Principal’s message

To Dream the Impossible Dream

Dreams are thoughts, dreams are things that make the future, dreams are how we would like the future to be, dreams can be a fantasy but we can make our dreams come true.

For some it’s still impossible to believe that our school can be competitive and that our students can achieve equally with other students in NSW and that as an outcome our students can sit equally at the table of life.

I have every year gained inspiration from musicals.

The ancient tale of Don Quixote was set to music in the Man of La Mancha. Its most famous song was The Impossible Dream.

Don Quixote a man noble in heart sought to change things. Observers thought him mad. Only his loyal servant Sancho believed and followed. Nothing was impossible for Don Quixote.

Our school is like Don Quixote - always willing to press forward seeking to achieve and make a difference. Nothing is impossible.

Our school seeks to conquer ignorance and darkness and deliver light and learning for all students. We do not give up nor do we see any challenge too difficult. We do not discriminate. As the famous Fred Hollows said, “every eye is an eye whether you are the king or the pauper.”

Our quest is to make a difference for good for every child, no matter how it may seem hopeless no matter how far or how long it takes. We never give up!

Commitment by teachers means that our quest “exhausts and wearies even the youngest member of staff, let alone somebody of 67 years like me!”

Sometimes we work against the odds. Don Quixote, like our school motto, sought to face the task, despite often “being scorned and scarred” and “strove with his last ounce of courage” to break through.

Why?

We believe in your child’s right to succeed.

Have we reached that star? No!

Have we made mistakes? Yes!

Have we achieved everything we wanted? No!

Could we have done better? Yes!

Are we there yet? No!

Will we continue our quest next year? Yes!

Why?

We at Menindee believe in your child’s right to succeed.

What are some of our achievements of 2010?

- The Menindee Enterprise Park is open for business. It already provides pre-paid training for year 9 students and a part time position for a cleaner. It has paid for traineeships this year and will do so next year. Our farm will be up and running next year. More positions will flow.
- Our average Kindergarten benchmark level is 13.5, more than double the regional standard. All but one student has achieved the benchmark of 5 for the first time.
- Our HSC Statistics over the past years have been of growth.
- 66% of our Indigenous students between 18 and 25 are in fulltime employment or full time education compared to Australian average of 23%.
- Connected classroom technology is used to connect our students to the world. A most exciting relationship has been set up with Lindfield East Public School. In 2010 20 of our students were looked after by their school staff paying all their expenses whilst in Sydney
- Through Rick Ball students are achieving recognition through their art with Lindfield East auctioning for us each fortnight. I want to thank Andrew Stevenson, principal of Lindfield East and Mark Cepak in developing this unique link
- Our student behaviour continues to improve with fewer students being suspended and increasing numbers of students who have had more than 150 days straight getting it right!
- All students in Year 11 and Year 12 have a traineeship where they go to work one day each week. We have gone from a success rate of 18% 2008 to 50% in 2010 and we will reach 100% in 2012.
We seek to reach the unreachable star as Don Quixote did. We continue our quest with renewed vigour next year as we have high expectations as he did!

Our achievements have been achieved as a result of a great team. In particular:

- Dena the cleaner and Jane McEwan who keep our school in the best possible condition
- Our adult learners and their teachers who vary their teaching hours to do things differently.
- Our community for working increasingly with us
- Our staff. Their commitment and focus on improvement allows us to move forward.

I wish to thank Sarah Johnson and Vanessa Hollis who left us in 2010. You are both remarkable people and we will miss you.

Last year I asked you to defy gravity and break down barriers to learning and success. Let us continue through 2011. I invite parents and community to join us.

Don Quixote’s quest was not crazy nor is our schools. He sought to “right the unrightable wrong.” We seek to provide equity of outcomes for all. There is nobility in our quest.

If that sounds crazy or if you are up to doing something crazy let’s do it together. Let us be like Don Quixote and do it. Let us make a difference for your children.

Let me leave you with this thought:

Here’s to the crazy ones. The rebels. The troublemakers. The ones who see things differently. While some may see them as the crazy ones, we see genius because the people, who are crazy enough to think they can change the world, are the ones who do.

Brian Debus

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**P & C message**

In 2010 the P&C undertook a number of fundraising initiatives, providing opportunities for parental and community support in school activities and requirements.

