

2023 Annual Report

Mendooran Central School



2522

Introduction

The Annual Report for 2023 is provided to the community of Mendooran Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Mendooran Central School

MENDOORAN CENTRAL SCHOOL 51 BRAMBIL STREET

MENDOORAN, 2842

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

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

6886 1149

School vision

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

School context

Mendooran Central School is an innovative, small, rural school serving a diverse community with enrolments of 110 students (of which 36% identify as Aboriginal) from Kindergarten to Year 12. The school draws its students from the immediate township and the surrounding area. We provide a quality K-12 education in an inclusive and supportive environment.

Consultation on decision making with students, staff, parents, carers, the broader community and the AECG has been collaboratively undertaken through surveys, interviews and workshops. We provide staff and students with updated technology to ensure a collaborative, dynamic and up-to-date learning environment. Staff focus on developing individual and collective commitments to learning with each and every student being encouraged to strive for excellence. We ensure that every student learns, grows and belongs in an equitable and outstanding education system at Mendooran CS. Our students have access to a range of training providers to ensure the broadest and most relevant curriculum possible. The school is well supported by the P&C and we are partners with the local preschool and wider community.

In 2023 we undertook a review of our Strategic Improvement Plan. In doing so we:

- analysed the 2021 plan and the outcomes and recommendations of the associated external validation process
- updated the situational analysis and also took account of the findings of recent analysis by Department of Education consultants around attendance, literacy and behaviour management
- reflected on the 2022 School Excellence Framework Self-assessment survey findings
- undertook extensive consultation which included our students, parents and carers, broader community including the Mendooran Community Development Group and AECG through meetings, online forums and phone surveys.

Whilst feedback from consultation suggested a high level of satisfaction with the school's performance overall, respondents also provided their valuable perspectives around new opportunities that might be explored by the school as well as areas of teaching, learning and wellbeing that may be improved. This has resulted in the revision of our two strategic directions to include a focus on the learning environment we are providing, especially in relation to the opportunities and activities that promote the personal growth and development of our students in a more holistic sense. This refinement led to a clearer acknowledgment of: the diversity of our students and community, their needs, interests and aspirations, the unwavering desire of our teachers to see all of their students thrive in a respectful, engaging and safe environment and, finally, the expectations of our community that Mendooran Central School provides its students with the environment, educational foundations and attitudes for successful lives and to succeed in their chosen pathway as informed, responsible citizens..

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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Mendooran Central School will:

- adopt effective practice in teaching
- develop and refine data driven teaching practices
- work collaboratively at all levels and facilitate a strong and cohesive support network around each student

In order to effectively respond to their individual learning needs which will maximise student learning outcomes in literacy and numeracy.

To provide every student with quality teaching and learning experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To deliver learning experiences that are evidence based and data driven, giving our students the knowledge, skills and expertise to achieve their goals. To build staff capacity, including best practice, establishing a school culture that effectively leads and delivers school excellence.

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.

- Evidence-based personalised learning
- Data driven practices
- Collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction

Summary of progress

The focus for 2023 was on embedding **Evidence-Based Personalised Learning** across the school to support individual student growth and attainment through effective teaching and learning with a focus on clear literacy and numeracy focuses in all subject areas, differentiation and adjustments for all students, individualised support for Aboriginal students, a culture of high expectations to support transitions within the school and broader community and strengthening whole-school processes to improve attendance and engagement.

The activities identified and progress made to support the **Evidence-Based Personalised Learning** initiative involved:

