2009 Annual School Report
Menindee Central School

NSW Public Schools – Leading the way
Principal's message
2009 has been a very volatile year. Much has changed for our school. Much still needs to change. As I look forward I look back, reflect and then plan for the future.

Earlier this year I saw the musical Wicked. There are many messages and ideas of merit. Defying Gravity, a song from the show is a concept that I would like to explore. Some of the words go: 

Something has changed within me  
Something is not the same  
I'm through with playing by the rules  
Of someone else's game  
Too late for second-guessing  
Too late to go back to sleep  
It's time to trust my instincts  
Close my eyes and leap 
It's time to try defying gravity

Too much time is wasted on trivial pursuits. Too much time is spent on the irrelevant, the unimportant. Too much effort and emotional capital is expended on those people who neither care nor want to get on with changing things for the better. We need to go beyond the ordinary. We need to make big things happen, things that will make a difference.

Change is neither a cure nor an end in itself. Change is not starting now; it has already begun. Purposeful change will continue the journey we began four years ago.

It is based on:

- Supporting and building an environment that reflects the cultural history, languages and the values of our local peoples as well as the schools own core values.
- Improving the basic skills of our students. Much has been achieved. Growth has been spectacular but levels of achievement still aren't good enough.
- Engaging our students. Menindee Enterprise Park will provide opportunities for our students as well as Menindee as a whole.

Other achievements include:

- High participation in adult Year 11 classes
- Record level of employment or full time study by Year 12 students from 2008
- Achievement at the Vibe competition in Victoria
- Unprecedented growth in the performing arts
- Bringing forward traineeships to Year 10 level
- The near completion of the Menindee Enterprise Park
- Involvement of students in national and state conferences
- Successful trial of a middle school Year 6/7 class
- Operation Get It Right with its success of fewer suspensions and improved learning environment for our students and teachers.
- A most successful school concert
- A state award in the Schools First promotion

We have unprecedented opportunities. Our involvement in PSF, CAP, SIP and now the Low Socio-Economic Partnership provides dollars never dreamt of before. Our involvement with 45 other schools in the Devolution project will allow us to bring all our resources together to focus on those strategies that will make a real difference rather than taking a piecemeal approach. Money alone will not change things. Only humans, our travelling companions, can.

Congratulations are extended to all who have excelled in 2009. There has been real consultation with the community on how we should recognise our students and while there may be disappointments the jury has made the decision. To our students, I ask you all strive to defy gravity next year and fly.

Let me thank the staff for the contributions they have made this year to better the outcomes for our students. They work hard and much is expected of them from me as well as the community. Some have achieved outstanding progress. All have worked hard to shape our plan for 2010 and beyond.

To our staff, I ask you all to defy gravity next year to fly to destinations of professional competence to achieve greater satisfaction for you in what you do.

Let me acknowledge the achievements of our executive. With barely 7 years experience between them, Dave, Danielle and Sally are getting off the ground and have done an outstanding job. To Vel I extend my heartfelt thanks.

By resolution of our executive we asked Daniel Fusi to join as an equal member of the executive. His presence, his knowledge and good sense has underwritten our every direction. Gravity is easier to defy with Daniel on board.

We will defy gravity next year if...........

You as parents, carers and community commit to involvement and flying with us.
I acknowledge the support you have given us in the past and I thank you for it.

We welcome aboard our partners from the wider community - our shire councillors, the Central Darling Shire, our parliamentarians and representatives from the agricultural and horticultural community who will give us the thrust to achieve higher goals.

If we are to get off the ground and defy gravity we can load only limited baggage.

As the song concludes:

Unlimited
Together we're unlimited
Together we'll be the greatest team
There's ever been,
Dreams the way we planned 'em
If we work in tandem
There's no fight we couldn't win
With you and I defying Gravity!

Yes, parents, community, teachers and students together we can defy gravity. Everyone deserves the chance to fly. We can soar. Leaping will not be risky or uncalculated. We won’t set limits – we will be unlimited. It will be exciting, purposeful and successful.

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.

Brian Debus
Principal

P&C message

For the past year or so the P&C Association has had few members and this has severely limited its capacity to function.

In term 3 a determined effort was made to increase participation. Staff from the school supported this initiative and attendances of around 20 were achieved over three meetings. The December meeting was cancelled. A feature of the meetings was the provision of a staff presentation on school programs to provide interest and information to parents. Topics included the farm and a roll call of staff who spoke about their subjects and a short biography of their life experience. A liaison officer position was established to link the school with the officers and members of the association. Vanessa Hollis acts in this position.

The P&C Executive met to discuss priorities that they would like to be considered for the School Management plan. These included more knowledge about the Enterprise Park, increased student voice through the Student Representative Council, financial literacy for Y9/12; increased education on strategies to decrease domestic violence. All were considered excellent ideas and have been included in the plan.