The P&C made a substantial contribution to the music and performing arts, with a cash donation that led to the purchase of much-needed musical equipment for the school. Cake stalls, mini-fair, karaoke, trivia night, and a variety of stalls held throughout the year enabled the P&C to engage both the school and community in a range of activities, supporting students in preparing for special events such as Mother’s Day, Father’s Day, Easter and Christmas celebrations.

Regular meetings assisted with communicating the achievements and needs of the school to the wider community, as well as enabling the community to become involved in decision-making processes within the school.

**Student Representatives’ message**

2010 was a big year for the SRC. The students elected themselves onto the council, and this worked well.

The SRC organized a school disco each term which included the use of video clips for the first time which was a great success.

In Term 4 we had an SRC Slave Auction where teachers and students could ‘buy’ a slave for a morning. Around $350.00 was raised and a lot of laughs could be heard around the school all day.

We also organized a Fun Activities afternoon with heaps of different things to do. Over $500.00 was raised and everyone wanted to do it again.

**Harley, Naomi and Deanna**
SRC Executives
School context

Menindee Central School's vision is a community school where people develop in a caring, stimulating environment. We can achieve this by focusing on enhancing students’ welfare, providing an appropriate curriculum, child centered teaching and learning, quality professional development of staff and the encouragement of community involvement. The school provides K-12 learning, catering for Years 11-12 through the Wilvandee Access Program which links Menindee with central schools in Ivanhoe and Wilcannia.

Menindee is a remote school in far west NSW. Our student population is approximately 120 students, 70% of whom are Aboriginal.

The school focuses on:

- Improving outcomes in the basics of literacy, numeracy, attendance and retention.
- Providing a culturally sensitive curriculum in collaboration with Dr Bob Morgan inaugural President of the AECG.
- Engaging students through innovative programs and the employment of Aboriginal community members. All students have access to traineeships from Year 10 to Year 12, VET courses and the Menindee Enterprise and Trade Training Centre.
- Implementing the Quality Teacher Framework for teachers by regular support each term from Associate Professor James Ladwig.

Student information

Student enrolment profile

As can be seen in these graphs there is a continuation of a downward trend in enrolments generally attributed to the deepening drought and its effect on employment prospects in the district. It is anticipated there will be some reversal of this trend with continuing improvement in climatic conditions.

Genders continue to remain relatively stable with slightly more boys than girls each year. Approximately 70% of our students are from Aboriginal backgrounds. Samoan and Tongan backgrounds also feature. Most students have spent their school years at Menindee; however, a small minority of students move to and from other schools. See below the enrolment trends over the last five years.
Student attendance profile

In 2010 there has been a gradual rise in attendance for both secondary and primary. Of particular note is the dramatic increase in rates of attendance for our secondary students, higher than the region’s average attendance and just 0.3% below state average. As indicated by the graph below, the rate of attendance by secondary school students is far above that of our region. There is still room for some improvement in years K-6, however programs to address this statistic are in their early stage of implementation and it is expected that a similar improvement to secondary attendance will take place in 2011.

Management of non-attendance

We encourage good attendance through the following strategies:

1. Attendance awards given out every 5 weeks to those who have had no absences and those who have had very few absences.
2. Letters to students whose attendance is below acceptable levels as well as meetings held with guardians where possible to discuss their child’s attendance at school.
3. Home visits to those who have poor attendance.
4. We have worked closely this year with the home school liaison officer who has designed attendance programs for chronic non-attendees, provided assistance to parents and assisted us in monitoring data and trends.
5. Publication of attendance statistics in the newsletter each week.
6. Increasing engagement in school activities through integration of ICT, provision of Aboriginal Perspectives in all Key Learning Areas, addressing disruption of learning through our welfare system, as well as providing senior students with more options in terms of subject choice and TAFE and traineeship options.
Class Sizes

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>YEARS 3/4</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>YEARS 3/4</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>8</td>
<td>17</td>
</tr>
</tbody>
</table>

Student retention to year 12

As can be seen in the table below, the retention trend over the last seven years of students staying on after Year 10 has varied greatly between cohorts. At first glance the table would indicate that there is a downward trend in retention to year twelve; however the table does not take into account students who either did not attend Menindee Central School in 2008 or those students who re-entered school after a number of years.