- **strengthening Teaching Staff and Student Learning Support Officer (SLSO) capacity through professional learning to focus on effective teaching and learning strategies that embed literacy and numeracy in most lessons throughout secondary.** This involved whole school professional learning that analysed current Check-In data, NAPLAN data and PAT data to identify areas to improve student outcomes. The focus area identified was vocabulary. The Assistant Principal Curriculum & Instruction (APC&I) delivered lesson sprints to small groups in both literacy and numeracy focus areas to targeted students across secondary. In planning for 2024, the development of a 'Middle Years' subject for students in Stage 3 and Stage 4 has been timetabled to focus on data-informed literacy and numeracy teaching to improve targeted student outcomes and up-skill teachers in evidence-based teaching strategies using the Universal Resources Hub and Literacy and Numeracy progressions to monitor student growth.
- **effective implementation of differentiation and adjustment strategies to address individual student learning needs.** This was implemented for Aboriginal & Torres Straight Islander (ATSI) students with Personalised Learning Pathways (PLPs) and Individualised Learning Plans (ILPs) who require significant differentiation and adjustments. Goal setting to identify areas of improvement was a crucial part of the process as well as career aspirations. In 2024, we will continue to develop the PLP/ILP process.
- **whole-school process to improve attendance and engagement.** Attendance data checked fortnightly at Learning Support Team (LST) meetings and attendance concerns were passed on to the Home School Liaison Officer (HLSO). The implementation of termly awards for 100% attendance was introduced. In 2024, we will continue with the structure but will extend the processes to look at targeting unexplained absences. We will research evidence based school improvement measures to implement effective growth improvement targets.

The focus for 2023 was embedding **Data-Driven Practices** through collaboration to develop and analyse data to inform teaching and learning improving student learning outcomes. The activities identified and progress made to support the **Data-Driven Practices** initiative involved:

- **developing staff capacity in data literacy analysis.** This involved professional learning with a department expert

in unpacking our Check-In data and identifying areas to target in literacy. Further capacity building will need to occur in 2024 to up-skill staff in data analysis to inform teaching.

- **engaging in a range of assessment tools to assess student capacity and inform future planning.** Staff engaged with NAPLAN, Check-In, PAT and internal assessment tools to inform their planning. The continuation and extension of this will need to occur in 2024 to embed current and best practices. This will include using PLAN 2 literacy and numeracy data through ALAN.
- **embedding clear, collaborative practices for the collection, analysis and use of data across the school.** APC&I analyses Check-In, PAT and NAPLAN data and discusses areas of strengths and areas for improvements to teachers. Further capacity building in 2024 to occur around vocabulary Professional Learning (PL) and data collection for all staff.

The focus for 2023 was on building **Collaboration** through relationships with all stakeholders to enhance student learning outcomes. The activities identified and progress made to support the **Collaboration** initiative involved:

- **Parent/ Carer involvement in the PLP/ ILP development of plans.** Parents were actively involved in the process throughout Secondary. This will be continued in 2024 with the aim of reaching more parents and students.
- **Aboriginal cultural awareness and promotion of cultural safety.** The Aboriginal Education Team (AET) was developed as a student and staff committee to help make decisions regarding cultural awareness. We developed the Yindyamarra Hub where meetings are held. This will be continued and extended in 2024 with the vision of Sista Speak program to be implemented out of Yindyamarra as well as other programs. NAIDOC was a significant and successful event linking community members to the school. Principal actively involved in Aboriginal Education Consultative Group meetings all year building and expanding connections.
- **Initiation, improvement and alliances within and across surrounding schools to enhance curriculum provision, student learning and wellbeing.** Staff attended networking and professional learning days throughout the year and school visits to look at the curriculum and taught classes. Local school staff visits occurred for teachers to network and up-skill their practice. This will be continued in 2024.

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
An increase in Check-in Assessment mean scaled score for Reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	Due to cohort size it is not possible to accurately determine mean scaled score for Reading in Year 7 and Year 9. Term 4 Check-in Assessment data shows the school was above the SSG for reading in Year 7.
An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	Due to cohort size it is not possible to accurately determine mean scaled score for Reading in Year 3 and Year 5. Term 4 Check-in Assessment data shows the school was above the state average for reading in Year 3.
An increase in Check-in Assessment mean scaled score for Numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	Due to cohort size it is not possible to accurately determine mean scaled score for numeracy in Year 7 and Year 9. Term 4 Check-in Assessment data shows the school was above the SSG for numeracy in Year 7..
An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	Due to cohort size it is not possible to accurately determine mean scaled score for Numeracy in Year 3 and Year 5. Term 4 Check-in Assessment data shows the school was above the SSG for numeracy in Year 3 and Year 5.
The proportion of students attending 90% of the time or more will increase by 3%, from baseline.	The proportion of primary students attending >90% of the time increased from 28% in 2022 to 59.7% in 2023.
The proportion of students attending 90% of the time or more will increase by 2%, from baseline.	The proportion of secondary students attending >90% of the time has increased from 9.8% in 2022 to 27.9% in 2023.
An increased proportion of students enrolled in a SBAT while completing	No Aboriginal students in Year 12 in 2023.

