

2023 Annual Report

Mungindi Central School



2675

Introduction

The Annual Report for 2023 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.

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School vision

Through Precision in Practice, Mungindi Central School is committed to delivering an innovative, engaging education, promoting self-advocacy, within an inclusive environment.

Staff are driven and focused on self-improvement, collaborative practice, individual student aspiration, growth and achievement and the modelling of lifelong learning in the pursuit of excellence for all.

School context

Mungindi is a small, exciting, resilient and community minded, rural and remote border town, located on the New South Wales and Queensland border, divided in half by the Barwon River, 120 kilometres North West of Moree.

Built on the land of the Kamilaroi 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 86, Mungindi Central is comprised of 51% Aboriginal 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.

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.

With a low student to teacher ratio, the staff are 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), seven secondary and five primary classroom teachers, a preschool teacher, four student learning support officers (SLSO), two school administration assistants (SAO) and two general assistants (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 2022-2026 reflects a rigorous self-assessment and external validation process delivering three strategic directions, these being student growth and attainment, strong and sustainable systems and practices and community connections.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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	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 growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

Student growth and attainment occurs through a culture of shared beliefs and understandings that all students can achieve high standards.

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.

- Literacy and Numeracy
- FACES and Data Driven Practice

Resources allocated to this strategic direction

Professional learning
Beginning teacher support
Aboriginal background
Integration funding support
Socio-economic background
Low level adjustment for disability

Summary of progress

Evidence of Activity

1. Whole school focus on Literacy and Numeracy
2. CLARITY - FACES
3. External Agency Support - Montrose - OT and Speech
4. Targeted professional learning - CLARITY and new curriculum as appropriate based on curricular roll out
5. Individualised targeted stage 6 post school transition program for Students with Additional Needs (SWANS).
6. Staff Induction Program.

Evidence of Process Quality

1. Whole school focus on Literacy and Numeracy through;
 - Preschool - Introduction of PreLit program during term 4, 2023
 - Utilisation of student data from various internal and external sources to determine (target) individual areas for growth. Students were then grouped based on identified focus areas as determined through the analysis of summative and formative data sources including NAPLAN, Check-in, ALAN, MutliLit data and student writing samples. Individual student data is available to all teaching staff via the MCS Student Profiles team.
 - Primary - Introduction and utilisation of InitialLit and PreLit programs as part of Closing the Gap Strategy
- Daily 5 - rotations (teacher directed - read to self - work on writing - read to someone - word work - listening to reading)
- Reading Eggs
 - K-6 Essential Assessment English and Mathematics
 - DoE Writing unit implementation - K-2
 - Big Writes - 3-6
 - Math program - DoE Units, Rotations, Mathletics and Maths Seeds.

- Secondary - Targeted Literacy Lessons (4x40 mins per week)
- Words Their Way
- Stage 4 and 5 students were combined and then divided into two classes based on commonality and family relationships. During term 4 a small group was also implemented to support students with significantly low attendance with deeper, targeted interventions. These additional lessons are timetabled (4 x 40 minute periods per week).
- Maths Pathways
- Stage 4 and 5 timetable structure (morning session) reflective and modelled on Primary lesson structure

2. CLARITY - FACES

- Data wall - version 2
- Consideration and refinement of whole school operational procedures and processes in line with CLARITY - 14 Parameters.
- Coordinated and structured whole school implementation of IEP's.

3. External Agency Support - Montrose - OT and Speech

Identified students access Montrose for Speech and OT one or two times per week.

4. Targeted professional learning - CLARITY and new curriculum as appropriate based on curricular roll out
5. Employed a teacher to support SWANs
6. Staff Induction Program - implemented as part of a strategic approach via PL.

Evidence of Impact

- Stage 6 SWAN student successfully completed HSC and transitioned to post school option each Friday in Moree.
- Teaching staff have been provided mentoring and support in the application of life skills outcomes and monitoring.
- Greater whole school focus on individual growth of students in Literacy, Numeracy and Attendance that is recognised by staff, students and community. This has also created a positive shift in school culture and is contributing to an increase in student enrolment and community opinion.

What have been the enablers?

- Access to external agencies.
- Flexibility in personnel and fiscal resourcing.
- Attendance procedures and family engagement.

What have been the barriers?

- High cost (financial and human resourcing) to support SWAN and transition to post school option.

Next Steps.

- Attendance - ensure embedded process.
- NBSA Community of Schools -resumption of initiative
- Staff Induction Program - To be reviewed strengthened.