<table>
<thead>
<tr>
<th></th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School SEG State</td>
<td>36.4</td>
<td>20.0</td>
<td>70.0</td>
<td>50.0</td>
<td>28.6</td>
</tr>
<tr>
<td>SEG</td>
<td>47.6</td>
<td>52.5</td>
<td>57.4</td>
<td>54.2</td>
<td>52.7</td>
</tr>
<tr>
<td>State</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

100% of students who achieved the HSC in 2010 undertook at least one or more VET subjects as part of their course.

<table>
<thead>
<tr>
<th>VET Subjects</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality</td>
<td>2</td>
</tr>
<tr>
<td>Business Services</td>
<td>1</td>
</tr>
<tr>
<td>Retail Services</td>
<td>1</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>1</td>
</tr>
<tr>
<td>Metal and Engineering</td>
<td>1</td>
</tr>
</tbody>
</table>

Year 12 students attaining HSC or equivalent vocational educational qualification

80% year 12 students achieved the HSC in 2010.

Post School Destinations

Of the four students enrolled in Year 12 in 2010, the following table indicates their current post-school destinations:

<table>
<thead>
<tr>
<th>Destination</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traineeship</td>
<td>1</td>
</tr>
<tr>
<td>Employment</td>
<td>1</td>
</tr>
<tr>
<td>Unemployed</td>
<td>2</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Male Educator</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>8</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37.6</td>
</tr>
</tbody>
</table>
Menindee Central School’s staff is characterised by an enthusiastic teaching staff, many of whom are in their first years of teaching. They are ably supported by experienced Administrative and Support staff. Menindee Central is a participant in the 47 Schools Staffing Pilot Program, which sees the devolution of funding for staff from a central pool to local management. The program enables the school to access a more equitable piece of the staffing “pie”. In 2010 a Head Teacher position was upgraded to Deputy Principal level to add to the leadership capacity of the school executive, while 3 additional primary staff were employed to further increase the ratio of staff to students.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Menindee Central School takes pride in the role its Indigenous staff play in the day-to-day operations of the school. A total of 9 are employed at the school, and they are represented at all levels, from two members of the executive team, to administration, classroom support and community liaison.

All Indigenous staff work tirelessly in ensuring the school continues to operate with cultural propriety, strengthening the relationship that has been established with wider community of Menindee.

**Staff retention**

Two Primary and three secondary teachers were employed to cover vacancies resulting from transfers and resignations. A Head Teacher position was filled through the Devolution program at Deputy Principal level.

**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>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</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: 30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Visual Art 2010

It has been a huge year for visual art in the school.

There has been the sale of more than 10 student artworks in Sydney, providing funds for many students, and people want more - doctors, art galleries, restaurants, the Menindee works are travelling to live in Germany, with one famous chef, Joost, wanting to buy seven or eight more pieces to take over to his restaurant in Milan.

The Museum of Contemporary Art in Sydney have seen a number of the students’ works and Keith Munro, the Curator of Aboriginal and Torres Strait art was deeply impressed, wanting to visit the school and meet students later in the year 2011.

Likewise, Coo-ee Gallery, a reputable gallery in Sydney has expressed interest in having further contact, offering to exhibit work there in November 2011.

We have so many visually talented people in our school, and it is a great joy and privilege to be an art teacher here in Menindee.

Rick Ball

Sport

2010 was an unusually wet year in and around Menindee which unfortunately led to all three Wilvandee sports carnivals and the twilight swimming carnival having to be cancelled due to rain and/or road closures. Despite these set-backs we still strived to provide students with as many sporting opportunities as possible.

Years K to 6 students took part in a Winter Olympics challenge later in term one. This saw them completing a number of novelty activities all related in some way to the Winter Olympics. Students had a fabulous day and through fun activities broadened their understanding of the Winter Olympics and all that it involves. Primary students also took part in a Bike Safety Day in 2010. This allowed them to learn about safety issues related to riding bikes around the Menindee community. A worthwhile activity which was enjoyed by all!

A few of our senior students were lucky enough to have the opportunity to travel will a Broken Hill football team in order to compete in the Rugby League Arrive Alive Cup. This was organised by Country Rugby League.

All of our primary students were this year involved in Jump Rope for Heart in term three. The year 5/6 class coordinated this afternoon and did a great job organising the younger students in their activities.

The students at Menindee Central School once again participated in the Walk to School Day. The bus that usually travels around town was cancelled and instead a ‘walking bus’ travelled the regular bus route collecting students along the way. All students who participated enjoyed a
healthy breakfast once they arrived at school. This event highlighted the importance of being active every day.