Year 12.	
Self-assessment against the School Excellence Framework demonstrates the school has achieved a rating of Sustaining and Growing in the theme of Literacy and Numeracy Focus from the element Professional Standards.	Self-assessment against the School Excellence Framework demonstrates the school has achieved a rating of Delivering in the theme of Literacy and Numeracy Focus from the element Professional Standards with some characteristics of Sustaining and Growing.

Purpose

To embed effective teaching strategies that are supported by High Impact Professional Learning, leading to enhanced teacher capacity for quality teaching. This will support the maintenance of a quality school learning and wellbeing environment that is challenging, aspirational, supportive and responsive to student and community needs and a respectful, engaging and safe place for all.

Initiatives

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

- Building Capacity
- Student Engagement
- Positive School Culture

Resources allocated to this strategic direction

Professional learning

Location

Summary of progress

The focus for 2023 was on **Building Capacity** for staff through High Impact Professional Learning (HIPL) to ensure a self-sustaining learning culture where teachers are motivated by the learning opportunities provided by the leadership team.

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

- **ongoing development of dynamic and innovative teaching and learning programs.** Progress was made throughout 2023 with the development of compliant programming templates, a collaborative OneNote drive for staff to upload and share teaching and learning programs and programming expectations for professional learning delivered by the leadership team. In 2024 the focus will be to further develop the programming drives surveying staff so that they have an input on the shared drive. Further capacity building in programming will need to be prioritised to promote innovation and collaboration between staff and formalised feedback meetings between staff and the leadership team to monitor and improve programs, assessments and data collection.
- **adoption of effective practice by teachers including explicit teaching techniques, learning intentions and success criteria across all stages.** High Impact Professional Learning was attended by staff upskilling in literacy and numeracy evidence-based practices aligning with the new curriculum. Team teaching and modelling of lessons occurred in secondary. In 2024, further capacity building in high-impact teaching strategies will be a focus to support further improvement in this initiative.
- **coaching and mentoring practices.** Informal coaching and mentoring was evident across all areas of the school. To support this initiative and support improvement, formal collaborative mentoring sessions with the Assistant Principal, Assistant Principal Curriculum & Instruction (APC&I), Head Teacher and staff is anticipated in line with future-focused professional learning to support teacher development.

The focus for 2023 was on **Student Engagement** through the development of the whole person through a targeted approach to educational delivery which is targeted to individual's needs and aspirations.

The activities and progress made towards the **Student Engagement** initiative involved:

- **embedded goal setting and evaluative practice through the creating, adjusting and monitoring of Individual Learning Plans (ILPs) and Personalised Learning Pathways (PLPs).** ILPs and PLPs were updated and created for all Secondary students as well as all students who require significant adjustments. These were monitored and reviewed in Learning and Support meetings. The continuation and extension of this process will be expanded in 2024 with the anticipation of more students having plans to support their growth and aspirations.
- **workplace learning experiences for eligible secondary students.** The majority of Stage 5 students attended workplace experiences. A student gained an apprenticeship and another will start a school-based traineeship in 2024. The continuation and extension of this process in 2024 will support more secondary students in pathways and transitions beyond school.
- **prioritising student experiences in life beyond school settings.** Various educational excursions for both Primary and Secondary students occurred throughout the year including Secondary overnight visits to Sydney and Canberra (both of which included university visits). The continuation and expansion of this will be prioritised to continue in 2024 to support students in their aspirations. The acquisition of a bus will allow for more opportunities in 2024 and beyond.

