

# 2021 Annual Report

## Mungindi Central School



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# Introduction

The Annual Report for 2021 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 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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In this report we acknowledge the school's achievements. 2021 has been an incredibly challenging year.

As a school, our staff and students faced another year of interruptions to face to face learning as caused by factors including floods, COVID and border closures resulting in lost time from friends, peers and teachers. However, once again, our community united and displayed our strength, resilience and care to get through this difficult time.

First and foremost I would like to thank all of our wonderful staff for their dedication and hard work. I would also like to thank our community who supported their children through this time. Mungindi Central School is continuing to grow from strength to strength. This is due to the wonderful, committed, talented staff, led by a strong executive team focused on high quality teaching and learning. Our consistent approach to high expectations in learning and behaviour is reaping rewards.

At Mungindi Central School our students are proud, respectful, honest and resilient. Our teachers are working exceptionally hard behind the scenes to support their success and are focused on developing each individual to ensure they perform at their best. Despite the large amount of time away from face to face learning our school continues to thrive and grow towards our ambitions and high expectations.

As a result, every child in our school in 2021 showed growth in one or more areas of Reading, Writing, Grammar, Punctuation and Numeracy. Some students showed significant growth in two or more areas and jumped two bands. This focus on individual growth is a result of our commitment to the utilisation of a data wall and negotiated Personalised Learning Plans (PLPs) and Individualised Education Plans (IEPs) for all students.

The school technology upgrade under the Rural Access Gap (RAG) has seen the school benefit by the installation of 12 Commbox Learning Displays as well as 15 HP Elite laptops. This new technology supports teaching and learning. One such example allowed our students to engage with an astronaut on the International Space Station.

We will be continuing on the path of high expectations in teaching and learning by utilising a consistent, common language approach across all P-12 cohorts in regards to discipline and teaching and learning. This will occur through the utilisation of focused professional learning designed to drive high expectations and student improvement.

For further information regarding school directions and initiatives please visit our website and consider our School Improvement Plan which can be accessed here; [2021-2024 Mungindi Central School SIP \(nsw.gov.au\)](https://www.nsw.gov.au/2021-2024-mungindi-central-school-sip).

I would like to now take this opportunity to say farewell to Mr Peter Prince, Miss Hilary Campbell, Mrs Michaela Christensen, Ms Jo Radcliffe and Ms Rebecca Bailey for all you have done during your time here. Your contribution to the students of this school is greatly appreciated.

Lastly, I wish to thank our students and community for what has been an extremely outstanding year and look forward to another great year in 2022. Next year will bring many new and exciting initiatives to our school. We look forward to having our community back in and celebrating our learning with us.

## School vision

Mungindi Central School is committed to delivering an innovative, collaborative and engaging education promoting growth within an inclusive environment.

All members of the school community are committed to promoting excellence whilst remaining focused on the needs of each and every individual child and work together to achieve our school motto of Motivation, Commitment and Success to produce proud, respectful, responsible learners who are active, productive and informed citizens.

## School context

Mungindi is a small rural and remote border town located on the New South Wales and Queensland border, 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 with a current enrolment of 60, 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, an emerging technology focus and well supported whole school transition program from preschool to post school and work. 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.

Our school's current staffing includes a Principal, Head Teacher Secondary Studies, Assistant Principal, a School Administration Manager (SAM), two Aboriginal Education officers (AEO), five secondary and two primary classroom teachers, a preschool teacher, a Learning Support Teacher, two student learning support officers (SLSO), two school administration assistants (SAO) and one general assistant (GA). As we are the hub school for the Northern Border Senior Access Program, our staffing also includes an acting Deputy Principal and School Administration Manager.

Mungindi Central School has a strong secondary enrolment which is supported by the Northern Border Senior Access (NBSA) Program. This program connects Mungindi, Collarenebri, Goodooga and Boggabilla Central schools to broaden curricular and engagement opportunities. The utilisation of up to date technology allows for high levels of student retention to the completion of stage 6.

This plan 2021-2024 reflects a rigorous self-assessment process delivering three strategic directions, these being student growth and attainment, strong and sustainable systems and practices and community connections.

## 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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards 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

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice that reflect current research on best practice.