Wakakirri once again supported our school in 2010 through the implementation on hip hop workshops for all students in years 4-10. These were thoroughly enjoyed by students who were able to learn from talented coaches who travelled out to work with them.

The athletics carnival was a great success in 2010. The carnival began at the school with a traditional march through the town and then back to the school oval. The cheers from each house were heard through town and several tourists stopped to see what all the fuss was about! It was a great day with maximum participation from all students. It was fabulous to see community and parents there to support the kids. Wills were the overall champions on the day!

In term two we held our annual fun run. Fortunately the weather held out and we were able to run an adventurous and exciting track through Crick Park.

Active After-School Communities continued to run this year as a result of the efforts of a few staff members and senior students. Each Tuesday and Thursday from 3:20-4:30pm all students have the opportunity to eat a healthy afternoon tea provided by the program and participate in a variety of organised sporting games and activities.

We continued to push lunch-time activities this year in order to keep students entertained and active during their break. Students enjoyed these structured sporting activities.

Year 9, 10, 11 and 12 students once again had the opportunity to elect to participate in Sports Coaching this year, a Stage 6 VET course which, upon completion students receive a Certificate II in Sports (Coaching).

Danielle Fellows
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 these 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)

The guidelines for reporting NAPLAN results state that they should not be represented in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information have not been shown for years 5 and 7 in 2010. Comment has been provided though for comparison with state and similar school groups.

Menindee Central School is represented by the green column in any graphs used under the following sections.

Literacy – NAPLAN Year 3

Year 3 results in literacy were positive with a large number of students achieving the highest band.
Numeracy – NAPLAN Year 3

Year 3 results in numeracy show a high percent of students achieving band 3 and 4 results.

Literacy – NAPLAN Year 5

As can be seen by the tables below Menindee students as a group generally performed well against a grouping of similar schools but well below state average.

Year 5 NAPLAN- Reading.

<table>
<thead>
<tr>
<th>Average mark</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>409.1</td>
<td>417.7</td>
<td>489</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN-Writing

<table>
<thead>
<tr>
<th>Average mark</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>427</td>
<td>419.8</td>
<td>488.4</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 5

Similar to our literacy results, students in general performed well below state average. An obvious area for improvement that will be addressed in 2011.

Literacy – NAPLAN Year 7

As can be seen by the tables below our year 7 cohort of students have, on average, not performed well against a grouping of similar schools and well below state average in each of the three literacy tests.

Year 7 NAPLAN-Numeracy

Literacy – NAPLAN Year 9

Although average marks were not far below State and in reading and were above SSG in all literacy areas, year 9 literacy results showed an overrepresentation in the bottom 2 bands. Of particular interest is the upward trend in year 9 results, which can be seen when comparing the green and watermelon shaded columns in the following graphs.
Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 spelling

Percentage of students in bands:
Year 9 writing

Percentage of students in bands:
Year 9 grammar and punctuation
Numeracy – NAPLAN Year 9

While year 9 numeracy results were again overrepresented in the bottom 3 bands, the average mark was higher than the average of the similar schools group and again showed an upward trend when compared.

Progress in Literacy

As can be seen in the following graphs, student progress in literacy remains at a pleasing level, significantly higher than state and similar school groups.
Progress in Numeracy

Although not as significant as Literacy, average progress in year 5 numeracy was again higher than the average progress for both the state and SSG.

School Certificate

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

The graph above depicts the expected growth of students from Year 5 Basic Skills to their School Certificate tests. As can be seen in the graph, significant growth occurred in all subjects excepting Science, Geography and Mathematics and in all subjects student growth far exceeded comparisons with the average for similar schools (SSG).
Higher School Certificate

Due to the low number of students sitting the 2010 HSC, comparisons to similar schools become problematic. However for those students attempting the HSC, the graph highlights a positive trend in raising students’ results as they continue from the School Certificate through to the HSC.

Minimum Standards

Year 3

In the year 3 results, literacy results were more positive than results for numeracy. The writing results are extremely positive.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Year 5

Year 5 results were not as positive as year 3, with the best performance being in writing.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Year 7

The 7 results show better performance in numeracy and reading. Writing and punctuation and grammar will be areas of focus for this group.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Year 9

Year 9 results were very pleasing across all areas. 100% of students achieved at or above the minimum standard in numeracy.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Menindee Central Schools profile indicates that the vast majority of students have an Indigenous background. The school attracts support specifically though funds sourced from the National Schools in Partnership program. During 2010 the first of a three year program of funding was specifically directed towards the development of an Aboriginal language and resources to assist teaching it, the employment of an Aboriginal Male educator and the employment of an additional primary teacher.

Paakantyi is taught from Kindergarten through to Year 8 and is used as the LOTE language studied in the early years of secondary school. The school is mindful of the need to teach Ngyampaa because of the background wishes of our community. Development of the Indigenous languages has been strengthened by the assistance of the Board of Studies who have held four meetings with Wilcannia Central, Wilcannia Mission School and Alma PS under leadership of Kevin Lowe BOS. Our language teacher also delivers at Alma Public School in Broken Hill. Supporting this language development has been the provision of resources. The teacher has worked with the language circle to develop an illustrated dictionary of words. As well, the Adult Education Aboriginal studies group and NAIDOC committee developed and published a book *Menindee’s Aboriginal Unsung Heroes* which was launched at the schools Black Pride Night held during NAIDOC Week. This book was used as the link with Lindfield East Public School and Keira High School to produce five connected classroom lessons based on the families around which this book was written. This publication brought great pride to our students.

The Aboriginal Male Educator has brought benefits to all levels of our school students, teachers and the wider community. The position was advertised towards the end of the year and the incumbent was confirmed in the position. This year he was mentored through the year by Dr Bob Morgan.

Some of his achievements include:

- contributed to that process of making the SRC more influential in school life, and mentoring the students to become proactive
- co-taught the Sport Leisure and Recreation class bringing many members of the community into the class
- influence in keeping statistics and working with some more challenging students
- providing support and tuition in secondary Maths to students at risk.

The 2010 situational analysis conducted as part of the LSES strategy has indicated that the community perceptions of the school are very positive, stating that he has been a conduit in the process.

Students are becoming more engaged because of his positive influence especially in providing some structure and activities around fitness.

The additional teacher has meant that more time can be spent providing additional support to primary students. This has meant that three major outcomes have been achieved:

- Kindergarten students have been taught separately. Best practices have been employed with some outstanding results. Students reached an average of 13.5 as measured against the reading recovery index with only one student not reaching the goal of 5. Most Kindergarten students are reading at Year 1 level.
- Personal Learning Programs have been provided for all students. However their effectiveness has been reviewed with a revised format being implemented in 2010.
• Quality teaching has been a major emphasis at the school. The additional time has been used to ensure staff development in this area for all teachers. All are coded regularly and each term they have access to activities supported by James Ladwig, one of the authors of the framework.

Parent support and participation has been one of the levers leading to increased student performance. Funds gained through the Parents and Community Engagement program have seen Dr Morgan spent a week working with the community and using this as a bridge to the school. This has led to many activities that are well supported by the local community.

Menindee Enterprise Park provides facilities for the community to meet on their ground that is part of the school. The facility is providing pre-employment opportunities for students, traineeships both at the school and beyond. It is a unique facility that will grow and support the school to become more independent from grants.

Multicultural education
Menindee Central School has continued to embrace its weekly assemblies for both the students and the wider community. The assemblies are designed to showcase special guests from around the world and from within our community who are invited to share cultural information about their country. This allows our students to share their interest and enthusiasm for learning about new cultures. MCS has been fortunate to have a number of teachers from other nationalities which has also developed the students’ understanding and acceptance of other cultures.

The school has also nominated and trained Tim McIntyre to be our anti-racism officer.

Respect and responsibility
The school has organized and participated in a number of activities that has further enhanced its position in the community. Through the efforts of parents, community and staff, Menindee Central School has developed a relationship with Lindfield East Primary school. This relationship saw the two schools partner through the use of connected classroom technology to celebrate Harmony Day, conducting several video conferences with members of the Menindee community who appeared in the book ‘Menindee’s Aboriginal Unsung Heroes’. This book was compiled through the efforts of Community and staff as part of the PaCE program. Students’ families were asked to nominate their local hero, whose profile was then documented for inclusion in the professionally published book. During term four a number of students were hosted by Lindfield East, further deepening the relationship established earlier in the year. Lindfield’s fundraising efforts enabled Menindee’s students to attend the Sydney Schools Spectacular and experience a plane flight home, an event that will not soon be forgotten for those involved. Two students attended the National Leadership – Rising Generation forum held in Sydney. Another student was sponsored through the Rotary Leadership program. Primary classes participated in the Friendship Matters program which aims to develop emotional intelligence in our younger students through discussion and activities on building friendships.

PSP
Menindee Central School received support from the Priority Schools Program (PSP) once again in 2010. This funding was used to implement a variety of literacy and numeracy strategies and programs across the school.

This year PSP funding was spent on supporting the following initiatives:
• Listening posts were purchased for each of the primary classrooms so that students (particularly lower ability students) could benefit from this largely independent literacy activity.
• In the secondary school, history, geography and science texts were purchased in order to be used as quality texts in the classroom.
• A number of NAPLAN texts were purchased in order to support teachers in preparing students to sit for NAPLAN.
• Menindee Central School was involved in the “Holiday Reading is Rad” program which is an initiative of the PSP. Years 3-6 students who enrol in this program make a commitment to read regularly during the summer school holidays.
• Student licences were purchased for Fast ForWord, a highly evaluated technology-based learning program which is aimed at improving
reading, listening, attention, memory and English language skills resulting in better school/workplace results and ultimately a brain with an ability to learn more efficiently. This program run with identified students in small groups across the primary school.

- In order to allow and encourage teachers to create quality learning environments which are visually stimulating, surrounding students with key words, definitions, concepts etc. chart stands were purchased. This allows teachers to easily put down important notes from the class and display these on the walls in the classroom.
- This year software was purchased for MCS 88.0FM, our schools very own radio station. Classes at MCS are now able to produce radio shows or segments, either by broadcasting live, or pre-recording. The aim of this resource is to work on student’s literacy skills in such a way that they are able to recognise and explore connections between classroom knowledge and situations outside the classroom.

Danielle Fellows

CAP

Menindee Central School received support from the Country Areas Program (CAP) once again in 2010. This funding was used to implement a variety of literacy and numeracy strategies and programs across the school.

This year CAP funding was spent on supporting the following initiatives:
- An extensive array of mathematics resources including Large Display Calculators, Jumbo polyhedral dice and Domino dice.
- An extensive array of literacy resources including primary writing packs and Brains Alive kit.

Technology resources and support for students in attending sporting, academic and extra curricula events formed the bulk of the expenditure, examples include.
- Laptop cart with 15 laptops.
- External Hard drives for multimedia.
- USB audio note takers for media production.
- 12 different excursion events including VIBE!

Connected Learning

In 2010 Menindee placed a large emphasis on utilising technology to engage students.

The connected classroom was utilised to help form important links between Menindee Central School, Keira High School and Lindfield East Public School during NAIDOC Week. Menindee community members recognised in ‘Menindee’s Aboriginal Unsung Heroes’ spoke to students about their experiences and answered questions related to their stories as told in the book.

SMART boards continued to be utilised in every classroom at Menindee Central School helping teachers create a stimulating learning environment which allows students to be interactive with their learning materials. Beginning teachers received training in using SMART boards.

This year a staff development day was designated to ICT use. Staff spent this development day learning how to make movies, create Wikis and use OneNote technology.
Year 9 students once again received a personal laptop this year through the BER. Students made use of these in each of their classes. With both Year 9 and 10 students now having their own personal laptops teachers are able to modify their stage 5 teaching programs to make best use of this technology.

Junior students benefitted from the provision of a mobile computer lab purchased at the end of 2009. The mobile lab was able to be rolled into classes when necessary so that students could stay in the comfort of their classroom whilst making use of computer technologies.

**Vocational Education Program**

Menindee Central School has developed partnerships with local and Broken Hill businesses. As a result, our senior students have the opportunity to do a traineeship in which they can learn industry skills as well as earn units towards their HSC. This is part of our career and transition planning for all of our senior students, preparing them for future career pathways. 50% of our 2010 HSC cohort were involved in traineeship programs. Of these students involved, 100% have continued working for the employer or continued with further training after successful completion of the HSC.

This program has led to the engagement and in some cases re-engagement of our students and provides them with HSC knowledge and employment related skills. It would not be possible without strong and committed community and local business partnerships.

**Progress on 2010 targets**

**Progress on 2010 Targets**

**Target 1**

*To measurably increase student achievements in Reading & Writing in school-based assessments.*

During 2010 the following strategies were employed:

- Explicit and systematic application of the Jolly Phonics Program K-2
- Reading to Learn strategies used in Stages 1-5
- Extensive use of NAPLAN Analysis and Teaching Strategies
- Systematic in-school Professional Learning program for all staff “Reading and Writing across the KLAs”.