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 the percentage of questions answered correctly in the Checkin Assessment by individual students in 2023 compared to their corresponding 2022 data.	<ul style="list-style-type: none"> • Measure not met as percentage of questions answered correctly decreased from 44.5% to 44.2%.
An increase in the percentage of	<ul style="list-style-type: none"> • Measure met as percentage of questions answered correctly increased

questions answered correctly in the Checkin Assessment by individual students in 2023 compared to their corresponding 2022 data.	from 46% to 68.8%.
An increase in the percentage of questions answered correctly in the Checkin Assessment by individual students in 2023 compared to their corresponding 2022 data.	• Measure met as percentage of questions answered correctly increased from 31% to 39.3%.
An increase in the percentage of questions answered correctly in the Checkin Assessment by individual students in 2023 compared to their corresponding 2022 data.	• Measure not met as percentage of questions answered correctly decreased from 29.6% to 24.5%.
An increase in the percentage of questions answered correctly in the Checkin Assessment by individual students in 2023 compared to their corresponding 2022 data.	• Measure not met as percentage of questions answered correctly decreased from 50.2% to 46.3%.
An increase in the percentage of questions answered correctly in the Checkin Assessment by individual students in 2023 compared to their corresponding 2022 data.	• Measure met as percentage of questions answered correctly increased from 41.5% to 46.6%.
An increase in the percentage of questions answered correctly in the Checkin Assessment by individual students in 2023 compared to their corresponding 2022 data.	• Measure met as percentage of questions answered correctly increased from 39.55 to 42%.
An increase in the percentage of questions answered correctly in the Checkin Assessment by individual students in 2023 compared to their corresponding 2022 data.	• Measure met as percentage of questions answered correctly increased from 29% to 40.8%.
Increase in the proportion of Aboriginal students attaining the HSC while maintaining cultural identity to 100%.	• Measure met as 100% of Aboriginal students who attained the HSC reported maintaining a strong cultural identity.
50% - 100% of students attending >90% of the time.	• The percentage of students attending >90% increased from 5% (2022) to 17.5% demonstrating progress toward the lower bound measure.



On Country

Strategic Direction 2: PRECISION in Practice

Purpose

Enhancing teacher efficacy through collaboration, reflection and commitment to continuous improvement; encouraging new possibilities and innovation in classroom practice that support individual student achievement in a 'fail fast' culture.

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.

- Collaborative Culture of Teaching and Learning
- Strengthening the School Improvement Cycle Process

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Beginning teacher support
Socio-economic background
Integration funding support
Aboriginal background
Low level adjustment for disability
QTSS release
Location
Per capita
English language proficiency

Summary of progress

Evidence of Activity.

1. Develop shared language, values and processes that create optimal learning conditions support positive behaviour and employ effective strategies.
2. Create process that ensure all students are supported to achieve their academic, creative, physical, social and emotional potential.
3. Explicit teaching, learning intentions (LI), success criteria (SC) and authentic feedback.

Evidence of Process Quality

- Utilised AEO and Gamilaroi teacher to develop and strengthen school, student and parent relationships.
- Structured timetabled approach to IEP's and PLP's to further support the whole student.
- Ensured professional conversation included the use of CLARITY and high impact pedagogical language.

Evidence of Impact

- Increased use of LI and SC across school. However still in pockets and not visible all lessons by all staff.
- Increased utilisation of formative feedback, however TTFM data suggests more support and implementation to occur.
- Greater professionalism across the school, leading to increased positive community perception of MCS.

What have been the enablers?

- Embedding of activities into timetable structure.

What have been the barriers?

- Inability to secure additional staff to support flexibility in timetable to support the effective use of PLC for collaborative practice and mentoring conversations.

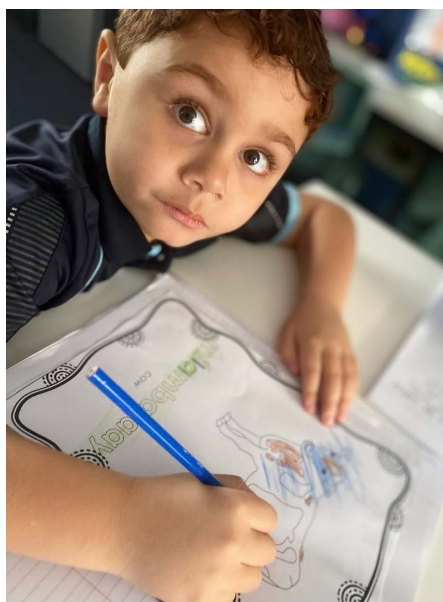
Next Steps.

