

2022 Annual Report

Mungindi Central School



2675

Introduction

The Annual Report for 2022 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

Mungindi Central School

Wirrah Street

MUNGINDI, 2406

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

mungindi-c.school@det.nsw.edu.au

02 6753 2207

Message from the principal

In this report we acknowledge the school's significant achievements. 2022 has been another challenging year.

First and foremost, I would like to thank all of our wonderful staff for their dedication and hard work. Additionally, I would like to thank our community who actively support their children through positive engagement with the school.

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 has seen a significant cultural shift. 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.

As a result, every child in our school in 2022 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. We also achieved Premiers priority targets in Literacy and Numeracy. 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.

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 \(mungindi-c.schools.nsw.gov.au\)](https://2021-2024.mungindicentral.c.schools.nsw.gov.au).

I would like to now take this opportunity to thank our students and community for what has been an extremely outstanding year and look forward to another great year in 2023.



Primary students engaging in morning fitness program.

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.



Secondary Captains and our school Mascot 'Ozzie' the Dhinawan.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
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 promoting 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: \$26,300.00

Socio-economic background: \$98,174.00

Location: \$58,120.00

QTSS release: \$5,401.00

AP Curriculum & Instruction: \$18,068.00

Low level adjustment for disability: \$58,669.00

English language proficiency: \$26,929.00

Integration funding support: \$82,854.00

Summary of progress

Enabler:

- Committed staff focussed on, and committed to, whole school improvement.

Barriers included:

- Repeated Flooding Events
- The impact of insufficient staffing levels.

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.
- Whole school (K-12) literacy program.
- Teachers are informed by analysis of data and involve students and parents in planning to support learning, and share expected outcomes, reviewed each term.
- Construction on data wall in PLC aligned with literacy and numeracy progressions.
- Increased utilisation of PLC to support teacher learning conversations.

Next Steps:

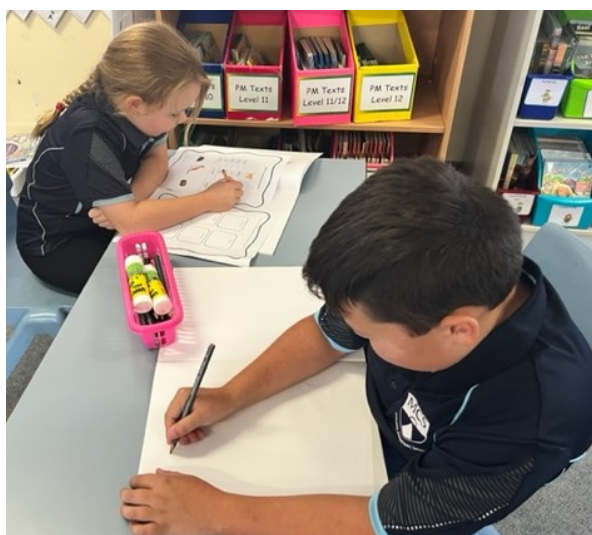
- Consistent and structured tracking of student progress and achievement.
- Continued implementation of CLARITY Learning Suite by Lyn Sharratt.

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
Systems Negotiated Target 14.4%-19.4% of Primary students (baseline 4.2%) will be achieving in the top 2 bands in reading.	• School met expected target in 2022.
Systems Negotiated Target	• School met expected target in 2022.

19.7%-24.7% of Primary students (baseline 12.9%) will be achieving in the top 2 bands in numeracy.	
Systems Negotiated Target 14.4%-19.4% of Secondary students will be achieving in the top 2 bands in reading.	• School did not meet expected target in 2022.
Systems Negotiated Target 19.7%-24.7% of Secondary students will be achieving in the top 2 bands in numeracy.	• School did not meet expected target in 2022.
Systems Negotiated Target The proportion of Aboriginal students achieving in the top 3 NAPLAN bands in reading increases to fall within the 7.3%-12.3% (range).	• School did not meet expected target in 2022.
Systems Negotiated Target The proportion of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy increases to fall within the 7.5%-12.5% (range).	• School met expected target in 2022.
Increase in the number of Aboriginal students attaining the HSC whilst maintaining cultural identity to be 80%.	• No Aboriginal students sat the HSC in 2022.
Differentiation: Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn to articulate continuous improvement.	• MCS Self Assessment process measured against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Curriculum.
Classroom Management: A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.	• MCS Self Assessment process measured against the School Excellence framework shows the school currently performing at working towards delivering in the element of effective classroom practice.



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

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$12,046.00

Professional learning: \$1,000.00

Socio-economic background: \$3,000.00

Per capita: \$13,265.00

Location: \$5,000.00

Summary of progress

Enabler:

- Committed staff focussed on, and committed to, whole school improvement.

Barriers included:

- Repeated Flooding Events
- The impact of insufficient staffing levels.

Areas of significant development and improvement were in;

- Assessment being increasingly used and responsively as part as of daily classroom instruction. Formative assessment is practiced by teachers.
- Collaborative discussion in the use of progression data within ALAN and the data wall in 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 ensure 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.

Next Steps:

- Students know when and why assessment is undertaken.
- Whole school systematic monitoring of assessment.

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
Systems Negotiated Target 50% - 100% of students attending >90% of the time.	• School did not meet expected target in 2022.
Systems Negotiated Target 67.8% - 70.5% of students will report expectations of Success, Advocacy and	• School did not meet expected target in 2022.

Sense of Belonging at school.	
Caring for Students: Every student can identify a staff member to whom they can confidentially turn for advice and assistance at school.	<ul style="list-style-type: none"> • School met expected target in 2022..
<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>Summative Assessment: assessment is planned and undertaken regularly in all classes, and data is systematically collected..</p>	<ul style="list-style-type: none"> • School met expected target in 2022..



Professional Learning Centre and Data Wall

Strategic Direction 3: Community connections

Purpose

To continue to engage in positive connections with local and wider communities ensuring students are equipped to stay, leave and return thus securing future growth and prosperity of the Mungindi 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: \$166,406.00

Location: \$55,000.00

Socio-economic background: \$3,000.00

Professional learning: \$3,525.00

Summary of progress

Enabler:

- Committed staff focussed on, and committed to, whole school improvement.

Barriers included:

- Repeated Flooding Events.
- The impact of insufficient staffing levels
- No P&C and irregular AECG meetings

Areas of significant development and improvement were in;

- Aboriginal perspectives are identified in all teaching and learning programs, scope and within the 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 satisfaction through the implementation of TTFM, school generated surveys and feedback post school events.
- Accessible feedback methods provide the school with the capacity to analyse, develop and improve school community relationships and connections to country for all students.
- There is 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 practices to embed a culture of high expectations and effectively caters for the range of equity issues in the school.
- Trial of alternate community feedback methods such as Microsoft forms generated short surveys.
- Engagement with local employers and business houses in support of our work experience/work placement program..

Next Steps:

- Students P-10 are taught Gamillaroi language, delivered effectively and integrated into whole school practices, process and strategies.
- Strengthening of relationships between school, AECG and LALC..

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
High Expectations: Progress in learning and achievement is identified and	• School met expected target in 2022.

acknowledged.	
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.	• School met expected target in 2022.
Community Satisfaction: The leadership team measures school community (parent and student) satisfaction through the implementation of the TTFM and school generated surveys.	• School met expected target in 2022.
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.	• School met expected target in 2022.



Mother's Day Assesmbly and Celebration

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$82,854.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-12 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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>Socio-economic background</p> <p>\$104,174.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-12 • Monitor and Support Student Achievement • Student Wellbeing • Connected School Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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 high expectations to drive improvement and cultural change. • Employ additional staffing to implement Literacy Strategies to support identified students with additional needs.

