Our school at a glance

Students

The school student enrolment, K-12, in 2008 was 135. In addition to these full time students there were 28 community members enrolled in adult night time classes.

The school had a small number of senior students in 2008 and relied heavily on our involvement in the Warrumbungle Learning Community to assist in providing a wide curriculum choice.

Staff

In 2008 there were four primary staff, six secondary staff, a part time Support Teacher Learning Assistance (STLA), one part time casual teacher along with a Librarian also supporting release from face to face teaching and reading recovery.

During the course of the year our Head Teacher Secondary Studies accepted a transfer to a neighbouring school and was replaced by a casual science teacher while the school followed the process to appoint a permanent Head Teacher.

Our special needs students receive support from four Student Learning Support Officers.

As a result of staffing constraints in 2008 two of our permanent teachers and one of our casual teachers are required to teach outside their specialist area of training.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Mendooran Central School is always looking for innovative programs to enhance student performance.

The school worked on a range of initiatives throughout 2008, they include:-

♦ Middle Years Literacy
♦ Count Me In program
♦ Reading Recovery
♦ Leadership Skills
♦ Combined Horse Sports Day
♦ Vocational Education & Training
♦ External Competitions
♦ Whole School Enrichment Days
♦ Intensive Swim Program

Student achievement in 2008

Literacy – NAPLAN Year 3

6 Year 3 students participated in the National Assessment Program with the majority of students obtaining Band 3 or better.

Numeracy – NAPLAN Year 3

6 Year 3 students participated in the National Assessment Program with the majority of students obtaining Bands 3 and 4.

Literacy – NAPLAN Year 5

11 Year 5 students participated in the National Assessment Program with the majority of students obtaining Band 4 or better.

Numeracy – NAPLAN Year 5

11 Year 5 students participated in the National Assessment Program with the majority of students obtaining Bands 5 and 6.

Literacy – NAPLAN Year 7

9 Year 7 students participated in the National Assessment Program with the majority of students obtaining Band 6 or better.

Numeracy – NAPLAN Year 7

9 Year 7 students participated in the National Assessment Program with the majority of students obtaining Band 6 or better.

Literacy – NAPLAN Year 9

12 Year 9 students participated in the National Assessment Program with the majority of students obtaining Band 7 or better.

Numeracy – NAPLAN Year 9

12 Year 9 students participated in the National Assessment Program with the majority of students obtaining Band 7 or better.

School Certificate

5 Year 10 students were awarded their School Certificates in 2008 after satisfactorily completing their courses of study and sitting for state examinations in English, Mathematics, Science, Australian History Civics and Citizenship, Australian Geography Civics and Citizenship and Computing Skills.
Higher School Certificate

4 Year 12 students completed their HSC in 2008. One student studied a mixture of VET and Life Skills Courses and three students sat for the HSC exams.

Of the three students who sat for exams two are looking to participate in further study and will receive a UAI. One has been offered early entry to university and one student is looking towards obtaining an apprenticeship.

Messages

Principal's message

2008 has been another great year for Mendooran Central School with several excellent results in academics, sport and cultural areas.

The senior school is now fully established and offers a range of both academic and trade pathways.

A number of truly exciting developments are on the horizon.

Mendooran, Coolah and Dunedoo schools have formed a consortium and have submitted a funding proposal to the Federal Government that would see the establishment of Trade Training Centres at all three sites. This would result in new hospitality, wood and metal facilities built at Mendooran. These facilities would be built to industry standard and allow our students to gain TAFE qualifications to Certificate III in Construction, Hospitality and Primary Industries.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Robert Henry

P&C and/or School Council message

There are two parent representative groups that support Mendooran Central School. They are the P&C which manages general fund raising and the School Council which is focussed on school governance and parent/school communication. The P&C also manages the school canteen and its volunteers.

Both groups have meetings that are well attended. The organisations have provided the basis for a strong partnership between parents, caregivers the general community and the school.

The School Council held regular meetings in 2008 and I would like to thank all members of the council for their regular attendance and input.

The School Council is proud of its contribution to the school community and of its relationship with the staff at Mendooran Central School

Michael Ascher

Student representative's message

2008 has been a busy year for all students. The involvement of the SRC committee has been particularly huge this year. With lots of fundraising for worthy causes and also vital decision making for school improvements. The school was lucky to receive a grant for new seating. With consultation between SRC and staff, the decision was made to place the seating in the most appropriate and practical positions. We have made our school an even more homely, practical and comfortable environment.

As part of being captain, along with vice captains Laura Austin and Helen Knight, we have represented the school for numerous formal assemblies, (remembrance day, senior citizens week, education week) as well as community events such as ANZAC day.

With the changing of our sport houses last year, to GOONOO and BENI, we have had better involvement in school spirit and participation.

On behalf of the students and SRC, I would like to thank the many efforts of our teachers for always, without a doubt, going beyond the measures of teaching requirements and the help and support they have given us throughout the year.

We would also like to thank, Mr Bush, our grounds man, and the cleaners for keeping our school so beautiful. We would also like to thank the SASS staff for their dedication and hard work, in keeping our school running smoothly.

I have enjoyed my time as captain in my final year at Mendooran Central School. I would like to thank Mr Henry, especially for taking the extra time to teach the complexity of mathematics to senior students. We appreciate his dedication and patience. It shows the extent of dedication of our teachers within Mendooran Central and it is something all students should take pride in.

I wish my successor all the best for 2009. I hope that the school continues with the safe and happy environment I have experienced in my thirteen years of schooling here.

Lucy Naef

School Captain
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30</td>
<td>36</td>
<td>39</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>43</td>
<td>40</td>
<td>43</td>
<td>40</td>
</tr>
</tbody>
</table>

Structure of classes

There were four Primary classes in 2008. A composite Kinder / Year 1 class with 18 students; a composite Year 1, 2 class with 20 students; a composite Year 3, 4 class with 23 students and a composite Year 5 & 6 class with 27 students.

Retention to Year 12

Since moving to a K to 12 school in 2007, Mendooran Central School is establishing a proud tradition of providing students with a pathway into the workforce, or to further training through the TAFE sector, as well as focussing on the academic pathway to successful completion of the HSC and university entry.

The VET program at the school is designed to assist students to gain part-time and full-time employment.

Post-school destinations

Eight students completed their HSC in 2007. Three are currently in university having just successfully completed their first year of study. Three students are working in full time jobs, one of which is in a family business.

One of our mature age students is raising her family and the whereabouts of one student is unknown as she has left the area.
**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2008 there were four primary staff, five secondary staff, a part time Support Teacher Learning Assistance (STLA), three part time casual teachers along with a Librarian also supporting release from face to face teaching and reading recovery.

Our special needs students continued to receive support from four School Learning Support Officers.

As a result of staffing constraints in 2008 two of our permanent teachers and one casual teacher were required to deliver courses and subjects outside their specialist area of training.

All teaching staff meet the professional requirements for teaching in NSW public schools.

**Staff establishment**

The school had 13.646 teaching staff allocated in 2008. This included 3 executive positions, 3.336 primary teachers, 6.9 secondary teachers, 0.6 Librarian and 0.81 specialist support staff.

The teaching staff were supported by a Senior School Assistant, a School Assistant and 2 part time School Assistants. There were 4 School Learning Support Officers and a part time General/ Farm Assistant.

**Staff retention**

Staffing at Mendooran Central School is relatively stable although climatic conditions are having an adverse effect on the local community and in turn the school population. One Head Teacher position was under review in 2008 and will not exist in 2009. The Head Teacher Secondary Studies accepted a transfer during the year and was replaced.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.5%.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>127 035.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>137 026.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>117 620.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>37 135.54</td>
</tr>
<tr>
<td>Interest</td>
<td>10 553.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 995.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>433 367.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>26 668.37</td>
</tr>
<tr>
<td>Excursions</td>
<td>22 906.99</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16 908.71</td>
</tr>
<tr>
<td>Library</td>
<td>7 257.57</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>197.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>146 176.77</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>21 798.96</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>34 589.04</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>22 727.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 747.25</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 704.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>310 683.05</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>122 683.95</td>
</tr>
</tbody>
</table>
A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

**School performance 2008**

Mendooran Central School has continued in 2008 to offer its students a wide variety of opportunities and experiences.

**Achievements**

**Arts**

A contingent of Mendooran Central Students performed as part of the Mendooran Singers at the Annual Presentation Night.

Students also presented dance items as part of the Mendooran Dance Group, choreographed by Year 9 students Pip Elton and Lucy Goldspink.

**Sport**

**Primary Sports**

**Swimming**

2008 kicked off with our fantastic K-12 Swimming Carnival characterised by great participation and sportsmanship on the day.

Early in the year students were presented with awards for the Intensive Swimming Program from 2007. Congratulations to those who achieved awards and keep the effort up.

**Tennis**

Congratulations to all students for their effort and participation at the Zone Tennis trials which were held in Mendooran. Many thanks to Mr and Mrs Dries who assisted on the day. Your support was much appreciated.

John Monk and Bradley Ward were selected to participate in the North-West Trials held at Glen Innes. Both boys played well and enjoyed the experience.

**Soccer**

The Zone Soccer Trials were held at Coonabarabran in early April. A number of students from Years 5 and 6 were selected to attend. These students required a high level of skill in order to be selected to represent our school at the next level. 10 Primary students participated in the Trials. Joshua Abbott, John Monk, Jamie Sharpe, Bradley Ward and Steven Leask qualified for the Combined Zone Boys Team that played at Gunnedah in May. Kayla Frohmuller made the Combined Zone Girls Team that also played at Gunnedah. Well done to all students who participated on the day and congratulations to those who made it to the next level.

**Rugby League**

Joshua Abbott and Geordie Abbott participated in the Zone Rugby League Trials at Coonabarabran in May. Joshua Abbott was selected in the 11 Years team to represent our Zone at the Southern Trials in Gunnedah. Congratulations Joshua!

**Hockey**

Hockey trials were held at Mendooran and due to the lack of numbers from other schools and the obviously outstanding quality of our skillful players, the Zone Hockey team was made up of all Mendooran students.

Unfortunately due to small numbers and difficulties transporting students, we had to cancel the Coonabarabran Zone team attending the Hockey trials at Tamworth in May. We understand the constraints parents face in helping their children attend these sports days and thank every parent for their efforts in the past.

**Secondary Sports**

**Touch Football**

MCS competed at the Western Central Schools 2008 touch football carnival. Mendooran took a girls and boys U/16 team and both had a successful day. Both teams finished second in their pool after the round robin stage which qualified them for the finals and one game away from the central schools state finals.

Congratulations to both teams for their outstanding performances it was a proud day for MCS as this is our highest achievement in touch and we were the only school out of 14 to get both a girls and boys team in the finals. It also provides us with a lot of excitement as only three of the 17 players will be ineligible for next year’s tournament meaning we will take older and more experienced teams next year.

Special thanks to Mr Devlin for his assistance at the carnival and to Ashley Sharpe who represented MCS as our referee.

**Zone Winter Trials**

Mendooran Central students travelled to Gunnedah this year to compete for positions in zone teams for netball, touch football, rugby league and soccer. All our students put in their
best efforts under hot conditions and this was reflected by the selection of 9 of our students to represent our zone at regional carnivals over the coming weeks.

Congratulations to the following on their selection: Katelyn Jenkinson, Rebecca Sharpe and Ashley Sharpe (Soccer), Wayde Latham, Jesse Kramer and Nathan Duce (Rugby League), Andrew Mulligan, Brooke Pixton and Jessica Duce (Touch Football).

Cricket
Mendooran U/16’s Boys Cricket team put in their best performance for years in 2008 advancing to round 2 in the Central Schools Knockout competition. The boys made it through round 1 with a 94 run victory over the much favored Dunedoo. This victory was helped by a mature yet bruising 61 from Wayde Latham and some impressive bowling from Andrew Mulligan (3-18) and Jesse Kramer (2-25). Round two saw a similar effort from our boys but they were unfortunately overpowered by Coolah in a 3 wicket defeat. A special thanks to our Year 7 boys, Lincoln Goldspink and Hayden Norton who played well above their age just so we could field a team. Congratulations boys and with a similar team still available next year the future looks promising.

Netball
Our U/16’s Netball team travelled to Dubbo to compete in the western Central Schools Carnival. The girls had trained hard, and despite having a team with little playing experience they managed to win two of their five matches. The girls went down to Molong, Dunedoo and Coolah however overcame Yeoval and Portland. The day was a great one, the girls played very well and displayed some great talent for such a raw, inexperienced team. Mendooran will lose only 3 players for next year’s carnival and should be able to go a little further with the experience they gained in this event. A very big thank you to Lisa Duce who gave her own time to train the team in the weeks leading up to the carnival and then came in to coach the girls very effectively through the day. Well done girls!

Athletics
2008 was quite successful for MCS in athletics with 5 students qualifying for the Regional N/W Athletics in Tamworth. Congratulations to the following students on their achievement Rachael Ward (100m & 200m), Philippa Elton(100m & 200m), Andrew Mulligan (100m), Rebecca Sharpe(800m) and Jacob Wood(High Jump).

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

![Percentage of students in bands: Year 3 reading](image)
Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 numeracy

Numeracy – NAPLAN Year 3
Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>24</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 7

Percentage of students in bands:
Year 7 reading

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
</tr>
</tbody>
</table>

Percentage of students in bands:
Year 7 writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
</tr>
</tbody>
</table>

Percentage of students in bands:
Year 7 spelling

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
</tr>
</tbody>
</table>
Percentage of students in bands:
Year 7 grammar and punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band 2008</th>
<th>LSG average 2008</th>
<th>State average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students in bands:
Year 9 reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band 2008</th>
<th>LSG average 2008</th>
<th>State average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students in bands:
Year 7 numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students in bands:
Year 9 writing

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band 2008</th>
<th>LSG average 2008</th>
<th>State average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Percentage of students in bands:
Year 9 spelling

Percentage of students in bands:
Year 9 grammar and punctuation

Percentage of students in bands:
Year 9 numeracy

Numeracy – NAPLAN Year 9

Progress in literacy
Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>51.7</td>
<td>72.4</td>
<td>102.4</td>
</tr>
<tr>
<td>LSG</td>
<td>92.0</td>
<td>86.5</td>
<td>90.9</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.1</td>
<td>29.8</td>
<td>62.9</td>
</tr>
<tr>
<td>LSG</td>
<td>54.9</td>
<td>67.7</td>
<td>67.1</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Progress in numeracy
Average progress in numeracy for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>80.7</td>
<td>75.4</td>
<td>68.8</td>
</tr>
<tr>
<td>LSG</td>
<td>90.7</td>
<td>75.1</td>
<td>73.0</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>
School Certificate

Percentage of students in performance bands:
School Certificate English-literacy

Performance band

Percentage of students in band 2008
School Average 2004 - 2008
LSG average 2008
State average 2008

School Certificate Mathematics

Performance band

Percentage of students in band 2008
School Average 2004 - 2008
LSG average 2008
State average 2008

School Certificate Science

Performance band

Percentage of students in band 2008
School Average 2004 - 2008
LSG average 2008
State average 2008

Percentage of students in performance bands:
Australian History, Civics and Citizenship

Performance band

Percentage of students in band 2008
School Average 2004 - 2008
LSG average 2008
State average 2008
Percentage of students in performance bands: Australian Geography, Civics and Citizenship

- Percentage of students in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008

School Certificate relative performance comparison to Year 5 (value-adding)

School Certificate: Relative growth from Year 5 (value-added)

Higher School Certificate
Note: Data is only available for courses with 10 or more candidates

**Higher School Certificate relative performance comparison to School Certificate (value-adding)**

![Average HSC Relative Performance from Year 10 (value-added)](chart)

<table>
<thead>
<tr>
<th>Value</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>-18.0</td>
<td>Low</td>
</tr>
<tr>
<td>-16.0</td>
<td>Middle</td>
</tr>
<tr>
<td>-14.0</td>
<td>High</td>
</tr>
</tbody>
</table>

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>73</td>
</tr>
<tr>
<td>Writing</td>
<td>73</td>
</tr>
<tr>
<td>Spelling</td>
<td>73</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>66.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Mendooran Central School is always looking for innovative programs to enhance student performance.

Aboriginal education

Indigenous Education remains a priority within the school. We are actively supporting our Aboriginal students to enable them to confidently participate in the life of the school.

Aboriginal students are represented in all academic bands across the school.

Multicultural education

The school integrates multicultural activities into the teaching programs from stage 1 to stage 5. As part of the whole school staffing organisation a theme day was once again held in 2008, having as its focus Cultures of the World. Students across the school learnt about the cultural heritage of many different countries, their history, language, food, dance and traditional dress.

Respect and responsibility

Student leaders, Lucy Naef, Laura Austin and Helen Knight, played an active role in the Mendooran Anzac Day Ceremony and the Remembrance Day ceremony. Approximately 75 students marched in the Anzac Day parade.

All students at the school participated in the Values Day forum. All students also participated in the annual clean up of our local community as a part of the Clean-Up Australia program.

The very active SRC organised 4 whole school discos, each with a theme. The SRC also raised funds for a number of worthwhile charities, both local and national. The focus on physical health chosen by the SRC aligned with the school focus on this important area in 2007. It aligns with the community action to combat childhood obesity, as well as promoting sun-safe behaviour.

Other programs

Debating

2008 was also the first time we entered a primary team into the local Cudgegong Learning Community contest. The primary team exceeded all expectations by becoming the district interschool champions, winning the Cudgegong Eisteddfod Senior Primary Debating Challenge and ending almost a decade of Gulgong / Kandos dominance in the competition.

All students involved gained a lot from their experiences throughout the year and as always have done themselves and their school proud.

VET framework Courses

Primary Industries, Construction and Hospitality were once again offered as part of the senior curriculum in 2008. These courses have proven very popular with our students. They are competency based with the option of completing a HSC examination. The students are required to complete 70 hours work placement over the two senior years.

In construction some of the skills learnt include site set out and levelling, concreting to forms, paving and bricklaying. Construction and Primary Industries work together on various projects.

Hospitality students have produced a variety of dishes of industry standard and catered for important visitors to our school.

Horse Sports

The Mendooran Central School Combined Schools Horse Sports is always a big commitment from our school, pony club and community. In 2008 we once again had a large number of competitors representing a wide variety of schools from the Dubbo, Wellington, Tamworth and Quambone regions.

A great day was had by all, with our Equestrian Team turning their horses out in a beautiful manner, a credit to each and every one of them.

All competitors rode with a great sense of sportsmanship which was the spirit of the day.
Progress on 2008 targets

Significant progress has been made on both Targets 1 and 2 during 2008. Further achievements in these target areas are already foreshadowed for 2009.

Target 1

To increase the number of subjects taught by ‘face to face’ lessons in the senior curriculum.

Our achievements include:

- More regular contact between Mendooran Central School and the Warrumbungle Learning Community.
- Utilisation of the Warrumbungle Learning Community to provide video conferencing lessons in Year 11 Mathematics and Year 11 PDHPE.
- Delivery of Primary Industries, Construction and Hospitality VET courses by Mendooran Central School staff.

Target 2

Formal introduction of Welfare to the secondary curriculum

Our achievements include:

- Development of teaching learning welfare programs based on Mind Matters and Values Education.
- Introduction of a daily ten minute student welfare period in the secondary curriculum.
- Reducing the number of reported cases of bullying, student referrals and suspensions.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of School Culture and the provision of Mathematics and Infant education.

Educational and management practice

School Culture

Background

As part of the school’s self evaluation in 2008, parents, staff and students were surveyed about their opinions and feelings in relation to the school’s culture.

Materials used for the evaluation were the Department Of Education and Training’s School Map Best Practice Statements.

Evaluations were conducted and reviewed by an evaluation committee made up of representatives of the School and the School Council.

Findings and conclusions

Parents, students and staff were generally happy with the culture of the school however two areas did display different responses within the three groups.

Twenty five percent of parents and fifteen percent of students believe that the school only sometimes or rarely caters for the learning of all students.

Twenty five percent of students and fifteen percent of parents believe that the school only sometimes or rarely are proud of their school.

Future directions

Developing and displaying school pride and providing awareness of different teaching learning programs aimed at all student ability levels will be a school priority in 2009.

Curriculum

Infants’ education

Background

The school has been without a permanent mathematics teacher for twelve months. Mathematics has been taught by a combination of part-time casual teachers and permanent teachers teaching outside their KLA. The year 11 General Mathematics class is taught by the Head Teacher Mathematics at Dunedoo via video conferencing.

Findings and conclusions

Parents and students in year 11 General Mathematics are keen to continue being taught via video conferencing.

Parents and students view Mathematics as an integral part of the years 7 to 10 curriculum and have shown a preference for the school to seek to appoint a fully trained mathematics teacher.

Future directions

The school will seek to employ a fulltime mathematics teacher in 2009 and will continue to utilise the Head Teacher Mathematics at Dunedoo to teach the year 12 General Mathematics class via video conferencing.
Other evaluations
During 2008 the school conducted a rigorous evaluation of the DET’s Core Values and set about determining which of the nine Core Values are most important to the Mendooran School Community.

Parents, students and staff were all surveyed and included in values forums. From these forums three Core Values were chosen to be the underlying values in all school future policies and programs.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
Parents and students at Mendooran Central School identified many positive factors about the school including:

- Positive and caring relationships between teachers and students.
- Parent inclusion in all functions of the school.
- Positive and supportive relationship between the school and the parent representatives in the School Council and P&C.

Professional learning
In 2008 the school invested all of its allocation for professional learning in the development of our staff. Staff accessed a range of professional development with key focuses as outlined in the management plan.

Significant emphasis was placed in strategies to improve literacy and numeracy including Reading Recovery and Count Me in Too.

Professional learning was also undertaken on engaging students through the use of interactive smart boards and use of ICT stimulus materials.

School development 2009 – 2011
Extensive work has been done in 2008 to prepare strategic plans for 2009 to 2011. All members of the school staff and executive have played a part in establishing targets and strategies.

Targets for 2009
Targets for this year centre around literacy, numeracy and retention.

Target 1
Targeted students to achieve at or towards benchmark Literacy standards in Western NSW and DET priority areas.

Strategies to achieve this target include:

- Establishing a PSP committee responsible for Literacy focus teaching and learning programs.
- Implementing the Reading to Learn Program
- Initiating community workshops with Literacy packs including Early Childhood.
- Establishing a Drop Everything And Read program.

Our success will be measured by:

- Staff representation on the PSP committee
- Individual tracking and ongoing assessment in Reading to Learn
- Parent and community involvement

Target 2
Targeted students to achieve at or towards benchmark Numeracy standards in Western NSW and DET priority areas.

Strategies to achieve this target include:

- Establishing a PSP committee responsible for Numeracy focus teaching and learning programs.
- Conduct Newman’s Error Analysis, literacy in Mathematics, on identified students.
- Initiating community workshops with Maths packs including Early Childhood.

Our success will be measured by:

- Staff representation on the PSP committee
- Individual tracking and ongoing assessment.
- Parent and community involvement
Target 3

To provide students with further education and training opportunities.

Strategies to achieve this target include:

- To provide a broad curriculum offering
- To provide access to VET framework courses
- Play an active role in Warrumbungle Learning Community

Our success will be measured by:-

- Number of subjects offered in the senior school
- Number of VET courses offered
- Number of subjects taught by VC in the WLC.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Robert Henry
Principal

Michael Ascher
President, School Council

Julie Waters
Head Teacher Secondary Studies

Lynda Peter
Assistant Principal

Leo Tyndall
CEO, School Development

Michael Cronk
School Education Director - Warrumbungle

School contact information

Mendooran Central School
Brambil Street
Mendooran 2842
Ph: 02- 6886 1149
Fax: 02- 6886 1203
Email: mendooran-c.school@det.nsw.edu.au
School Code: 2522

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: