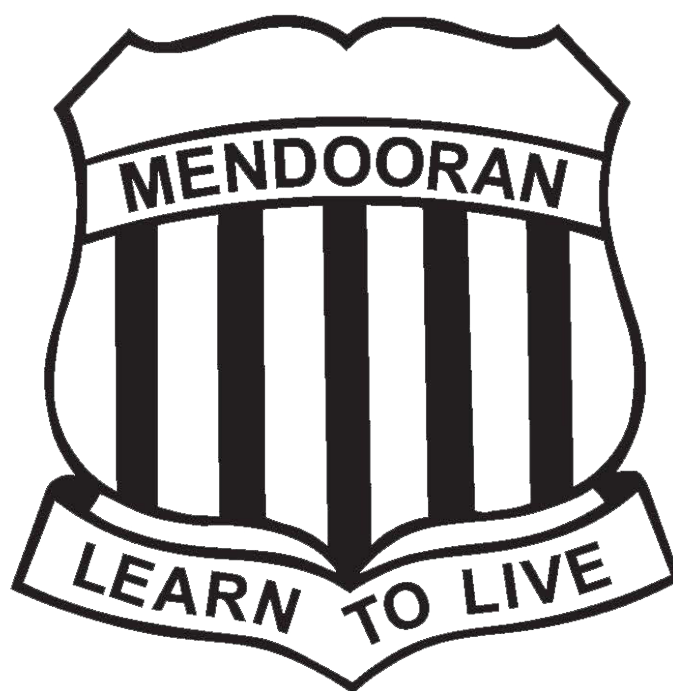


# 2022 Annual Report

## Mendooran Central School



2522

# Introduction

The Annual Report for 2022 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

Brambil Street

MENDOORAN, 2842

<https://mendooran-c.schools.nsw.gov.au>

[mendooran-c.school@det.nsw.edu.au](mailto:mendooran-c.school@det.nsw.edu.au)

6886 1149

## 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 110 students (of which 36% 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 generally through collaborative practice, surveys, interviews and workshops. We strive to provide our staff and students with updated technology to ensure a collaborative, dynamic and up-to-date learning environment. Staff members focus on developing an individual and collective commitment to learning with each and every student being encouraged to strive for excellence. We are continually striving to ensure that every student is known, valued and cared for in our school. Our students have access to outside training providers to ensure a broad and relevant curriculum. The school is well supported by the 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 current 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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

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

**Socio-economic background:** \$50,000.00

**AP Curriculum & Instruction:** \$60,000.00

**Location:** \$63,904.34

**QTSS release:** \$13,330.84

**Low level adjustment for disability:** \$20,000.00

**Per capita:** \$30,624.81

### Summary of progress

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The **Personalised Learning** initiative involved: a cross-curricular focus on Literacy and Numeracy, individualised support for Aboriginal HSC candidates and development of a high expectations culture including around student expected growth and attendance.

The activities identified and progress made to support the Personalised Learning initiative included:

- **the building of staff capacity to monitor student growth using the Literacy and Numeracy Learning**

**Progressions:** progress was modest until the arrival of the Assistant Principal Curriculum and Instruction late in the year - we are confident that staff capacity around progressions will be meaningfully built in 2023.

- **the development of individualised, student learning plans:** this activity was partially implemented in that Personalised Learning Pathways were completed for ATSI students and appropriate plans were established for students requiring significant differentiation and adjustments - goal setting and planning are critical to individual and collective student success and our 2022 experience will inform implementation in 2023.

The **Data Driven Practices** initiative involved: the development of teacher capacity in data collection and analysis, including collaboratively, to support the tracking of student growth in Literacy and Numeracy and teacher focus on effective assessment practices.

The activities identified and progress made to support the Data Driven Practices initiative included:

- **a review of policies and associated procedures:** extensive stakeholder consultation resulted in processes and procedures around mobile phone and other device use, including the introduction of Yondr pouches, which strongly influenced the maintenance of classroom environments conducive to effective teaching and learning - enhancements to processes and procedures around attendance and excursions have also supported the effectiveness and efficiency of each.

- **the establishment of a focus group to review the use of data in programming:** this particular activity remained a work in progress notwithstanding the school wide recognition of the significant benefits associated with data-informed practice - one key challenge for 2023 will be, not only to continue accumulating the data, but to genuinely analyse and triangulate it so teaching practice is informed and impactful.

### Progress towards achieving improvement measures

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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 NAPLAN Numeracy will increase by 7.7%.	<ul style="list-style-type: none"> <li>• 50% of year 3 and 30% of Year 5 achieved in the top two bands of NAPLAN Numeracy in 2021. 71% of Year 3 and 10% of Year 5 achieved in the top two bands of NAPLAN Numeracy in 2022. Year 3 have met this numeracy growth target, however, year 5 have not. Whilst there was overall growth across the combined group, the growth target was not met. This result will inform the way forward to remediate the situation in 2023.</li> </ul>
The percentage of Year 9 students achieving in the top 2 bands of NAPLAN Numeracy will increase by 6.6%.	<ul style="list-style-type: none"> <li>• No Year 9 students achieved in the top two bands of NAPLAN Numeracy in 2021 or 2022. Year 9 were a smaller than normal cohort which influenced to some degree why they did not meet this target in 2022.</li> </ul>
The percentage of Year 3 and 5 students achieving in the top 2 bands of NAPLAN Reading will increase by 8.1%.	<ul style="list-style-type: none"> <li>• 59% of year 3 and 13% of year 5 achieved in the top two bands of NAPLAN Reading in 2021. 71% of year 3 but no year 5 students achieved in the top two bands of NAPLAN Reading in 2022. Year 3 met this growth target in reading but year 5 did not. The overall growth target was not met. This result will inform the way forward to remediate the situation in 2023.</li> </ul>
The percentage of Year 9 students achieving in the top 2 bands of NAPLAN Reading will increase by 6.5%.	<ul style="list-style-type: none"> <li>• 14% of Year 9 students achieved in the top two bands of NAPLAN Reading in 2021. 9% of Year 9 students achieved in the top 2 bands of NAPLAN Reading in 2022. Year 9 did not meet this growth target in reading which in part is influenced by their small cohort size.</li> </ul>
A minimum have achieved 50% growth against the identified progressions.	<ul style="list-style-type: none"> <li>• According to our 2021 and 2022 Check-in Assessment data, we did not meet the target. Whilst Years 3 and 4 experienced measurable growth, Years 5 and 6 did not. This result will inform the way forward to remediate the situation in 2023.</li> </ul>
A minimum have achieved 50% growth against the identified progressions.	<ul style="list-style-type: none"> <li>• According to our 2021 and 2022 Check-in Assessment data, we did not meet the target. This result will inform the way forward to remediate the situation in 2023.</li> </ul>
Increase the proportion of Aboriginal students attaining the HSC to between the baseline of 39.7% and the lower bound of 58.9%, while maintaining their cultural identity (Mudgee Network target).	<ul style="list-style-type: none"> <li>• This can not be reported on in 2022 as there were no Aboriginal HSC candidates in 2022.</li> </ul>
The proportion of primary students attending 90% of the time or more, will increase by 9.1%.	<ul style="list-style-type: none"> <li>• 57% of primary students attended 90% of the time or more in 2021; 45% attended 90% of the time or more in 2022 representing a 12% fall. Daily followup of absent students with parents and carers and the ability to respond and support, including externally, will help allay this trend. The intended engagement of an Aboriginal staff member with roles around community liaison, the promotion of cultural awareness and wellbeing will complement the work of the Home School Liaison Officer. The school's commitment to student growth and attainment and teacher quality will also serve to address this trend in 2023.</li> </ul>

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

### Purpose

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

### Initiatives

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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

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**Professional learning:** \$14,400.04

**Socio-economic background:** \$115,901.63

**AP Curriculum & Instruction:** \$30,342.60

**Low level adjustment for disability:** \$58,110.34

**Aboriginal background:** \$68,587.20

### Summary of progress

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The **Building Capacity** initiative involved teacher development and recognition of the notion of best practice and included: the alignment of performance development plans with the Teaching Standards, the promotion of evaluative practice and coaching and mentoring, the flow on to program development including differentiation and learning intentions.

The activities identified and progress made to support the Building Capacity initiative included:

- **improvement of program quality:** progress was made during 2022, however, less than what was anticipated - all staff are familiar with Onenote with a significant proportion proficient to varying levels - experience has led to the prioritisation of a focus going forward on future-proofing programs as they are developed including their maintenance and accessibility, to avert the loss of resources upon staff departures from Mendooran Central School.

- **high impact professional learning:** PL around the significance and implementation of PAT testing was undertaken, however, full implementation was hampered by competing priorities - systematic and targeted professional learning to support strategic directions will be a focus for 2023.

- **coaching and mentoring:** informal coaching and mentoring was evident across the school, however, no formal program was initiated in 2022 - Assistant Principal Curriculum and Instruction arrived later in the year and was proactive in supporting the school with curriculum reform - professional learning on Quality Teaching Rounds was taken up by identified teachers, however, formal implementation was yet to begin in earnest - Quality Teaching Rounds are anticipated to be a feature of PL in 2023 in line with a focus on professional learning that is future-focused and associated with best practice.

The **Collaboration** initiative involved: the intended support of parents and carers in student learning and planning, the establishment of learning alliances for enhanced curriculum provision, enhanced connections with other schools and agencies including those able to support Aboriginal cultural awareness and achievement.

The activities identified and progress made to support the Collaboration initiative included:

- **teacher collaboration across school:** a variety of information channels support effective collaboration across the whole school as well as within faculties - Learning and Support activities evident but need to be re-prioritised in 2023 - potential for increased inter-school collaboration will also be a focus in 2023 as will early career teacher support.

- **school committee to support Aboriginal cultural awareness:** a committee was established to support cultural awareness but progress was limited by its small size - members attended AECG meetings on rotation and NAIDOC Day was the main cultural event of the year - there is an opportunity in 2023 to engage an Aboriginal staff member to help drive awareness and outcomes including through proactive community engagement.

- **curriculum development through connections with other schools:** opportunities were taken in 2022 including with Gilgandra HS - this is likely to be an ongoing mutually beneficial arrangement in terms of the establishment of

connections and structures - a greater focus on the sharing of best practice will be forthcoming in 2023.

### 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
All teaching and learning programs demonstrate the use of data to differentiate for student learning.	<ul style="list-style-type: none"> <li>The development of programs which: acknowledge 21st century teaching and learning, reflect best practice and creativity to enhance growth and engagement and also satisfy accountability measures, continued to be a work in progress in 2022 - enhanced data informed practice in 2023 will see teachers better knowing the respective capacities of their students which will lead to the targeted implementation of differentiation and adjustments</li> </ul>
All staff develop PDPs that clearly identify improved performance. All staff can provide evidence that they are working towards their goals.	<ul style="list-style-type: none"> <li>Individual staff Performance and Development Plan goals took account of the school's Strategic Improvement Plan, the Teaching Standards as well as areas of professional development that, on reflection, would enhance the efficacy of their pedagogy and in turn student learning outcomes.</li> </ul>
Explicit teaching strategies are consistently used in literacy and numeracy to support literacy and numeracy outcomes.	<ul style="list-style-type: none"> <li>Explicit teaching strategies were routinely adopted across K-12 including to support assessment as an example of current best practice.</li> </ul>
All staff collaborate and make adjustments for learning based on the next steps identified through the External Validation process.	<ul style="list-style-type: none"> <li>Collaboration was a feature clearly evident at Mendooran Central School during 2022. In 2023, the unrealised benefits of collaboration external to the school will be sought.</li> </ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$107,549.00</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>• 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding discussion into the Learning and Support Team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding may be adjusted throughout the year in response to enrolments and student planning reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$19,400.04</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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> <li>• Building Capacity</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>• professional learning and casual cover</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- engaging an additional teacher to support teachers to develop refined approaches to teaching writing and explore modeled, interactive, guided and independent writing.</li> <li>- increased capacity of all teachers to analyse data and plan for differentiated programs to support individual student needs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- individual focused professional learning, as well as faculty and whole school targeted professional learning.</li> </ul>
<p>Socio-economic background</p> <p>\$165,901.63</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><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>• Building Capacity</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 in the use of literacy progressions to</li> </ul>

<p>Socio-economic background</p> <p>\$165,901.63</p>	<p>support student learning.</p> <ul style="list-style-type: none"> <li>• Development of proformas for in class checking of progressions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have developed a deeper understanding of how to use the Literacy and Numeracy Learning Progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued focus on the use of the progressions with an emphasis placed on monitoring student progress.</p>
<p>Aboriginal background</p> <p>\$68,587.20</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>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to support Literacy and Numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been given opportunities to engage in cultural awareness activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The development of a Wiraduri language program.</p>
<p>Low level adjustment for disability</p> <p>\$78,110.34</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 enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Building Capacity</li> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been supported to improve numeracy and literacy skills in mainstream classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The learning and Support Teacher will meet regularly with classroom teachers to analyse data and collaboratively plan teaching and learning intentions to improve student outcomes.</p>
<p>Location</p> <p>\$63,904.34</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</b></p>

<p>Location</p> <p>\$63,904.34</p>	<p><b>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 operational funding include:</b></p> <ul style="list-style-type: none"> <li>• professional learning opportunities to improve Individual Education Plans and Personalised Learning Pathways which includes regular monitoring.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There is a greater understanding of the elements of quality learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Regular monitoring of learning plans and mentoring sessions.</p>
<p>QTSS release</p> <p>\$13,330.84</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>• Data Driven Practices</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved understanding of the use of data to improve student literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The addition of an Assistant Principal Curriculum and Instruction to lead collaborative practice.</p>
<p>COVID ILSP</p> <p>\$88,293.00</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 2022.</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>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> support for students to build numeracy and literacy skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued use of funds to support students with identified literacy and numeracy needs.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	56	52	51	50
Girls	71	71	70	59

## 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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	86.8	92.6	90.5	79.4
1	89.8	87.8	88.8	86.6
2	88.3	85.9	85.9	80.5
3	89.7	94.6	90.2	78.9
4	88.4	90.7	91.3	79.9
5	90.8	95.2	87.7	85.6
6	88.6	88.3	88.8	82.6
7	82.3	94.5	80.2	78.2
8	83.2	80.1	86.8	68.5
9	83.6	83.6	75.3	66.6
10	72.6	81.4	68.9	75.4
11	61.7	83.1	77.6	31.4
12	80.7	85.0	89.8	70.7
All Years	84.9	88.2	85.5	77.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

## 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	N/A	N/A	N/A
Employment	N/A	N/A	N/A
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	100
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Mendooran Central School undertook vocational education and training in 2022.

### 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 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.6
Head Teacher(s)	1
Classroom Teacher(s)	6.81
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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	390,821
<b>Revenue</b>	2,700,641
Appropriation	2,669,829
Sale of Goods and Services	11,715
Grants and contributions	17,966
Investment income	169
Other revenue	963
<b>Expenses</b>	-2,627,012
Employee related	-2,252,960
Operating expenses	-374,052
<b>Surplus / deficit for the year</b>	73,630
<b>Closing Balance</b>	464,451

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	107,549
<b>Equity Total</b>	312,599
Equity - Aboriginal	68,587
Equity - Socio-economic	165,902
Equity - Language	0
Equity - Disability	78,110
<b>Base Total</b>	1,875,839
Base - Per Capita	30,625
Base - Location	63,904
Base - Other	1,781,310
<b>Other Total</b>	235,375
<b>Grand Total</b>	2,531,362

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

Stakeholder satisfaction and the confidence and support that the community generates for Mendooran Central School was critical to its smooth and effective functioning in 2022. Change associated with the transitioning of school leadership initially presented significant challenges for some in the broader school community, however, staff and students maintained their focus on effective teaching and engaged learning in 2022.

Tell Them From Me data suggested that nearly 90% of students felt a sense of belonging and believed they displayed positive behaviours at school. Nearly 80% of students felt a sense of school pride whilst around 60% of students felt their classrooms accommodated everyone and, of Aboriginal students, 60% felt good about their culture.

The P&C meets monthly to promote the interests of the school, facilitate its development, and support initiatives in order that the best possible outcomes for students can be achieved. Parents, carers and the broader Mendooran Central School community were mainstays at school events including sporting carnivals, and the ANZAC Day ceremony. The community supports the school in many ways including opportunities for school excursions to various local places of interest. Parents and carers have also highlighted to the school the importance of opportunities to discuss their child's progress which occur at Parent-Teacher Interviews.

Teachers did not complete the Tell Them From Me survey this year so it will be important to gauge teacher satisfaction in 2023.

# 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.