<p>Socio-economic background</p> <p>\$104,174.00</p>	<ul style="list-style-type: none"> Targeted professional development of staff to support student learning.
<p>Aboriginal background</p> <p>\$166,406.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Valuing Culture and Diversity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of additional staff to deliver personalised support for Aboriginal students community consultation and engagement to support the development of cultural competency staffing release to support development and implementation of Personalised Learning Plans employment of additional staff to support literacy and numeracy programs 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> Improved communication and relationships between the school and Aboriginal community, including Local AECG.. Strengthened student attendance monitoring and management process <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> 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>English language proficiency</p> <p>\$26,929.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Quality Teaching K-12 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of additional staff to support delivery of targeted initiatives provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> EALD students successfully accessing curriculum and completing minimum standards. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> Provide and maintain targeted support to ensure equity for identified students.

<p>Low level adjustment for disability</p> <p>\$58,669.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-12 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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>Location</p> <p>\$118,120.00</p>	<p>The location funding allocation is provided to Mungindi Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-12 • Student Wellbeing • Valuing Culture and Diversity • Connected School Community <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Equitable student engagement in curricular related activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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>Professional learning</p> <p>\$30,825.00</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 Mungindi Central School.</p>

<p>Professional learning</p> <p>\$30,825.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-12 • Data Driven Practices • Connected School Community <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participation in the Clarity Suite - Online PL program <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Greater utilisation of data to inform practice across teaching and learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continued implementation of CLARITY Suite.
<p>QTSS release</p> <p>\$5,401.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mungindi Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-12 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Improved student outcomes through improved processes that support teaching and learning practice. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Employment of additional teaching staff to implement quality teaching initiatives.
<p>COVID ILSP</p> <p>\$54,280.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy. • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Positive individual student growth across many aspects of literacy in and numeracy as measured by internal and external assessment. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Employing/releasing staff to coordinate the program • Development of resources and planning of small group tuition

<p>COVID ILSP</p> <p>\$54,280.00</p>	<ul style="list-style-type: none"> • Providing targeted, explicit instruction for student groups in literacy
<p>AP Curriculum & Instruction</p> <p>\$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-12 • Monitor and Support Student Achievement • Data Driven Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences • staffing release to build teacher capacity • assistant principals provided with additional release time to support new curriculum implementation • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • School meeting expected literacy and Numeracy target. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Maintain current collaborative practice through the utilisataion of a data wall.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	33	33	23	23
Girls	39	34	25	33

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	82.1	90.9	47.5	68.6
1	88.9	79.1	83.3	57.5
2	82.7	79.4	79.6	68.4
3	90.9	79.5	72.3	69.2
4	79.8	55.5	73.8	78.3
5	79.8	86.2	58.4	71.7
6	85.0	87.7	70.8	88.6
7	89.0	76.0	81.6	69.8
8	86.1	85.1	65.2	76.6
9	80.4	77.0	73.1	63.5
10	71.2	76.7	25.2	62.1
11	50.1	74.9	74.1	4.2
12	64.1	75.7	74.3	79.2
All Years	80.1	80.8	69.4	68.0
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	0	0	0
Employment	100	0	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

60.00% of Year 12 students at Mungindi Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Mungindi 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)	1.2
Head Teacher(s)	2
Classroom Teacher(s)	8.73
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

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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	867,644
Revenue	3,372,711
Appropriation	3,339,715
Sale of Goods and Services	12,027
Grants and contributions	19,206
Investment income	1,763
Expenses	-3,076,850
Employee related	-2,378,338
Operating expenses	-698,513
Surplus / deficit for the year	295,860
Closing Balance	1,163,505

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

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	82,854
Equity Total	356,179
Equity - Aboriginal	166,406
Equity - Socio-economic	104,176
Equity - Language	26,929
Equity - Disability	58,669
Base Total	1,808,657
Base - Per Capita	13,266
Base - Location	118,120
Base - Other	1,677,272
Other Total	740,974
Grand Total	2,988,665

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.



Refurbished School Library

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 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.



A HSC student boarding helicopter to attend HSC examination.

Parent/caregiver, student, teacher satisfaction

In 2022, 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 2022 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.



2022 Academic Awards Recipients

Policy requirements

Aboriginal Education Policy

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

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

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.