Our achievements include:

- All Kindergarten students reading at or above Western region Benchmark of Level 5
- The majority of K-6 students reading at or above Western Regional Benchmark expectations by December 2011
- Average growth in NAPLAN Reading & Writing achievement at or above the state average growth for Years 5, 7 and 9 by 2010
- All English staff K - 10 using NAPLAN Writing Marking Criteria to guide assessment and planning resulting in increased student achievement in targeted areas by Dec 2010
- All teachers using NAPLAN Analysis and Teaching Strategies to support and increase literacy achievement by Dec 2010.

**Target 2**

*To reduce the gap between the school’s average results and the state-wide average results for Aboriginal and non-Aboriginal students in Numeracy NAPLAN testing.*

During 2010 the following strategies were employed:

- Development of 0-5 program, including early numeracy
Paraprofessional and tutorial support for individual and small groups
Focus on basic number skills in all lessons
Focused “Go Maths” support for each year group.

Our achievements include:

- Measurable increase in student achievement K-10 in Basic Number facts.
- Average growth in NAPLAN Numeracy achievement at or above the state average growth for Years 5, 7 and 9 by 2010.
- All teachers using NAPLAN Analysis and Teaching Strategies to support & increase Numeracy achievement by Dec 2010.

Target 3
To improve attendance by 2% between 2009 and 2010
During 2010 the following strategies were employed:
- A dedicated position for Aboriginal Community Liaison to support parents with student attendance
- Expanded opportunities for traineeship and TAFE from years 9 to 12
- Health and sports programs including morning fruit break
- Flexible programs for students at risk
- Engagement of students in the Enterprise Park
- Closer monitoring of attendance.

Our achievements include:

- Secondary attendance improved by 3%, while primary attendance improved by 0.7%
- Establishment of an early communication protocol for absent and late students.
- All agreeable stage 6 students signed to traineeships.
- Alternate learning programs established for 3 students at risk of leaving school.
- Morning fruit break has been extended into a morning breakfast program which attracts 70-80% of eligible students.

Key Evaluations

Educational and management practice

Curriculum - Numeracy

During 2010 a situational analysis was conducted as part of the Low SES National Partnership. NAPLAN results for years 3, 5, 7 and 9 were considered in detail.

Findings and Conclusions

Year 3 Conclusions – 27% of students in year 3 achieved results in the bottom 2 bands in numeracy, while 27% achieved results in the top 2 bands.

Year 5 Conclusions – 66% of year 5 students achieved results in the bottom 2 bands. Average growth in year 5 numeracy was pleasing being 52% higher than State average growth.

Year 7 Conclusions – 63% of year 7 students were in the bottom 2 bands in numeracy while no students achieved results in the top 2 bands. Average growth for this cohort was 18% higher than State average growth.

Year 9 Conclusions – 40% of students in year 9 were in the bottom 2 bands in numeracy while 10% were in the top 2 bands. Average growth in year 9 numeracy was 28% higher than State average growth.

Future Directions

As part of the Low SES strategy teachers will be trained in data analysis. Individual teachers will use data to inform programming and address gaps for targeted students. In 2011 we will establish a homework centre to assist student’s experiencing difficulty. We will continue
professional development on the Quality Teaching Framework with particular focus on the development of quality curriculum. Maths in a Box and Mathletics programs will also be used to improve students’ numeracy results.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

We used the Quality of School Life (QSL) survey to collect student data on School Culture. Parents and caregivers were also surveyed on their views of on the school as part of the Low SES National Partnerships situational analysis. 94% of parents/carers completed the survey.

*Findings and conclusions*

92% of students in years 3-6 and 81% of years 7-10 students undertook the Quality of School Life survey. It was found that years 3-6 students rated their school experience more positively than those in years 7-10.

52% of students feel comfortable at school, while the other 48% did not disagree with the statement “I feel worried”. Most students agreed with the statement “I get along well with other students”. One particularly positive result was that 66% of years 7-10 students felt that at school they are given the opportunity to do work which is meaningful to them. On the other hand 30% of years 7-10 students disagreed with the statement that “the things I am taught are worth learning”. Around 60% of years 3-6 students disagreed with statements related to them enjoying the work that they are given in class.