- **consistent implementation of the attendance policy.** Attendance data was reviewed fortnightly including at Learning and Support Team meetings. Termly awards were implemented for students meeting strong attendance. In 2024, the whole school attendance procedure will continue to expand and develop targeting unexplained absences as well as encouraging higher attendance rates to improve our data.

The focus for 2023 was on building a **Positive School Culture** through the development of a whole-school learning environment that reflects the expectations of individual excellence, continuous improvement and inclusion for all students with an emphasis on the key behavioural expectations of Respect, Engagement and Safety.

The activities and progress made towards the **Positive School Culture** initiative involved:

- **valuing and promoting all aspects of Aboriginal culture.** The establishment of an Aboriginal Education Team occurred early in the year and all decision-making was consulted with the team promoting cultural safety and collaboration. The team led the process of naming the wellbeing hub Yindyamarra promoting the local Wiradjuri language in our school. In 2024, the team will continue to develop with a focus on building a 'Yarning Circle' in our school. The implementation of Brospeak and Sistaspeak programs is anticipated to be delivered to our Aboriginal students to support inclusion, identity and wellbeing.
- **evidence-based strategies to support the mental wellbeing of students.** The Resilience Project was delivered across K-12 as a whole school initiative to support students' overall wellbeing. This will continue to be a focus in 2024. A staffed Yindyamarra hub allowed for student self-regulation and support sessions as well as the building of social skills during break times. The continuation and development of Yindyamarra programs is anticipated in 2024 with the vision to deliver Department of Education evidence-based endorsed programs to targeted students. The first program in Term 1 will be Seasons for Growth.
- **Development of leadership skills with the student body.** The expansion of the Student Representative Council (SRC) in terms of roles and responsibilities occurred and will continue in 2024. The Secondary Leadership Team attended a leadership conference at the beginning of the year. To further develop and support this initiative, a formal mentoring program between Secondary Captains and Primary Captains is anticipated to support the leadership skills of the student body.
- **consistent implementation and monitoring of the behaviour management procedures.** Whole staff meetings occurred to revise and update of school-wide expectations matrix. The implementation of the 'Mendooran Money' rewards system led by the leadership team with staff input and consultation saw the student rewards program run well underpinned by the collection of data. Purple awards (the highest money level) were given to students at the end of the year to acknowledge their achievements. For 2024, the process will be reviewed and refined to support further improvement of the rewards system. The Assistant Principal will lead a school team who will be involved in further development of this initiative.

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
Self-assessment against the School Excellence Framework demonstrates the school has achieved a rating of Delivering in the theme of Professional Learning from the element Learning and Development.	Self-assessment against the School Excellence Framework demonstrates the school has achieved a rating of Delivering in the theme of Professional Learning from the element Learning and Development.
Self-assessment against the School Excellence Framework demonstrates the school has achieved a rating of Delivering in the theme of Teaching and Learning Programs from the element Curriculum.	Self-assessment against the School Excellence Framework demonstrates the school has achieved a rating of Delivering in the theme of Teaching and Learning Programs from the element Curriculum.
Self-assessment against the School Excellence Framework demonstrates the school has achieved a rating of Delivering in the theme of Individual Learning Needs from the element	Self-assessment against the School Excellence Framework demonstrates the school has achieved a rating of Delivering. We are Sustaining and Growing in the theme of Individual Learning Needs from the element Wellbeing.

Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$62,930.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mendooran Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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 <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goal, and .maximising their participation in the learning programs and experiences offered by the school.</p> <p>After evaluation, the next steps to support our students will be: integration funding support will be regularly reviewed and discussions formally incorporated into the Learning & Support Team meetings. The use of integration funding may be adjusted throughout the year in response to enrolments and student planning reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$157,421.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mendooran Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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 The Hub program implementation. • providing students with economic support for educational materials, uniform, equipment and other items - in particular Chromebook computers. • Personalised Learning / Building Capacity / Curriculum Reform • Breakfast Club <p>The allocation of this funding has resulted in the following impact: students can access a a supportive therapeutic environment (The Hub) within the school which can assist with managing school work, emotions, anxiety and/or behaviour. Two part-time school learning support officers man the hub and provide support and guidance to the students. All students have access to an individual chromebook computer to complete their work. Staff have engaged with professional learning on curriculum reform K-12. Students can access Breakfast Club each school morning. Breakfast Club is manned by staff and students.</p> <p>After evaluation, the next steps to support our students will be: the Hub program will continue into 2024 with implementation of targeted social / emotional programs such as 'Seasons for Growth'. Employment of an IT expert to ensure all school computers, including chromebooks are regularly serviced and updated for use. Staff will continue to engage in professional learning and become proficient in teaching the new syllabuses. Breakfast Club will continue in 2024 and look for sponsorship to cover rising costs.</p>
<p>Aboriginal background</p> <p>\$69,386.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mendooran Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students, including in The Hub. • purchase of 1:1 chromebook computers and relevant teaching / learning

<p>Aboriginal background</p> <p>\$69,386.63</p>	<p>subscriptions</p> <ul style="list-style-type: none"> • NAIDOC Celebrations <p>The allocation of this funding has resulted in the following impact: Aboriginal students and their families are able to connect with a local Elder, through home visits, phone calls and school events. All students have access to an individual chromebook computer to complete their work and the school has multiple educational subscriptions to enhance their learning. All students and staff participated in NAIDOC celebrations with Uncle Ralph.</p> <p>After evaluation, the next steps to support our students will be: the Hub program (also known as Yindymarra meaning 'respect' and 'meeting place') will continue into 2024 with implementation of targeted social / emotional programs such as 'Seasons for Growth'. Employment of an IT expert to ensure all school computers, including chromebooks are regularly serviced and updated for use. As a result of successful NAIDOC celebrations, a formal Aboriginal Education Team will be formed.</p>
<p>Low level adjustment for disability</p> <p>\$79,964.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Mendooran Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Data Driven Practices / Building Capacity / Collaboration <p>The allocation of this funding has resulted in the following impact: Students have been supported to improve literacy and numeracy skills in mainstream classes.</p> <p>After evaluation, the next steps to support our students will be: The Learning & Support Teacher will meet regularly with classroom teachers to analyse data and collaboratively plan teaching and learning intentions to improve student outcomes.</p>
<p>Location</p> <p>\$60,231.50</p>	<p>The location funding allocation is provided to Mendooran 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"> • Building Capacity <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 • purchase of a school bus <p>The allocation of this funding has resulted in the following impact: all students, regardless of socioeconomic status are able to participate in and attend excursions and incursions due to school subsidies. Teachers can organise and offer increased off site excursions, without relying on external transport due to the purchase of a school bus. Several staff have undergone training and have their bus licences.</p> <p>After evaluation, the next steps to support our students will be: the school will continue to subsidise excursions and incursions in 2024. Networking with other local schools through school bus hire arrangements and joint excursions / programs.</p>
<p>Professional learning</p> <p>\$20,910.69</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mendooran Central School.</p>

<p>Professional learning</p> <p>\$20,910.69</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"> • Building Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Primary staff engaged in professional learning for the new curriculum K-6, and secondary staff engaged in professional learning for English and maths. Staff developed an increased capacity to analyse data and plan for differentiated programs to support individual student needs through professional learning with Vicki York. Two staff attended professional learning in Sydney for the Resilience Project, and shared this learning at a staff development day.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage in professional learning and implement current / new syllabuses. Continue to analyse data and look to evidence-based practice (Sharratt) to improve student outcomes in literacy and numeracy. Continued implementation of the Resilience Project in classrooms in 2024 and look to use SENTRAL entries as a measure of success.</p>
<p>QTSS release</p> <p>\$13,730.69</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mendooran Central School.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: Improved understanding of the use of data to improve student literacy and numeracy - particularly Check-In Assessment (SCOUT) and Phonics diagnostic assessments (ALAN).</p> <p>After evaluation, the next steps to support our students will be: Continue and refine data collection and the teaching / learning / assessment cycle, for improved student learning outcomes. Up-skilling teaching staff to use the data and implement lessons using the Universal Resources Hub to ensure student outcomes are improved through evidence-based practices.</p>
<p>COVID ILSP</p> <p>\$63,419.79</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 2023.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • MiniLit Intervention Groups • MacqLit Intervention Groups • Quicksmart Intervention Groups <p>The allocation of this funding has resulted in the following impact: All students who engaged in the intervention showed significant growth in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor students and implement the programs for students who require it.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	52	51	50	54
Girls	71	70	59	56

