School context statement
Mendooran Central School is a small, innovative rural school serving a diverse community with enrolments from Kindergarten to Year 12. The Primary and Secondary students are drawn from the immediate township and the surrounding rural area. Several students travel from neighboring towns to attend our school.

The school provides a quality K-12 education in an environment which is well recognised as being very inclusive and supportive. Staff members focus on developing an individual commitment to learning in each and every student. The use of technology is a focus area.

Students have access to outside training providers to ensure a broader curriculum. We have additional staffing allocation of 0.1 Primary and 0.1 Secondary. The school is well supported by a School Council and our School P&C, and partner with the local Pre School and the community.

Student information
Student enrolment profile Primary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>25</td>
<td>26</td>
<td>26</td>
<td>20</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>21</td>
<td>22</td>
<td>24</td>
<td>17</td>
<td>19</td>
<td>35</td>
</tr>
</tbody>
</table>

Student enrolment profile Secondary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>42</td>
<td>41</td>
<td>40</td>
<td>42</td>
<td>32</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>27</td>
<td>30</td>
<td>23</td>
<td>22</td>
<td>25</td>
<td>17</td>
</tr>
</tbody>
</table>

Student attendance profile Primary

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.1%</td>
<td>91.6%</td>
<td>92.0%</td>
<td>91.85%</td>
<td>91.5%</td>
<td>92.1%</td>
<td>92.2%</td>
</tr>
<tr>
<td>State</td>
<td>94.1%</td>
<td>94%</td>
<td>94.1%</td>
<td>94.2%</td>
<td>94.1%</td>
<td>93.5%</td>
<td>93.45%</td>
</tr>
</tbody>
</table>

Student attendance profile Secondary

<table>
<thead>
<tr>
<th>Year</th>
<th>Yr7</th>
<th>Yr8</th>
<th>Yr9</th>
<th>Yr10</th>
<th>Yr11</th>
<th>Yr12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.3%</td>
<td>89.9%</td>
<td>88.7%</td>
<td>87.85%</td>
<td>82.6%</td>
<td>81.9%</td>
</tr>
<tr>
<td>State</td>
<td>92.2%</td>
<td>90.4%</td>
<td>88.9%</td>
<td>87.2%</td>
<td>88.7%</td>
<td>89.5%</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td></td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
100% of Year 12 students studied Hospitality in 2014.

Year 12 students attaining HSC or equivalent Vocational educational qualification
100% of Year 12 students obtained their HSC and 60% gained entry into university.

Position | Number
---|---
Principal | 1
Deputy Principal | 0
Assistant Principal | 1
Head Teachers | 2
Classroom Teachers | 6.2
Teacher of Reading Recovery | 0
Learning and Support Teacher | 0.5
Teacher Librarian | 0.6
Teacher of ESL | 0
School Counsellor | 0.15
School Administrative & Support Staff | 4
Total | 15.45

There are no aboriginal members of staff.
Teacher qualifications
All teaching staff met 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>7%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
All staff have undergone professional learning and one member of staff gained accreditation as a New Scheme Teacher.

Beginning Teachers
There were no beginning teachers employed in the school in 2014.

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>Dec 2014 Actuals</th>
<th>Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(228,543)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(2,039,973)</td>
</tr>
<tr>
<td>(2a) Appropriation</td>
<td>(1,997,969)</td>
</tr>
<tr>
<td>(2b) Sale of Goods and Services</td>
<td>(6,477)</td>
</tr>
<tr>
<td>(2c) Grants and Contributions</td>
<td>(32,896)</td>
</tr>
<tr>
<td>(2d) Investment Income</td>
<td>(2,631)</td>
</tr>
<tr>
<td>(2e) Gain and Loss</td>
<td></td>
</tr>
<tr>
<td>(2f) Other Revenue</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>1,997,328</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>1,997,328</td>
</tr>
<tr>
<td>(3a) Employee Related</td>
<td>1,776,733</td>
</tr>
<tr>
<td>(3b) Operating Expenses</td>
<td>220,595</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td></td>
</tr>
<tr>
<td>(3c) Employee Related</td>
<td></td>
</tr>
<tr>
<td>(3d) Operating Expenses</td>
<td></td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>(42,645)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(271,187)</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 Financial Statement is tabled at the Annual General Meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014
Academic achievements
Mendooran Central School had less than ten students in all year levels that external testing occurred, i.e. Years 3, 5, 7 and 9 NAPLAN and the HSC. Privacy regulations do not allow us to release results that could identify individual students. Results from these tests have been analysed for each student and will be used to inform teaching practices and determine the best strategies for individual improvement.