The response of Aboriginal parents mirrored those of other respondents. 69% agreed or strongly agreed with statements that were positive on aspects of how the school functions with its community, while 21% disagreed or strongly disagreed with the statements. Assemblies, cultural aspects and staff involvement were frequently mentioned as positives while negative aspects were more varied in nature. Some negative feedback related to the lack of experienced teachers employed at the school, listening to students and improving student’s outcomes.

*Future Directions*

QSL results highlight that while most students are relatively satisfied with their school experience there are still some students who are dissatisfied with school life. In 2011 we will focus on professional development related to adolescent learners. We will also make use of programs such as the Rock and Water Program and Friends for Life which aim to strengthen student’s resilience.

In 2011 we will reach out to parents/carers through Personal Learning Programs so that parents are engaged in the school’s process and directions. We will continue to extend the PaCE Program that promotes Parent and Community Engagement. We will also aim to boost parental attendance at meetings while sustaining the support and involvement of the school staff.

*Professional learning*

Menindee Central School teachers have continued their commitment to furthering their teaching practice through attendance at professional learning activities often voluntarily covering great distance to attend externally organized events. The school takes advantage of video conference facilities where possible and has been recognized for its efforts in this regard with a staff member being selected as Connected Learning Coach for the Broken Hill SEG.

Average expenditure per teacher on professional learning, at the school level - $1851.85

Total school expenditure on teacher professional learning - $50 000

During 2010 staff development days were configured to gain the most benefit from critical support staff and highly experienced presenters. The school applied for and was granted leave to
organize a series of development days prior to the return of students in the Western Division. In line with DET policy, this enabled the school to close for the final two days of the regular school year. Evaluations from staff were positive and the school has again been granted leave to structure 2011 in a similar way. Some staff development days were presented in Broken Hill, combining with other schools in order to leverage their training and development funds to employ high quality presenters on current educational practice. Other staff development days were held locally and dedicated to mandatory training on child protection, First Aid and Connected Classroom techniques.

Number of new scheme teachers working towards accreditation - 19
Number of new scheme teachers maintaining accreditation at Professional Competence – 8

School development 2009 – 2011

Targets for 2011
The following targets relate directly to the 2009-2011 strategic school plan as advertised on the school’s website.

www.menindee-c.schools.nsw.edu.au

Target 1
To significantly improve the Literacy results of students in K-6.

In keeping with DET and Regional Priorities, Menindee Central School has allocated considerable resourcing to achieve this target.

Strategies to achieve this target include:
• Utilising a variety of teaching methods including, Jolly Phonics, MultiLit and Reading to Learn.
• Utilising Tutoring Programs to improve student learning. Including the establishment of an afterhours student assistance centre.
• Consolidating the MCS Radio – Community & K-12 Literacy/Media Program.

Our success will be measured by:
• All Kindergarten students reading at or above Western Regional Benchmark of Level 5 by Dec 2011.

• Increase students reading at or above PM Benchmarks in 2011 Yr 3 cohort from 40% to 60% and the 2011 Yr 5 cohort from 25% to 50% by Dec 2011.
• Increase students achieving expected growth in: Yr 5 Reading from 28.6% to 50%, Yr 7 Reading from 50% to 60%, Yr 9 Reading from 30% to 50% by Dec 2011.

Target 2
Increase students achieving expected growth in Yr 5 numeracy from 16.7% to 50%.

Strategies to achieve this target include:
• Individual programs based analysis of NAPLAN data and contained in the Personal Learning Programs.
• Implementation of Count Me In Too and Counting On strategies, Mathletics and Maths in the Box.
• Numeracy assessment skills test developed and implemented once per semester.
• Establishment of Maths Coordinator Position to coordinate whole school approach to Numeracy.

Our success will be measured by:
• Year 5 NAPLAN results indicate student growth of 50% as calculated in SMART.

Target 3
Maintain or Increase student attendance rates in years 7-12.

Strategies to achieve this target include:
• Strengthening the School to Work Program by the establishment of a VET/Careers coordinator position
• Implementing a Short Message System (SMS) to improve communication between home and school.
• Strengthening ties with local industry to enable.
• Extend Menindee Enterprise Park in order to offer increased opportunities for industry training.

Our success will be measured by:
• Maintain 11/12 attendance at 91%.
• Increase 7-10 attendance from 82.9% to 84.9%.
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.

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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: