

# 2022 Annual Report

## Merriwa Central School



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## Introduction

The Annual Report for 2022 is provided to the community of Merriwa 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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## School vision

Our focus on quality teaching aims to ensure all students can achieve their true potential. "Valuing individual potential - achieving personal best". At Merriwa Central School the school community is committed to improving our education of students, in an inclusive environment, to develop responsible, engaged and successful learners, focused on educational attainment.

## School context

Merriwa Central School is a K-12 school (234 students including 54 Aboriginal students) located within a supportive community in the Upper Hunter. It caters to students from the local town and villages servicing a largely rural community. It is one of the oldest schools in the State and was one of the first National Schools established in 1850. Merriwa Central School is unique in several respects. Firstly it is the only central school in the Hunter region, and secondly it is one of four central schools in the State with a separate primary and secondary campus.

The primary enrolment of 130 students is divided into 7 classes, some of which are multi-grade. Some classes are also across stages. The secondary enrolment of 104 is divided into classes of the same year or stage group. In some cases the class may consist of the entire enrolment for that year group. In 2021 a multi-categorical support class was established in both primary and secondary for students with additional support needs. In 2022 an additional support class was established in secondary with the appointment of a Head Teacher Support.

Students are taught a wide variety of subjects delivered by classroom teachers, through video conference, by distance education and at TAFE. The Upper Hunter Trade Training Centre is a joint facility in collaboration with Scone High School, Muswellbrook High School and Scone Grammar School. The Merriwa Campus enables students to complete Certificate II in Hospitality, as well as Certificate I in Metal and Engineering.

Geographic, cultural and socioeconomic disadvantage are issues for our students in a region which has been impacted by drought in recent years. Increasingly, access to paediatric and mental health support services to support our students, has been difficult for teachers and parents. The school has acted proactively by appointing a Deputy Principal Student Wellbeing to assist parents to navigate access to these services.

The school consulted with the community to maintain focus on the plan, which included student growth and attainment, wellbeing and community.

## 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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
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.

### 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
- Data Driven Practices
- Aboriginal students attaining the HSC

### Resources allocated to this strategic direction

**Professional learning:** \$18,500.00

### Summary of progress

Our focus for 2022 was on the use of highly effective teaching practices to improve vocabulary across all subject areas. School teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on vocabulary teaching strategies drawn from the evidence-base was a focus in stage and faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this strategic direction we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs. This will support further improvement in teaching practice across the school.

### 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 students achieving in the top 2 bands in Reading with a minimum of the lower bound system-negotiated targets being achieved: Primary: 15.5%	• 2022 NAPLAN data indicates 26.9% of students are in the top two skill bands for reading, indicating the school surpassed the target baseline.
* Improvement in the percentage of students achieving in the top 2 bands in Reading with a minimum of the lower bound system-negotiated targets being achieved: Secondary: 14.4%.	• 2022 NAPLAN data indicates 0% of students are in the top two skill bands for reading, indicating the school did not achieve the system negotiated target. The school did not progress beyond the target baseline.
* Improvement in the percentage of students achieving in the top 2 bands in Numeracy with a minimum of the lower bound system-negotiated targets being achieved: Primary: 12.3%	• 2022 NAPLAN data indicates 3.85% of students are in the top two skill bands for numeracy indicating the school did not progress beyond the target baseline.
* Improvement in the percentage of students achieving in the top 2 bands in	• 2022 NAPLAN data indicates 5.56% of students are in the top two skill bands for numeracy indicating the school did not achieve the system

Numeracy with a minimum of the lower bound system-negotiated targets being achieved: Secondary: 16.4%.	negotiated target, the school did not progress beyond the target baseline.
* Improvement in the percentage of students achieving expected growth in reading to reach the school's lower bound system-negotiated target for Year 5: 55.8%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
* Improvement in the percentage of students achieving expected growth in reading to reach the school's lower bound system-negotiated target for Year 9: 70.1%.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
* Improvement in the percentage of students achieving expected growth in numeracy to reach the school's lower bound system-negotiated target for Year 5: 51.1%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
* Improvement in the percentage of students achieving expected growth in numeracy to reach the school's lower bound system-negotiated target for Year 9: 73.5%.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
* 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)	• The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has decreased.

## Strategic Direction 2: Wellbeing

### Purpose

The wellbeing of every student is a priority Every Student is Known, Valued and Cared For. To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. The school culture is strongly focused on learning, and the building of educational aspiration.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.