### 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.

- Quality Teaching K-12
- Monitor and Support Student Achievement

### Resources allocated to this strategic direction

**Professional learning:** \$25,137.00

**6101:** \$87,450.00

**Literacy and numeracy:** \$5,419.26

**Integration funding support:** \$65,389.00

**Socio-economic background:** \$96,902.60

**QTSS release:** \$8,184.61

**Low level adjustment for disability:** \$61,141.37

**English language proficiency:** \$22,653.87

**Aboriginal background:** \$100.00

**Early Action for Success (EAfS):** \$29,379.60

**Beginning teacher support:** \$14,845.00

**School support allocation (principal support):** \$13,604.00

### Summary of progress

#### Enabler:

- Committed school staff focused on and committed to whole school improvement.

#### Barriers included;

- Drought and flooding events
- The impact of COVID on attendance, community engagement and staffing
- Border restrictions
- An inability to access planned professional learning (PL)

Areas of significant development and improvement were in;

- The implementation of whole school (P-12) consistent approach to student behaviour management and teaching and learning programs. Common language, structure and formats assist staff in the teaching across K-12 and provide students with a consistency in language regarding high expectations and appropriate behaviours.
- Teaching and learning programs are monitored on a term basis and show evidence of adjustments in addressing individual student needs.
- Student assessment and tracking of student progress and achievement occurs every five weeks at faculty meetings.
- As part of the PDP process, teaching staff self evaluate against the Australian Professional Standards .
- Teachers are informed by analysis of data and involve students and parents in planning to support learning, and share expected outcomes (IEP and PLP's), reviewed each term.

#### Next steps

- A data wall will be constructed in the Professional Learning Centre (PLC) during 2022.
- Increased utilisation of PLC to support teacher learning conversations.
- Implementation of CLARITY Learning Suite by Lyn Sharratt.

### 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
Improvement in the percentage of Primary students achieving in the top 2 bands in reading to be above the system negotiated target baseline.	<ul style="list-style-type: none"> <li>Data indicates that 0% of students in top 2 bands reading showing minimal change from baseline data.</li> </ul>
Improvement in the percentage of Primary students achieving in the top 2 bands in numeracy to be above the system negotiated target baseline.	<ul style="list-style-type: none"> <li>Data indicates that 0% of students in top 2 bands numeracy showing minimal change from baseline data.</li> </ul>
Improvement in the percentage of Secondary students achieving in the top 2 bands in reading to be above the system negotiated target baseline.	<ul style="list-style-type: none"> <li>Data indicates that 25% of students in top 2 bands reading showing growth from baseline data.</li> </ul>
Improvement in the percentage of Secondary students achieving in the top 2 bands in numeracy to be above the system negotiated target baseline.	<ul style="list-style-type: none"> <li>Data indicates that 25% of students in top 2 bands numeracy showing growth from baseline data.</li> </ul>
The proportion of Aboriginal students in the top 3 NAPLAN bands in reading falls within the 0% - 7.3% (range).	<ul style="list-style-type: none"> <li>22% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target (of 7.3%) and upper bound target (of 12.3%)</li> </ul>
The proportion of Aboriginal students in the top 3 NAPLAN bands in numeracy falls within the 0% - 7.5% (range).	<ul style="list-style-type: none"> <li>11% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the lower bound target (of 7.5%).</li> </ul>
<p>Improvement in the percentage of students achieving expected growth in reading to be above the system negotiated target baseline.</p> <p>25% of students are aware of, and demonstrating, growth expectations through negotiated PLPs.</p>	<ul style="list-style-type: none"> <li>The proportion of students achieving expected growth in NAPLAN reading has increased by 71.43% resulting in achievement of the lower bound target of 60%..</li> <li>30% of students report via internal assessment measures they have challenging and achievable learning goals.</li> </ul>
<p>Improvement in the percentage of students achieving expected growth in numeracy to be above the system negotiated target baseline.</p> <p>25% of students are aware of, and demonstrating, growth expectations through negotiated PLPs.</p>	<ul style="list-style-type: none"> <li>The proportion of students achieving expected growth in NAPLAN numeracy has increased by 21.43% to 71.43% indicating achievement of the lower bound target of 60%.</li> <li>30% of students report via internal assessment measures they have challenging and achievable learning goals.</li> </ul>
Increase in the number of Aboriginal students attaining the HSC whilst maintaining cultural identity to be 50%.	<ul style="list-style-type: none"> <li>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity decreased to 50% which accurately reflects the percentage of Aboriginal students undertaking the HSC.</li> </ul>
<p>Teaching and Learning Programs: Follow a common whole school format and describe what all students are expected to know, understand and do..</p> <p>Differentiation: of curriculum delivery within classrooms happens for students with particular identified needs. The parents of affected students are advised about adjustments made. A rigorous system to support NCCD is accessible and utilised by all staff.</p> <p>Curriculum Provision: The school offers a curriculum that meets requirements of the DoE and NESA and provides equitable academic opportunities for all students.</p>	<ul style="list-style-type: none"> <li>External Validation process assessment against the School Excellence framework shows the school currently performing at delivering in the element of Curriculum.</li> <li>Document analysis of learning programs indicate 90% of learning programs follow the whole school format and describe what all students are expected to know, understand and do.</li> <li>Document analysis of learning programs indicate 90% of learning programs include evidence of adjustments made to accommodate individual student needs.</li> <li>Document analysis indicates the school offers a curriculum that meets requirements of the DoE and NESA and provides equitable academic opportunities for all students.</li> </ul>

<p>Value Add: The school's value add trend is indicating positive movement.</p> <p>Student Growth: The school identifies growth targets for individual students, using internal progress and achievement data.</p> <p>Internal and External Measures against Syllabus Standards: The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.</p>	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at delivering in the element of student performance measures.</li> </ul>
<p>Explicit Teaching and Feedback: Professional learning in Explicit Teaching is undertaken by staff and increasingly evident in programs, classrooms and professional conversations.</p> <p>Feedback: Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.</p> <p>Lesson Planning: Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.</p> <p>Classroom Management: Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning.</p>	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at working towards delivering in the element of effective classroom practice.</li> </ul>



## Strategic Direction 2: Strong and Sustainable Systems and Practices

### Purpose

To develop transparent, highly effective and sustainable school systems, practices and processes to minimise the negative impact of staff and student mobility.

### 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.

- Data Driven Practices
- Student Wellbeing
- Attendance

### Resources allocated to this strategic direction

**Professional learning:** \$3,100.00

**Location:** \$70,000.00

**:** \$36,837.00

**Aboriginal background:** \$76,116.00

### Summary of progress

#### Enabler:

- Committed school staff focused on and committed to whole school improvement.

#### Barriers included;

- Drought and flooding events
- The impact of COVID on attendance, community engagement and staffing
- Border restrictions

Areas of significant development and improvement were in;

- Assessment being increasingly used flexibly and responsively as part of daily classroom instruction. Formative assessment is practiced by teachers.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers are increasingly responding to trends in student achievement, at individual, group and whole school levels.
- Most teachers are increasing understanding of student assessment and data concepts (eg. causality, bias). They are increasing analysing, interpreting and extrapolating data to use this to inform planning, identify interventions and modify teaching practice.
- Structured approach to wellbeing of staff, students and family during lockdowns and working from home through daily contact via phone and TEAMS.

#### Next steps

- Collaborative discussion in the use of progression data within ALAN and the data wall in the PLC.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Review the school organisational structure to so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- Embed a systematic process focused on improvement in the monitoring and management of student attendance.

### 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
30% - 100% of Secondary students will be attending >90% of the time	• The number of students attending school 90% of the time or more has decreased to 5.5% from 20.8% in 2020 and 60.9% in 2019 .

Attendance is accurately monitored to allow for prompt action to address issues.	<ul style="list-style-type: none"> <li>• Attendance process tightened. Procedure reviewed. Increased accountability of teaching staff. Strengthening of process for AEO and HT/AP follow-up.</li> </ul>
Attendance: Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of attendance.</li> </ul>
Strengthen relationships and partnerships between school, parents and community by focusing on transition points, ie; Preschool, Kindergarten, Year 6 and Post School.	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at delivering in the element of learning culture and Transitions and Continuity of Learning.</li> </ul>
A Planned Approach to Wellbeing: Students and staff recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.	<ul style="list-style-type: none"> <li>• Tell Them From Me data reported positive wellbeing at 61.9% (Primary) and 66.7% (Secondary) , including Primary 57.89% and Secondary 71.43% in advocacy at school (SSSG 62%), Primary 42.86% and Secondary 68.42% (SSSG, 55%) in sense of belonging and Primary 71.43% and Secondary 73.68% (SSSG, 75%) in expectations of success.</li> </ul>
<p>Formative Assessment: Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.</p> <p>Student Engagement: Students know when and why assessment is undertaken.</p>	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at working towards delivering in the element of assessment and use while the theme of assessment has remained at working towards delivering</li> </ul>

## Strategic Direction 3: Community Connections

### Purpose

To expand connections through highly effective partnerships with the local and wider communities to provide the highest quality education ensuring all students are equipped to stay, leave and return to ensure the future growth of our local community.

### 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.

- Valuing Culture and Diversity
- Connected School Community

### Resources allocated to this strategic direction

**Aboriginal background:** \$89,306.00

**Location:** \$51,788.00

**Socio-economic background:** \$61,837.00

**Per capita:** \$18,070.00

**6101:** \$190,000.00

**:** \$50,000.00

### Summary of progress

#### Enabler:

- Committed school staff focused on and committed to whole school improvement.

#### Barriers included;

- Drought and flooding events
- The significant impact of COVID on attendance, community engagement and staffing
- Border restrictions

Areas of significant development and improvement were in;

- Aboriginal perspectives are identified in all teaching and learning programs, scopes and within the whole school environment.
- The school through the utilisation of the AEO and executive collaborates with parents and students to inform and support continuity of learning for all students including highly mobile students and students with a typical enrolment.
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience.
- The leadership team measures, analyses and provides feedback on school community satisfaction through the implementation of the TTFM, school generated surveys, feedback post school events.

#### Next steps

- Accessible feedback methods provide the school with the capacity to analyse, develop and improve school community relationships and connections to country for all students.
- Students P-12 are taught Gamillaroi language, delivered effectively and integrated into whole school practices, processes and strategies.
- There is a collective responsibility for student learning and success, which is shared by parents and students.
- The school is recognised positively by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.
- The school collaborates with the local community where appropriate on decisions about - and access to - school assets and resources, delivering benefit to both the school and the community.
- Trial of alternate community feedback methods such as Microsoft forms generated short surveys.

### 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
<p>High Expectations: Progress in learning and achievement is identified and acknowledged.</p> <p>Transitions and Continuity of Learning: The school actively plans for student transitions MPS to MCPS, MCPS to Kindergarten, Year 6 to Year 7, Year 10 to Year 11 and post school. The school communicates its transition activities to the school community.</p>	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at delivering in the element of learning culture.</li> <li>• A structured program for transition at various points occurred. Community involvement was limited due to COVID restrictions and border closures.</li> </ul>
<p>Individual Learning Needs: The needs of some students are explicitly addressed in teaching and learning programs.</p> <p>Behaviour: The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff communicate expectations of behaviour across school settings.</p>	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at delivering in the element of wellbeing.</li> <li>• Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs.</li> <li>• Evaluation and implementation of whole school behaviour management process focused on common language and high expectations was implemented.</li> </ul>
<p>Community Engagement: Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. Future directions are based on feedback solicited from the community.</p>	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at delivering in the element of educational leadership.</li> <li>• Delay in implementing this progress measure due to COVID.</li> </ul>
<p>Community Use of Facilities: The school responds to community use of school facilities.</p>	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at delivering in the element of school resources</li> <li>• Delay in implementing this progress measure due to COVID.</li> </ul>
<p>Community Satisfaction: The leadership team measures school community (parent and student) satisfaction through the implementation of the TTFM and school generated surveys.</p>	<ul style="list-style-type: none"> <li>• External Validation process assessment against the School Excellence framework shows the school currently performing at delivering in the element of management practices and processes.</li> <li>• Alternative strategies to engage are being considered as TTFM is not utilised effectively community. Microsoft forms generated surveys will be trialed.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,389.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mungindi 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>• Quality Teaching K-12</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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</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> Positive growth for students in many areas of Literacy and Numeracy. 40% of students are on Individualised learning plans that are negotiated with students and parents leading to differentiated teaching and learning</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to see student growth in all areas of Literacy and Numeracy. Employ staff to provide additional support for students who have high-level learning needs. Employ additional staffing to assist students with additional learning needs.</p>
<p>Socio-economic background</p> <p>\$158,739.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mungindi Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</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>• Quality Teaching K-12</li> <li>• Monitor and Support Student Achievement</li> <li>• Valuing Culture and Diversity</li> <li>• Connected School Community</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>• additional staffing to implement Literacy Strategies to support identified students with additional needs</li> <li>• professional development of staff to support student learning</li> <li>• employment of additional staff to support Whole School Literacy focus 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> Increased community engagement and enrolment through changing community perceptions. Improved consistent and unified approach across the NBSA COS. Equitable opportunities for all students. Targeted PL focused on improving student outcomes and developing a consistent teaching and learning approach across P-12.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide equitable opportunities to all students. Continued focus on whole school literacy, Numeracy and wellbeing. Maintain commitment to use of consistent language, support systems and</p>

<p>Socio-economic background</p> <p>\$158,739.60</p>	<p>high expectations to drive improvement and cultural change. Employ additional staffing to implement Literacy Strategies to support identified students with additional needs. Targeted professional development of staff to support student learning.</p>
<p>Aboriginal background</p> <p>\$165,522.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mungindi 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>• Attendance</li> <li>• Valuing Culture and Diversity</li> <li>• Monitor and Support Student Achievement</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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved communication and relationships between the school and Aboriginal community, including Local AECG.. Strengthened student attendance monitoring and management process.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further refinement of the PLP process. Continued focus on engagement of Aboriginal community in the school improvement process. Continued employment of AEO's and SLSO's as positive role models and to assist with programs that include transition, attendance and teaching and learning. Continued employment of an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p>
<p>English language proficiency</p> <p>\$22,653.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mungindi 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>• Quality Teaching K-12</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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EALD students successfully accessing curriculum and completing minimum standards.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide and maintain targeted support to ensure equity for identified</p>

<p>English language proficiency</p> <p>\$22,653.87</p>	<p>students.</p>
<p>Low level adjustment for disability</p> <p>\$61,141.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Mungindi 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 enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching K-12</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <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> <li>• support for students in Life Skills; Individual Learning Plans/Profiles.</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students are successfully integrated into the mainstream setting and accessing the full curriculum. All students have a current IEP that is regularly negotiated and reviewed with parents.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide and maintain targeted support to ensure equity for identified students through negotiated IEP's and successful integration practices. . Provide support for targeted students within the classroom through the employment of School Learning and Support Officers Employ of LaST and interventionist teacher. Employ additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p>
<p>Location</p> <p>\$121,788.00</p>	<p>The location funding allocation is provided to Mungindi 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>• Valuing Culture and Diversity</li> <li>• Student Wellbeing</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>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Equitable student engagement in curricular related activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Utilise funding to provide equitable access to programs, events to meet curriculum needs. Subsidise student excursions to enable all students to participate. Manage technology resources to increase student engagement.</p>

<p>Literacy and numeracy</p> <p>\$5,419.26</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mungindi 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>• Quality Teaching K-12</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in whole school literacy initiative.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student growth across cohorts as measured via a variety of internal and external qualitative measures.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Extend and refine whole school approach to Literacy - focus on writing Continue targeted professional learning to improve literacy and numeracy Provide teacher release to engage staff in whole school literacy initiative.</p>
<p>Early Action for Success (EAfS)</p> <p>\$29,379.60</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Mungindi 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>• Monitor and Support Student Achievement</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 Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> <li>• employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student growth through high quality mentoring and PL with a strong data driven focus.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employment of Instructional Leader to support literacy and numeracy programs Employment of Instructional Leader to facilitate and support K-6 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students. Employment of Instructional Leader to train staff and assist with data analysis in Literacy and Numeracy.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mungindi</p>



<p>\$8,184.61</p>	<p>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>• Quality Teaching K-12</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> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved student outcomes through improved processes that support teaching and learning practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employment of additional teaching staff to implement quality teaching initiatives. Continued development of Professional Learning Centre for teaching staff.</p>
<p>COVID ILSP</p> <p>\$67,849.87</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>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Positive individual student growth across many aspects of literacy in and numeracy as measured by internal and external assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employing/releasing staff to coordinate the program Development of resources and planning of small group tuition Providing targeted, explicit instruction for student groups in literacy</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	43	33	33	23
Girls	40	39	34	25