Attendance

NSW student attendance data in 2020 is not comparable to other 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 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.6	90.5	79.4	85.1
1	87.8	88.8	86.6	90.4
2	85.9	85.9	80.5	88.2
3	94.6	90.2	78.9	83.9
4	90.7	91.3	79.9	83.5
5	95.2	87.7	85.6	81.2
6	88.3	88.8	82.6	89.6
7	94.5	80.2	78.2	88.0
8	80.1	86.8	68.5	77.7
9	83.6	75.3	66.6	68.3
10	81.4	68.9	75.4	68.7
11	83.1	77.6	31.4	76.4
12	85.0	89.8	70.7	
All Years	88.2	85.5	77.0	81.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	
All Years	91.1	89.8	85.1	88.0

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	1	1	N/A
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	N/A
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Mendooran Central School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Mendooran Central School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.6
Head Teacher(s)	1
Classroom Teacher(s)	7.81
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	432,044.92
Revenue	2,894,837.37
Appropriation	2,853,237.67
Sale of Goods and Services	11,915.25
Grants and contributions	28,233.70
Investment income	673.75
Other revenue	777.00
Expenses	-3,023,881.22
Employee related	-2,414,343.51
Operating expenses	-609,537.71
Surplus / deficit for the year	-129,043.85
Closing Balance	303,001.07

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.

	2023 SBAR Adjustments (\$)
Targeted Total	75,707
Equity Total	306,773
Equity - Aboriginal	69,387
Equity - Socio-economic	157,421
Equity - Language	0
Equity - Disability	79,965
Base Total	1,989,754
Base - Per Capita	28,368
Base - Location	60,232
Base - Other	1,901,154
Other Total	300,659
Grand Total	2,672,892

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Parent/caregiver, student, teacher satisfaction

To gauge parent and teacher satisfaction with the school, a simple survey was provided. The survey consisted of 3 questions in a plus, minus and interesting style, with the final question asking them to rate their satisfaction on a scale from 1-5, with 1 being very dissatisfied and 5 being very satisfied.

Parents

Most parents are satisfied with the school.

Many parents praised our efforts with communication and family / community involvement.

Some parents feel we need to improve classroom management and behaviours in the secondary school.

Many parents are in favour of the school offering further academic, sporting and cultural opportunities.

Staff

Some common themes from the staff survey were:

Staff believe there is good teamwork and a mostly positive culture within the school.

Staff value positive relationships with students, one another and the community.

Staff care about student well-being and providing a positive learning environment.

Staff feel that communication and secondary behaviour could be improved.

Staff would like to see the implementation of intervention programs and other initiatives focusing on well-being and culture.

Staff feel neutral in their satisfaction with the school.

Primary Students

In Mendooran Central School, 28 primary students completed the Tell Them From Me Survey (TTFM) in September 2023. The data included nine measures of student engagement alongside the five drivers of student outcomes.

70%-96% of primary students experience a positive sense of belonging, positive relationships and participate in school sports and clubs.

82%-89% of primary students value school and believe it is a positive learning environment.

81%-86% of primary students feel that their learning is of high quality and that it is interesting and motivating.

Secondary Students

In Mendooran Central School, 38 students completed the Tell Them From Me Survey (TTFM) in September 2023. The data included ten measures of student engagement alongside the five drivers of student outcomes.

58%-75% of secondary students experience a positive sense of belonging, participate in school sports and clubs, and have positive relationships.

60%-85% of secondary students have positive attendance, positive behaviour and value schooling outcomes.

28%-58% of secondary students feel motivated and interested and make effort at school, whilst 33% feel appropriately / intellectually challenged.

Data from the TTFM Survey will be used to develop policies and practices aimed at increasing student engagement.

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.