### 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.

- Student Wellbeing
- Staff Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,000.00

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

### Summary of progress

All staff from K-12 have a shared and embedded responsibility to ensure that all students are known, valued and cared for. The organisation of outside services, case management of students and the coordinating of the Learning Support Team is overseen by the Deputy Principal Student Wellbeing. Targeted wellbeing programs are delivered to students 1:1, in small groups or as a yearly cohort. Programs are well received by the student body and add life skills to accompany curriculum outcomes. The school regularly engages with outside services such as paediatricians, psychologists and student services. The impact of these arrangements has been the establishment of three support classes over the past 2 years, with a new secondary class in 2022.

The Positive Behaviour for Learning (PBL) program is being embedded across K-12. A successful program launch in 2021 has supported the implementation of the program. All staff have undergone Positive Behaviour for Learning training. The core values have been developed to reflect the school wide ethos. Students, staff and the community have developed school wide expectations in targeted workshops. Signage and branding of the Merriwa Central School Positive Behaviour for Learning program is now displayed across all school settings clearly outlining the expectations for students.

Induction processes to support new staff are critical given the majority of teaching staff are in their first appointment and within their first 5 years of service. Access to professional development has been limited due the impact of COVID-19 on school operations and staffing shortages. Secondary staff accessed Microsoft Teams to connect with teacher networks and statewide staff rooms. Participation in the Rural Learning Exchange has also provided a valuable opportunity for senior students and staff to connect with other schools and enhance Higher School Certificate outcomes.

### 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>* Expectations of learning and behaviour continually reviewed and refined with all students, staff and community.</p> <p>Regular monitoring exists with lessons for explicit teaching developed, while behaviour and attendance plans refined.</p>	<p>Students and staff collaborated to develop Positive Behaviour for Learning expectations across both the primary and secondary campus. Focus days were delivered to students to explicitly teach behaviour expectations. Student performance data (Behaviour/ Attendance/ Tell Them From Me) is measured and evaluated to review school procedures. Behaviour plans have been refined with all plans on the new template with increased monitoring.</p>

<p>* Decrease negative recorded behaviours and suspension by 7% determined by a three year baseline of incident reports as at year end 2020.</p>	<p>Behaviour data logged in Sentral was analysed in 2022. The new Positive Behaviour for Learning procedures increased the reporting and monitoring of student behaviour which resulted in a greater number of incidents being recorded on Sentral. After an initial spike in suspension data in 2021 when returning from home learning to face to face learning, suspensions rate were reduced by 45% in 2022. Suspension rates in primary reduced to 0 suspensions in 2022. There was a decrease in recorded major behaviours by 35% with minor behaviours staying stable. The Positive Behaviour for Learning team will continue to monitor behaviour trends in 2023 to reduce the number of negative incidents to meet the identified baseline target.</p>
<p>* Increase the percentage of students attending &gt; 90% of the time to be above system negotiated target baseline secondary 43.6%</p>	<p>Student attendance data was analysed with 25% of secondary student attendance &gt;90% of the time compared to the negotiated target baseline of 43.6%. The COVID pandemic had a significant impact on student attendance in 2022.</p>
<p>* Increase the percentage of students attending &gt; 90% of the time to be above system-negotiated baseline primary 61%</p>	<p>Student attendance data was analysed with 33.9% of primary student attendance &gt;90% of the time compared to the negotiated target baseline of 61%. The COVID pandemic continued to have a significant impact on student attendance data in 2022.</p>



## Strategic Direction 3: Community

### Purpose

The success of every student is based upon the successful partnership between the school, parents and the broader community. A shared vision ensures continued community confidence in Merriwa Central School and its students. The school is embraced by the community with a shared vision and advocacy.

### 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.

- Community Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$10,000.00

**Socio-economic background:** \$15,000.00

### Summary of progress

Community engagement initiatives had varied success during the year due to the ongoing limitations on activities due to the COVID pandemic. A number of community engagement activities were highly successful including the Little Sprouts Community Reading Day, Aboriginal Cultural Awareness workshops, Kindergarten orientation and Year 7 transition workshops for parents, employer based workplace learning and School Based Traineeship opportunities.

A review of communication between school and home saw an increase in the use of social media platforms (Skoolbag and Facebook), and a newly designed school newsletter. Feedback from parents has been very positive in regard to the new formats and effectiveness of communication between school and home.

The school will continue to review opportunities to engage with the school community in 2023, with a focus on identifying workshops to engage with parents.

