement quality teaching initiatives</li> <li>• Assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staffing to support staff collaboration in the implementation of high-quality curriculum</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Utilising the skill set of the incoming Assistant Principal Curriculum and Instruction to support staff to target and refine quality teaching practices.</p>
<p>COVID ILSP</p> <p>\$96,366.48</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• Employing/releasing teaching staff to support the administration of the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted, explicit instruction for student groups in literacy and numeracy. Significant growth for students who were attending more than 90% of the time. Measurable growth for students attending more than 80% of the time.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue with small group tuition for targeted students. In 2022 we will employ additional SLSO's to support the core delivery of specific literacy and numeracy programs for targeted students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	63	56	52	51
Girls	72	71	71	70

## Attendance

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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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.6	86.8	92.6	90.5
1	88.4	89.8	87.8	88.8
2	95.4	88.3	85.9	85.9
3	89.2	89.7	94.6	90.2
4	87.4	88.4	90.7	91.3
5	87.8	90.8	95.2	87.7
6	90.3	88.6	88.3	88.8
7	86.5	82.3	94.5	80.2
8	89.6	83.2	80.1	86.8
9	77.5	83.6	83.6	75.3
10	81.7	72.6	81.4	68.9
11	71.7	61.7	83.1	77.6
12	83	80.7	85	89.8
All Years	86.6	84.9	88.2	85.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## 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	20	0	0
Employment	0	0	37.5
TAFE entry	0	0	25
University Entry	0	0	12.5
Other	0	0	0
Unknown	0	0	25

### Year 12 students undertaking vocational or trade training

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75.00% of Year 12 students at Mendooran Central School undertook vocational education and training in 2021.

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

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100% of all Year 12 students at Mendooran Central School expected to complete Year 12 in 2021 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)	8.22
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.57
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	521,943
<b>Revenue</b>	2,807,457
Appropriation	2,763,404
Sale of Goods and Services	8,391
Grants and contributions	22,499
Investment income	184
Other revenue	12,978
<b>Expenses</b>	-2,844,587
Employee related	-2,383,388
Operating expenses	-461,199
<b>Surplus / deficit for the year</b>	-37,131
<b>Closing Balance</b>	484,812

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	111,113
<b>Equity Total</b>	291,469
Equity - Aboriginal	63,486
Equity - Socio-economic	148,455
Equity - Language	0
Equity - Disability	79,528
<b>Base Total</b>	1,953,130
Base - Per Capita	30,420
Base - Location	63,564
Base - Other	1,859,146
<b>Other Total</b>	269,238
<b>Grand Total</b>	2,624,950

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.

## 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

Due to the completion of External Validation at the conclusion of 2021, parents, students and teachers were surveyed to gauge their level of understanding and engagement with school planning, as well as suggestions for future planning.

Parent surveys were sent to 100% of the parent/caregiver body, with general parent satisfaction of school programs, strategic directions, and focus areas in 2021. Parents were also given the opportunity to provide suggestions for future planning, however surveys largely did not provide suggestions. Parents/caregivers are also encouraged at all times to make contact with teachers and executive staff to raise questions, suggestions and concerns at an early point in time.

Students were surveyed in a variety of ways based on age appropriate understanding. Students provided not only positive feedback, but also good suggestions for 2022 planning.

Teachers indicated a general level of satisfaction, however increases in compliance workload continues to be at the forefront of challenges.

# 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.

## Aboriginal Education - School statement

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Mendooran Central School is committed to building relationships with our local and further-reaching community. We are engaged with the Gulgong AECG as aligned by Western One AECG, and look forward to continued engagement in 2022 with reduced COVID related restrictions. We work to strengthen staff and school understanding of Department of Education policies and procedures, in particular the Aboriginal Education Policy, and linked implementation documents, such as Turning Policy into Action. We continue to engage closely with the local Dubbo Aboriginal Education Support team.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Staff are responsible for investigating reported incidents of racism, and for supporting students at all levels to understand racism and discrimination and the significant impacts that can occur for all individuals. The principal and executive team are responsible for reviewing current practices to ensure they are consistent with Department of Education Policy. The Executive team will also negotiate reports of racism as required with the school nominated Anti Racism Contact Officer (ARCO).

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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 and anti-racism education - School Statement

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Our school community is diverse, and students, staff and community come from a wide variety of cultural backgrounds and experiences. We place value in building student understanding of the importance of multiculturalism and the vital role that all individuals bring to a school and community context.