Individual reports have been sent home to parents identifying areas of strength and weaknesses.

The “My School” website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Other achievements

Sporting

Students from K-12 represented the school with high levels of sporting achievement in 2014. These areas of achievement included:

- softball
- touch football
- cross country
- league athletics
- swimming

Arts

- Students selected for Moorambilla choir
- Several public singing performances by individuals
- Student participation in performances such as Speech day and Education week.

Significant programs and initiatives –

The individual learning needs of our students remained a focus for 2014. Professional development of staff is ongoing in regard to teaching and learning strategies suitable to ensure all student work to achieve their potential.

Aboriginal education

Aboriginal education continued to be a focus for our school. All identifying Aboriginal students have individual learning plans created in consultation with parents, teachers and students.

Acknowledgment of country is practised at all assemblies and formal occasions. Aboriginal education is embedded in all teaching programs from K-12. Students participated in NAIDOC week celebrations led by Aboriginal elder, Ralph Nadan and his team of aboriginal dancers from Gilgandra.

Multicultural education and anti-racism

Focus areas for 2014 included investigation of various cultures including lifestyle, beliefs, family life, language, traditions and religions.

Understanding and tolerance are values that are continuously reinforced throughout all stages of education and all curriculum programs.

Socio-economic background

Mendooran Central School provided opportunities for all students to participate in internal and external activities with equity. This includes assisting with funding for excursions, equipment and technology where necessary. The schools’ P and C also fundraised throughout the year to assist students in need.

English language proficiency

Despite the lack of ESL students, all teaching and learning programs have a strong focus on literacy to continually improve student comprehension.

Focus on Reading

The Focus on Reading program continued to be implemented in classrooms with excellent lessons being observed using this methodology.

Minilit

The Minilit Program was extremely successful with all students entered in the program showing strength. The students were able to use their newly acquired skills back in the classroom during reading sessions.

Multilit

The Multilit program continued to run throughout 2014 with individual students entering the program throughout the year. This program ran with support from SLSO’s. All students displayed positive results with stronger literacy knowledge being transferred into classroom learning.

Reading Eggs and Mathletics Program

Reading Eggs is a learning tool which increases students’ ability to learn to read. The Mathletics program is an interactive program that enables students to draw upon and develop numeracy skills. Both of these online programs were highly successful in enabling students to consolidate skills learnt in the classroom.
Learning and Support
All Individual learning Plans (ILPs) have been developed for all funded and Aboriginal students.
ILP’s have also been developed for all students in need of further support.
Students have access to the Learning and Support Teacher throughout the day. Students access the Learning Support Teacher either individually or in small groups.

Other significant initiatives
Staff had participated in professional development throughout the year to facilitate the implementation of new syllabus documents. Incorporated in the new syllabus is a strong focus on the importance of our Asian neighbours.

School planning and evaluation 2012—2014

School evaluation processes
Our school conducted evaluations to support the effective implementation of the school plan. The processes used include:

- Parent surveys
- Student surveys
- Teacher surveys
- School and community well-being surveys

School planning 2012–2014:
School priority 1
Outcomes from 2012–2014
Literacy and Numeracy
Evidence of achievement of outcomes in 2014:

- Literacy
  - All students achieving individualised outcomes and learning goals.
  - All students reaching National expected growth.

- Numeracy
  - All students achieving individualised outcomes and learning goals.
  - All students reaching National expected growth.

Evidence of progress towards outcomes in 2014:
- Benchmarking of student reading levels is recorded on the Literacy continuum.
- Data collection is used to assess progress on the Numeracy continuum
- In class assessment
- Formal testing

School priority 2
Outcomes from 2012–2014
Engagement and Attainment
Evidence of achievement of outcomes in 2014:
- Increase in attendance in primary from 90.82% to 91.5%.
- Maintaining current attendance figures till 2014 in secondary.

Strategies to achieve these outcomes in 2015:
2015 is the beginning of a new school plan.
Our three new strategic directions for 2015 are
- Excellence in teaching.
- 21st Century students as citizens.
- Positive school community culture.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. The results have been analysed and strategies put into place. The School Council was consulted about important decisions.

The P&C remain an active force in the school.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

Julie Waters Relieving Principal
Lynda Peter Assistant Principal
Troy Newberry Relieving HTSS
Rebecca Freeth Relieving HTLS

School contact information

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School Code: 2522

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