- Foster professional learning community which monitors, evaluates and improves teaching and learning practices (NBSA COS).
- Utilise Learning Walks and Talks to further develop and support teacher collaboration, observation and authentic feedback.
- Re-implementation of Case Management Meetings.

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
Students know when and why formative assessment is undertaken. Students know why summative assessment is undertaken.	<ul style="list-style-type: none"> • 100% of students in stages 4, 5 and 6 know when summative assessment is to be undertaken • 100% of students in stages 4,5 and 6 know why summative assessment is to be undertaken • 50% of all students know why formative assessment is undertaken.
Students understand there are clear rules and expectations for classroom behaviour.	<ul style="list-style-type: none"> • Tell them from me data indicates a secondary school mean of 5.4, 0.2 points below state mean of 5.6. • Tell them from me data indicates a primary school mean of 6.4, 0.6 points below state mean of 7.2.
Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.	<ul style="list-style-type: none"> • Tell them from me data indicates a secondary school mean of 6.6, 0.2 points above state mean of 6.4. • Tell them from me data indicates a primary school mean of 7.0, 0.5 points below state mean of 7.5.
Data Informs Practice.	<ul style="list-style-type: none"> • Tell them from me data indicates a teacher school mean of 6.2, 1.6 points below state mean of 7.8.



Learning language

Purpose

To ensure that all members of the school community are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement.

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.

- Wellbeing
- Strengthened Community Partnerships

Resources allocated to this strategic direction

Socio-economic background
Integration funding support
Aboriginal background
Low level adjustment for disability
Professional learning
Location
Beginning teacher support
AP Curriculum & Instruction

Summary of progress

Evidence of Activity

1. Build collaborative environments focused on positive teacher, student and community partnerships.
2. Employment of Gamilaray Language Teacher
3. Community Engagement - AEO and Aboriginal Teacher (Gamilaroy)
4. Personalised Learning Pathways (PLP's) for all students
5. Structured and consistent approach to PLP's and Parent Teacher Meetings.
6. Developing Staff Cultural Awareness
7. Improving Community Perceptions

Evidence of Process Quality

- Through the employment of an Gamilaroy Teacher to deliver Gamilaray language and support the AEO's in improving community partnerships with MCS through timetabled community engagement. Language has been delivered to students in Preschool to year 10 as part of their timetabled curriculum.
- Tuesday week 5 and 10, terms 1, 2 and 3 and week 5 term 4 are allocated for school assemblies. Once assembly is completed a BBQ lunch is provided for all in attendance and then followed by either Personalised Learning Pathway meetings (week 5, terms 1 to 4) or parent teacher meetings week 10 term 1 to 3.
- Increased utilisation of MCS AEO in supporting effective communication between Aboriginal parents and the school.

Evidence of Impact

- Use of Gamilaray language is more prevalent around the school by staff and students.
- Strengthened communication and relationships between the school and community.

What have been the enablers?

- Employment of suitable personnel.
- Effective use of resources to support program/event implementation

What have been the barriers?

- Changes in staffing required a resource realignment.
- Unable to attend cultural excursion due to unavailability of buses to transport staff and students.

Next Steps.

- Although some wellbeing initiatives were implemented, a more coordinated and structured approach is required. This includes increased engagement with outside agencies and evaluation (relaunching) of whole school wellbeing initiatives and practices.

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
Expectations for Success: 70-75% of students feel staff emphasise academic skills and hold high expectations for all students to succeed.	<ul style="list-style-type: none"> • Measure met as 70% of students feel staff emphasise academic skills and hold high expectations for all students to succeed .
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.	<ul style="list-style-type: none"> • Measure met as 100% of students attend transition to Preschool, Kindergarten, high school and post school activities. • Measure met as 100% of post school age students transition to work or further study.
70.5% - 75.5% of students will report expectations of Success, Advocacy and Sense of Belonging at school.	<ul style="list-style-type: none"> • Measure met as increased percentage of students reported positive outcomes in Expectations for Success (from 73% to 76%). • Progress toward measure being met as percentage of students reported positive outcomes in Advocacy at School (from 62% to 69%). • Measure not met as percentage of students reported a decrease in positive outcomes in Sense of Belonging to (from 62% to 45%).
70.5% - 75.5% of students will report expectations of Success, Advocacy and Sense of Belonging at school.	<ul style="list-style-type: none"> • Measure met as increased percentage of students reported positive outcomes in Advocacy at School (from 62% to 100%), Expectations for Success (from 73% to 100%) and Belonging (75%).
If students are being bullied or see someone else being bullied, they know where they can go for help.	<ul style="list-style-type: none"> • Measure met as an increased percentage of students reported knowing where to seek help if they or someone else is being bullied at school (from 62% to 86%).



Hospitality catering

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$178,198.00</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"> • FACES and Data Driven Practice • Collaborative Culture of Teaching and Learning • Wellbeing <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <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. • 45% 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>\$137,154.51</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"> • FACES and Data Driven Practice • Collaborative Culture of Teaching and Learning • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Increased community engagement and enrolment though 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

<p>Socio-economic background</p> <p>\$137,154.51</p>	<p>high expectations to drive improvement and cultural change.</p> <ul style="list-style-type: none"> • Employ additional staffing to implement Literacy Strategies to support identified students with additional needs. • Targeted professional development of staff to support student learning.
<p>Aboriginal background</p> <p>\$170,982.00</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"> • FACES and Data Driven Practice • Collaborative Culture of Teaching and Learning • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • 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>\$26,561.41</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"> • Collaborative Culture of Teaching and Learning <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 • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <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>English language proficiency</p> <p>\$26,561.41</p>	<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>\$70,952.86</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"> • FACES and Data Driven Practice • Collaborative Culture of Teaching and Learning • Wellbeing <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 • targeted students are provided with an evidence-based intervention (PreLit and Initial Lit) to increase learning outcomes. • 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 Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <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>\$120,220.45</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"> • Collaborative Culture of Teaching and Learning • Wellbeing <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 • student assistance to support uniform etc • 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

Location \$120,220.45	<p>curriculum needs.</p> <ul style="list-style-type: none"> • Subsidise student excursions to enable all students to participate. • Manage technology resources to increase student engagement.
Professional learning \$32,314.80	<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>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"> • FACES and Data Driven Practice • Collaborative Culture of Teaching and Learning • Wellbeing <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 • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <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 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. • Continued new curriculum implementation
Beginning teacher support \$19,814.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Mungindi Central School during their induction period.</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"> • FACES and Data Driven Practice • Collaborative Culture of Teaching and Learning • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback <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. • Improvement in teaching and learning pedagogical practices. • Improved sequencing in programming and scope and sequences. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continue to build on existing induction practices to support beginning teachers and teachers new to our school. • Continue to provide ongoing support to staff in their first 5 years.
QTSS release \$6,628.61	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mungindi Central School.</p>

<p>QTSS release</p> <p>\$6,628.61</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"> • Collaborative Culture of Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <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>\$43,368.21</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>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 and monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy - writing • 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 • Providing targeted, explicit instruction for student groups in literacy



Bangarra Dance

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	33	23	23	27
Girls	34	25	33	31

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	90.9	47.5	68.6	72.7
1	79.1	83.3	57.5	63.8
2	79.4	79.6	68.4	75.0
3	79.5	72.3	69.2	88.6
4	55.5	73.8	78.3	77.8
5	86.2	58.4	71.7	79.0
6	87.7	70.8	88.6	84.7
7	76.0	81.6	69.8	81.2
8	85.1	65.2	76.6	74.8
9	77.0	73.1	63.5	77.4
10	76.7	25.2	62.1	73.5
11	74.9	74.1	4.2	84.1
12	75.7	74.3	79.2	75.2
All Years	80.8	69.4	68.0	77.0
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	86.0
All Years	91.1	89.8	85.1	87.9

Management of non-attendance

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

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	3
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

83.33% of Year 12 students at Mungindi 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 Mungindi Central School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.



Moree Careers Expo

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.2
Head Teacher(s)	2
Classroom Teacher(s)	9.13
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.47
School Administration and Support Staff	6.58
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	927,298.39
Revenue	3,732,383.22
Appropriation	3,686,636.20
Sale of Goods and Services	23,257.53
Grants and contributions	16,047.37
Investment income	6,442.12
Expenses	-3,726,340.52
Employee related	-2,969,475.77
Operating expenses	-756,864.75
Surplus / deficit for the year	6,042.70
Closing Balance	933,341.09

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	105,750
Equity Total	405,651
Equity - Aboriginal	170,982
Equity - Socio-economic	137,155
Equity - Language	26,561
Equity - Disability	70,953
Base Total	1,863,830
Base - Per Capita	15,980
Base - Location	120,220
Base - Other	1,727,629
Other Total	797,692
Grand Total	3,172,922

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

In 2023, 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 through the P&C and Aboriginal Education Consultative Group (AECG) Meetings and Parent Teacher Interviews. Feedback indicated strengths for 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.

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.