### Attendance

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	88.2	82.1	90.9	47.5
1	83.4	88.9	79.1	83.3
2	93.9	82.7	79.4	79.6
3	78.6	90.9	79.5	72.3
4	81.4	79.8	55.5	73.8
5	79.9	79.8	86.2	58.4
6	84.8	85	87.7	70.8
7	89.6	89	76	81.6
8	83.5	86.1	85.1	65.2
9	78.1	80.4	77	73.1
10	73.3	71.2	76.7	25.2
11	60.8	50.1	74.9	74.1
12	75.2	64.1	75.7	74.3
All Years	80.6	80.1	80.8	69.4
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	0	0	0
Employment	0	0	50
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	50
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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100.00% of Year 12 students at Mungindi 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 Mungindi 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)	2
Classroom Teacher(s)	8.57
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 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	863,573
<b>Revenue</b>	3,154,386
Appropriation	3,134,286
Sale of Goods and Services	6,236
Grants and contributions	5,345
Investment income	163
Other revenue	8,355
<b>Expenses</b>	-2,574,557
Employee related	-2,278,876
Operating expenses	-295,681
<b>Surplus / deficit for the year</b>	579,829
<b>Closing Balance</b>	1,443,402

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>	65,389
<b>Equity Total</b>	408,057
Equity - Aboriginal	165,522
Equity - Socio-economic	158,740
Equity - Language	22,654
Equity - Disability	61,141
<b>Base Total</b>	1,818,466
Base - Per Capita	18,070
Base - Location	121,788
Base - Other	1,678,609
<b>Other Total</b>	674,489
<b>Grand Total</b>	2,966,401

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

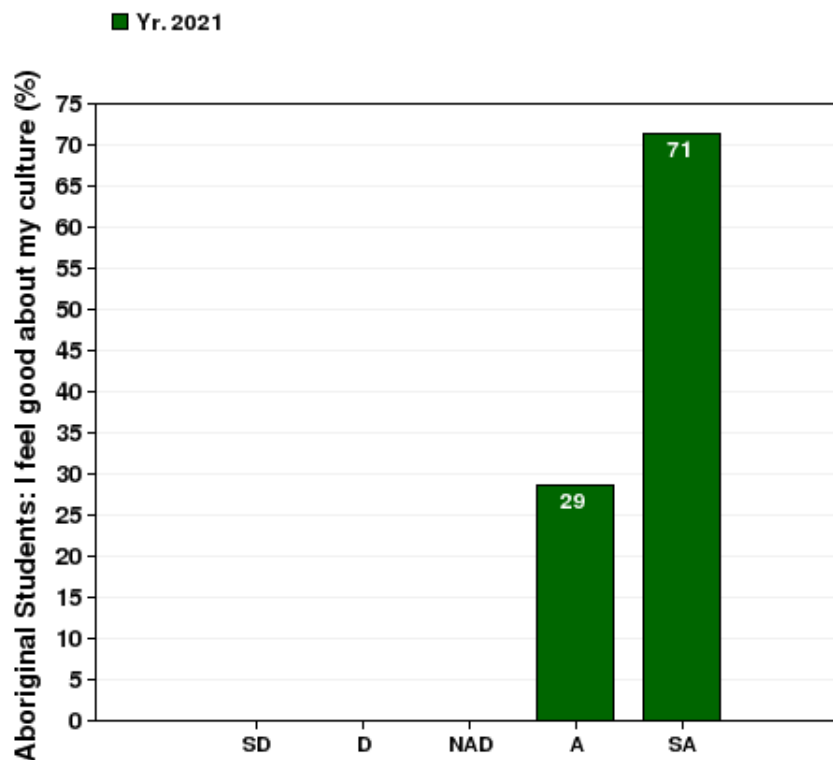
In 2021, the school sought the opinions of parents, students and teachers about the school and school programs. Their responses are presented below. For parents, opportunities include P&C and Aboriginal Education Consultative Group (AECG) Meetings and Parent Teacher Interviews. Furthermore students, staff and parents were provided the opportunity to participate in the 2021 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 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 continue to move forward.



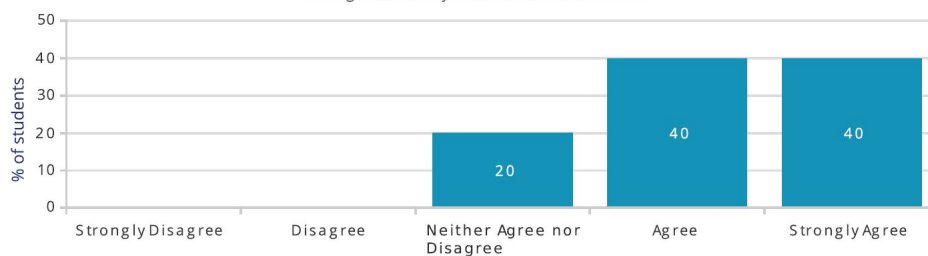
# Mungindi Central School: Aboriginal Students: I feel good about my culture



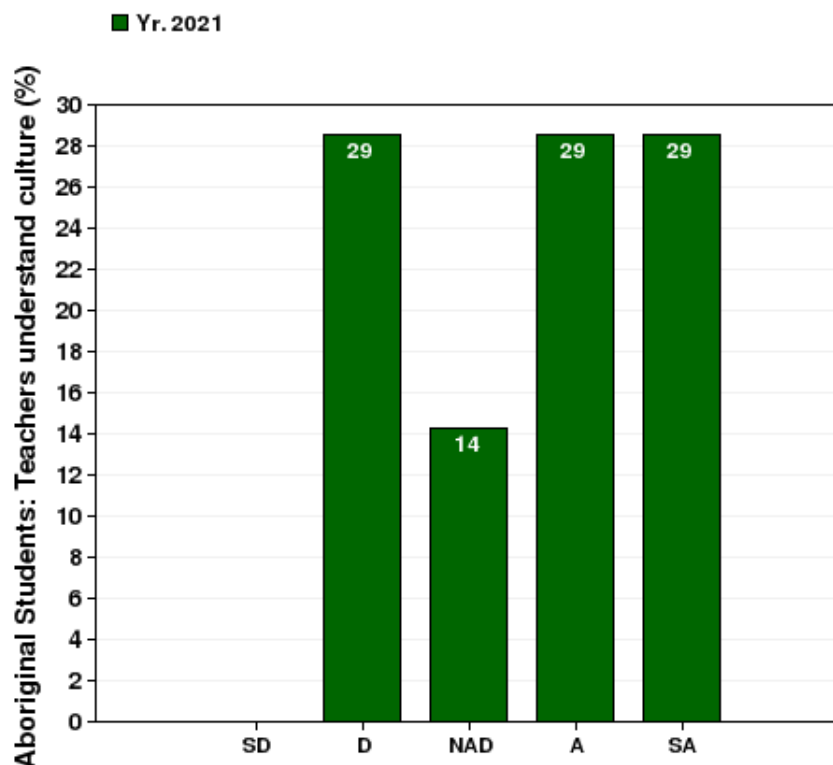
Key - Strongly Disagree (SD), Disagree (D), Neither Agree or Disagree (NAD), Agree (A), Strongly Agree (SA).

## Aboriginal students: I feel good about my culture

I feel good about my culture when I am at school.



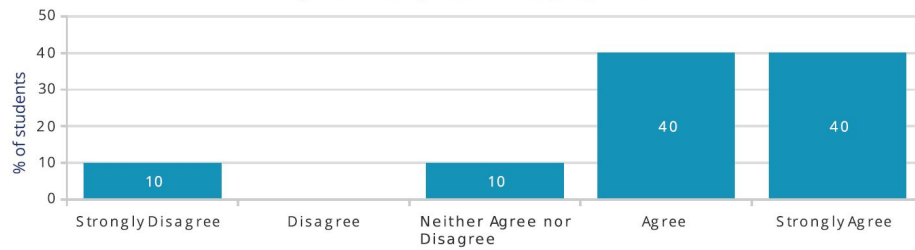
# Mungindi Central School: Aboriginal Students: Teachers understand culture



Key - Strongly Disagree (SD), Disagree (D), Neither Agree or Disagree (NAD), Agree (A), Strongly Agree (SA).

### Aboriginal students: Teachers understand culture

My teachers have a good understanding of my culture.



6.3

School Mean

6.1

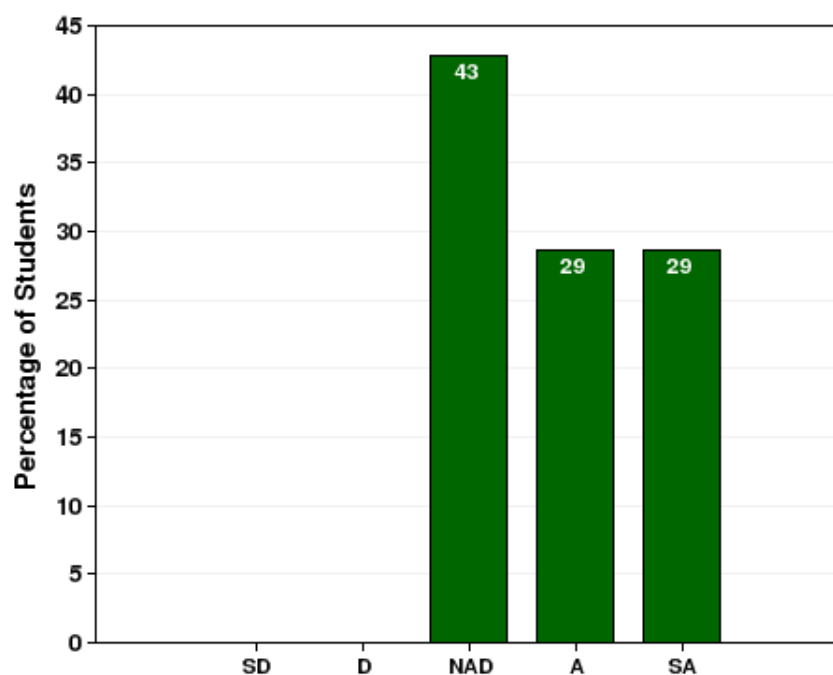
NSW Govt Norm



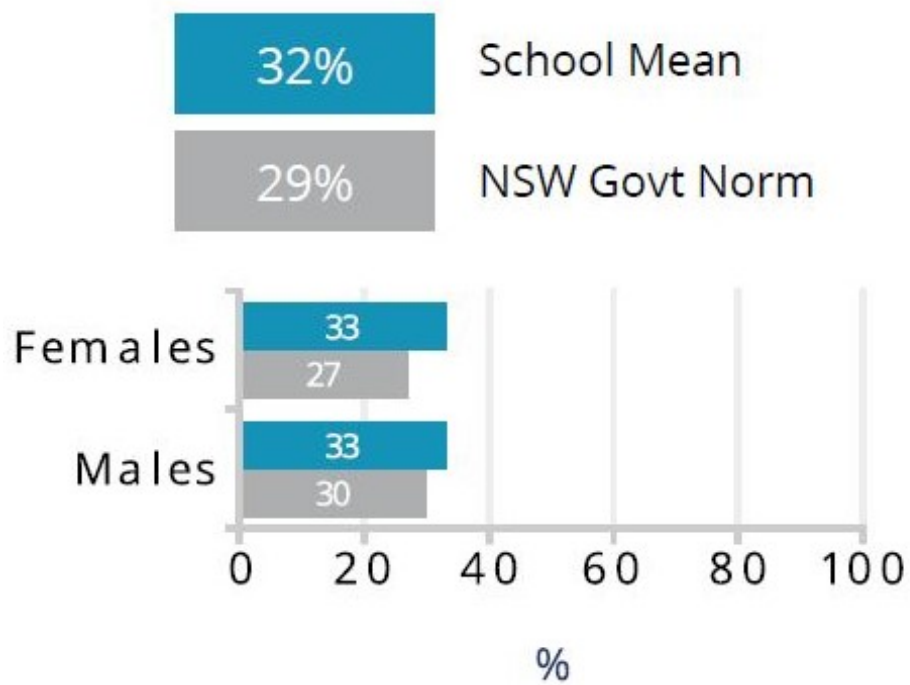
### Advocacy at School

#### Mungindi Central School: School pride

■ Yr. 2021



Key - Strongly Disagree (SD), Disagree (D), Neither Agree or Disagree (NAD), Agree (A), Strongly Agree (SA).



Students interested and motivated in their learning

# 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 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.

## 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.