### 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
* Staff demonstrate greater cultural awareness in acknowledgement of country and in developing Aboriginal perspectives across the curriculum.	98% of staff participated in Aboriginal cultural awareness training delivered by Red Hill Environmental Education Centre. When surveyed staff indicated that they would implement Aboriginal perspectives into their classroom. Student surveys from Red Hill indicated that they "strongly agreed" that they are interested and want to learn more regarding Aboriginal history and knowledge increased. Staff purchased additional resources that allowed for Aboriginal perspectives to be taught within the classroom settings. Aboriginal Language maps were purchased and displayed in all public areas across both campuses. Students co-designed a mural on the secondary campus in collaboration with a local Aboriginal artist. Stronger Smarter professional learning has been placed on hold due to current staffing restraints.
* Parents participate in Aboriginal education workshops to foster greater understanding of Aboriginal culture, and develop understanding of opportunities for students.	Ochre Hub have reengaged with the school to work with secondary Aboriginal students on career planning and short term goal setting. Personalised Learning Pathways were completed in Term 2 for all Aboriginal students.
* 90% of Year 10 students participate in senior subject selection and career transition interviews with Year Advisor and Careers Advisor.	100% of Year 10 students participated with their parent/guardian in the subject selection interview with the Careers Advisor and Year Advisor after our parent information evening. All students were counselled on potential career pathways with School Based Apprenticeship and Traineeships,

\* 90% of Year 10 students participate in senior subject selection and career transition interviews with Year Advisor and Careers Advisor.

Technical And Further Education, Vocational Education and Training and Distance Education options.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$161,916.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Merriwa 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> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$379,474.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Merriwa 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>• Student Wellbeing</li> <li>• Community Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of Deputy Principal Student Wellbeing 1.0</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of funding has supported students to engage in a range of learning opportunities with confidence and with their peers. Students are not excluded from activities due to financial constraints. Students feel comfortable taking risks with their learning when they are supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year we will build on these opportunities with the appointment of a Student Support Officer 1.0, providing ongoing support to students and parents.</p>
<p>Aboriginal background</p> <p>\$35,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Merriwa Central School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$35,000.00</p>	<p>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>• Community Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• purchase of additional resources to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved Aboriginal cultural awareness for all students following our intensive workshops for staff and students. Improved access to medical services such as speech screening and targeted language development programs delivered on-site by Hunter New England Health, supported by the employment of additional Learning Support Officers. Greater familiarity and confidence when using technology in preparation for online NAPLAN in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identify teaching and learning resources to support the development of Aboriginal perspectives across all Key Learning Areas.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Merriwa 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> English as an additional language or dialect students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$191,680.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Merriwa 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$191,680.00</p>	<p>employment of School Learning Support Officers 1.0</p> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of additional School Learning Support Officers.</p>
<p>Location</p> <p>\$91,805.00</p>	<p>The location funding allocation is provided to Merriwa 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>• Other funded activities</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>• lease of school mini-bus</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in increased extra curricular learning opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing closer contacts with vocational and university providers to broaden career opportunities for students and overcome isolation.</p>
<p>Professional learning</p> <p>\$73,799.00</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 Merriwa 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> <li>• Data Driven Practices</li> <li>• Staff Wellbeing</li> <li>• Other funded activities</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>• staff develop Performance and Development Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of professional learning funds has been limited due to staffing shortages. Whilst all staff have professional discussions with supervisors the ability to release staff to undertake professional learning has been challenging. Considerable professional development funds were unspent in 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To review opportunities for online or flexible delivery of professional development in 2023.</p>
<p>QTSS release</p> <p>\$23,904.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Merriwa Central School.</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>QTSS release</p> <p>\$23,904.00</p>	<p><b>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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional support for classroom teachers to review programming and assessment in collaboration with their supervisor to best meet the needs of their students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focus on implementing the new curriculum in 2023.</p>
<p>COVID ILSP</p> <p>\$140,000.00</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>• providing targeted, explicit instruction for student groups in numeracy - [Quicksmart program]</li> <li>• employment of two School Learning Support Officers to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals. In terms of Division accuracy the average score for students have increased by 14.602 percentage points indicating an effect size with very strong improvement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Quicksmart numeracy program will continue to provide targeted support for students in 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Merriwa 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Nil-unfilled vacancy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The student support officer role was advertised several times and unable to be filled.</p> <p><b>After evaluation, the next steps to support our students will be:</b> It is anticipated that the position will be re-advertised and filled in 2023.</p>
<p>Per capita</p> <p>\$59,435.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Merriwa 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>

<p>Per capita</p> <p>\$59,435.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</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>• funds were used to support the purchase of teaching and learning resources</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students able to engage in quality literacy, numeracy and cross curriculum resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To expand the range of quality texts and resources available to students.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	122	114	122	119
Girls	116	108	107	110

### 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	93.5	94.5	89.3	87.9
1	91.2	91.8	89.0	84.9
2	94.8	93.5	91.4	83.1
3	90.6	92.8	89.1	83.7
4	91.9	92.1	92.9	86.6
5	88.9	90.2	88.0	82.9
6	89.5	89.5	87.1	84.2
7	84.9	92.7	86.7	80.3
8	86.1	86.0	83.1	76.8
9	84.7	90.2	81.1	69.0
10	76.7	87.4	82.8	76.4
11	78.4	82.5	74.5	77.1
12	87.8	90.6	77.1	78.3
All Years	87.6	90.6	86.0	80.7
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	0	5	0
Employment	16	15	45
TAFE entry	0	0	9
University Entry	0	0	27
Other	0	0	9
Unknown	0	0	9

The school has a very successful school based traineeship program with Year 12 student Tahli Gleeson recognised at the NSW Training Awards as the winner of the 2022 NSW School based Apprentice/Trainee of the Year. Tahli completed a traineeship with Hunter Local Lands Service and completed a Certificate II in Agriculture as part of her Higher School Certificate.

Many students complete vocational education and training courses and gain full-time employment in the industry.

### Year 12 students undertaking vocational or trade training

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61.11% of Year 12 students at Merriwa Central School undertook vocational education and training in 2022.

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

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50% of all Year 12 students at Merriwa 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
Deputy Principal(s)	1
Assistant Principal(s)	3.2
Head Teacher(s)	4
Classroom Teacher(s)	18.16
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	11.09
Other Positions	0.2

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,150,259
<b>Revenue</b>	6,176,105
Appropriation	6,125,073
Sale of Goods and Services	6,340
Grants and contributions	38,633
Investment income	5,959
Other revenue	100
<b>Expenses</b>	-5,880,541
Employee related	-4,588,746
Operating expenses	-1,291,795
<b>Surplus / deficit for the year</b>	295,564
<b>Closing Balance</b>	1,445,823

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.

Staffing shortages impacted the school's capacity to implement a number of programs in 2022 which resulted in a significant end of year surplus.

Construction approval has been granted for the new school hall on the secondary campus and the replacement shed on the school agricultural farm. Work on these projects has been delayed and is due to commence in January 2023. An application has been made for the construction of new multipurpose court on the primary campus under school funded works program with an estimated cost of \$150,000.

## 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>	95,017
<b>Equity Total</b>	631,956
Equity - Aboriginal	89,862
Equity - Socio-economic	354,473
Equity - Language	2,400
Equity - Disability	185,220
<b>Base Total</b>	4,417,740
Base - Per Capita	59,435
Base - Location	97,175
Base - Other	4,261,129
<b>Other Total</b>	584,800
<b>Grand Total</b>	5,729,512

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

Parent feedback was sought on a range of issues throughout the year as part of the ongoing school improvement process (eg individual discussions, parent teacher interviews, committee meetings, surveys and focus groups). Surveys were undertaken via the Skoolbag App in regard to parent teacher interviews. Parents overwhelmingly indicated they considered the interviews to be "Good" or "Really Useful". When asked about the number of interviews throughout the year 80% of parents indicated they would prefer the school continue with the two parent teacher evenings each year.

Students were asked to provide feedback on the school uniform, with a particular focus on the senior uniform. Students met with the deputy principal to consider options for improving the uniform and consider clothing samples. Junior students through the Student Representative Council reviewed the school cap, and considered new styles and designs to improve student engagement with school uniform. Both projects remain a work in progress to be continued in 2023.

Teachers were asked to provide feedback on Aboriginal cultural awareness professional development conducted at the Red Hill Environmental Education Centre. The cultural workshop provided the first real opportunity for many of the staff to explore Aboriginal culture and history. Overwhelmingly staff "Strongly Agreed" that the workshop provided an opportunity to "Understand that Aboriginal history is a shared living history" and "Learn from our past to inform our future".

# 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.

### Anti-Racism - School statement

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Narelle Smith is the Anti-Racism Contact Officer.

## 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.