For 2010 the strategies will be continued to ensure participation and involvement.

Georgia Shepherd
Acting Secretary

Student representative’s message

This year we went in a different direction in electing the Student Representative Council. They elected themselves. The leaders within the school know who they are, and this process was a success.

The SRC worked hard organising a Disco each term, running the music, the canteen and the games: setting it all up, then taking it down.

We had a Crazy Hair Day and raised nearly $260 for the Leukaemia Foundation, supported a child with World Vision and raised money for the CWA in Menindee.

The SRC also attended and participated in a documentary video highlighting the poor road conditions on the Pooncarie Road.

Rick Ball
SRC Mentor
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

Over the last few years student numbers have been 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 Enrolment

Years Kinder-6

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46</td>
<td>39</td>
<td>37</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>21</td>
<td>19</td>
<td>20</td>
<td>22</td>
</tr>
</tbody>
</table>

Year 7-12

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>22</td>
<td>23</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>41</td>
<td>37</td>
<td>32</td>
<td>29</td>
</tr>
</tbody>
</table>

Student attendance profile

Below are tables showing attendance trends for primary, secondary Year 7-10 and secondary

Primary K-6 Attendance Profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.0</td>
<td>88.2</td>
<td>88.1</td>
<td>89.8</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Years 7-10 Attendance Profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>75.8</td>
<td>80.4</td>
<td>86.1</td>
<td>82.8</td>
</tr>
<tr>
<td>Region</td>
<td>88.1</td>
<td>88.0</td>
<td>87.6</td>
<td>87.3</td>
</tr>
<tr>
<td>State</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
<td>90.0</td>
</tr>
</tbody>
</table>

Years 11-12 Attendance Profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.1</td>
<td>83.5</td>
<td>84.6</td>
<td>91.0</td>
</tr>
<tr>
<td>Region</td>
<td>89.1</td>
<td>89.0</td>
<td>88.6</td>
<td>87.2</td>
</tr>
<tr>
<td>State</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
<td>89.4</td>
</tr>
</tbody>
</table>

2009 has continued the gradual rise in attendance except for a down turn in the Years 7-10 area. It is good to see Years 11-12 average better than that for the state and the ‘like schools’ (LSG) group

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 and sought to have meetings with guardians where possible to discuss their child’s attendance at school.
3. 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.
4. Publication of attendance statistics in the newsletter each week.
5. Increasing engagement in the school activities through the integration of ICT, providing Aboriginal Perspectives in all Key Learning Areas, addressing disruption of learning through ‘Operation Get It Right’ as well as providing senior students with more options in terms of subject choice and TAFE and traineeship options.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<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</td>
<td>K</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Year 2/3</td>
<td>2</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Year 4/5</td>
<td>4</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Year 6/7</td>
<td>6</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Year 8</td>
<td>8</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Year 9/10</td>
<td>9</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>11</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Year 12</td>
<td>12</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

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 been increasing. While not as good as the '06-'08 results, the '07-'09 group results still continue the upward trend.

<table>
<thead>
<tr>
<th>School</th>
<th>SC03-HSC05</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEG</td>
<td>11.1</td>
<td>20.0</td>
<td>70.0</td>
<td>50.0</td>
</tr>
<tr>
<td>State</td>
<td>61.0</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
</tr>
<tr>
<td>State</td>
<td>61.0</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
</tr>
</tbody>
</table>

This upward trend is indicated in the following table.

Post-school destinations

Of the nine students enrolled in Year 12 in 2009, the following table indicates their current post-school destinations:

<table>
<thead>
<tr>
<th>Destination</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>1</td>
</tr>
<tr>
<td>Employment</td>
<td>3</td>
</tr>
<tr>
<td>Further Training</td>
<td>1</td>
</tr>
<tr>
<td>Unemployed</td>
<td>4</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

100% of students who achieved the HSC in 2009 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>1</td>
</tr>
<tr>
<td>Business Services</td>
<td>4</td>
</tr>
<tr>
<td>Retail Services</td>
<td>3</td>
</tr>
<tr>
<td>Children Services</td>
<td>1</td>
</tr>
<tr>
<td>Metal and Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1</td>
</tr>
</tbody>
</table>

Year 12 students attaining HSC or equivalent vocational educational qualification

78% (7/9) Year 12 students achieved the HSC in 2009.

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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.51</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>23.91</td>
</tr>
</tbody>
</table>

On our staff there was one indigenous teacher and seven indigenous support staff.

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>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</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><strong>Date of financial summary:</strong></th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>260 052.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>229 760.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>406 313.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21 879.31</td>
</tr>
<tr>
<td>Interest</td>
<td>10 848.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>69 911.84</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>998 765.72</td>
</tr>
</tbody>
</table>

| **Expenditure**               |            |
| Teaching & learning           |            |
| Key learning areas            | 24 008.59  |
| Excursions                    | 2 112.82   |
| Extracuricular dissections    | 69 770.70  |
| Library                       | 4 078.38   |
| Training & development        | 1 600.30   |
| Tied funds                    | 435 898.24 |
| Casual relief teachers        | 25 155.44  |
| Administration & office       | 104 545.94 |
| School-operated canteen       | 0.00       |
| Utilities                     | 47 352.51  |
| Maintenance                   | 35 062.24  |
| Trust accounts                | 73 944.78  |
| Capital programs              | 17 724.34  |
| Total expenditure             | 841 254.28 |
| Balance carried forward       | 157 511.44 |

A full copy of the school's 2009 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 2009

Achievements

Arts

There is one big piece of news about the arts in Menindee…. Which is that participation in and enjoyment is growing each year.

Students and parents are feeling proud of being able to performing music, dance or painting.

It is great to watch!

Rick Ball
Art Teacher

Sport

This year at Menindee Central School students had the opportunity to participate in an array of sporting activities. We started off the year with our twilight Swimming Carnival in week 6 term one. The carnival was a great success with many students and community members attending. Burke stole the show, winning overall.

Mitchell won the athletics carnival which was held in week 4 term 3. The carnival kicked off with the traditional march and war cries. Participation was of a high standard with all students taking the competition seriously and doing their best.

The fun run was held in week 3 term 4. This event was organised with the assistance of Emma Philp (year 11) and Colin Clark (year 10) as part of the work related to Max Potential. As the weather was heating up and we wanted to encourage more community members to attend, we ran this as an evening event. We added a little variety to the fun run by allowing and encouraging community members to participate so that they could set a good example to the students. Members of the local police and staff of the Menindee Health Service and State Water joined in, which was fabulous. We also ran a ‘novelty lap’ where students could walk, ride, skate or really do whatever they liked to get them around the track. This was very popular and is something that we will certainly repeat next year.

The Wilvandee Sports Competition between Wilcannia, Ivanhoe and Menindee ran again this year with students travelling to Ivanhoe in term 1 and Wilcannia in term 3. Unfortunately the Menindee leg was rained out. Students from years 4-10 had the opportunity to participate in this event. It is a fantastic opportunity for them to mix and compete against students from other schools. Students who attended these events had a great time and showed off some great sporting talent.

AusKick and Country Rugby League spent time at the school this year providing our students with
training in AFL and Rugby League. Quality Sports and NSW Sport and Recreation also paid us a visit. These visits allow our students the invaluable opportunity to work with qualified coaches in selected sports.

Country Rugby League involved our students in a number of Rugby League and Oz-Tag competitions throughout the year in Broken Hill, Wilcannia and Menindee. Rugby League continues to be an area where our students show a high level of interest and shine in their performances. This relationship with Country Rugby League led to the unique opportunity for a few of our students to be involved in the recording of an advertising campaign for the Indigenous All Stars Rugby League team, which was a huge thrill.

Active After-School Communities continued to run this year as a result of the efforts of Daniel Fusi, Bob Hazeleger and Deena Lombardo (year 10). 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 and recently have particularly taken an interest in unicycling and skating on rip-sticks during their lunch-time.

Year 9, 10, 11 and 12 students had the opportunity to elect to participate in Sports Coaching this year, Stage 6 VET course which, upon completion students receive a Certificate II in Sports (Coaching). While only a few students elected to do the course in its first year, there has been an increased interest in the course and numbers look to rise next year. This course will provide students with the skills needed to successfully coach a sporting team and will also give them an insight into careers related to the sports industry.

Other sporting activities held included Jump Rope for Heart which ran throughout the primary school in term 3 week 7 as well as sport’s gala afternoon ran as a component of Sorry Day.

Danielle Fellows

Priority Schools Program (PSP)

Menindee Central School has received support from the Priority Schools Program (PSP). In 2009 this support totalled $27,200.00. The funding was used to support literacy and numeracy strategies and programs within the school.

One of these programs was the implementation of the Premier’s Reading Challenge. $8,000.00 of the PSP funds were used to purchase the books from the Premier’s Reading Challenge list for the school library.

As part of the PSP district initiative, four staff members were trained in the “Reading to Learn” program which will continue to be a focus of the school in 2010.

Menindee Central School is also involved in the ‘Holiday Reading is Rad’ program which is another initiative of the Priority Schools Program. Years 3-6 students who enrol in this program make a commitment to read regularly during the summer school holidays.

A maths building resource day was held in term three for parent, caregivers and any interested community members. The people who attended this session had the opportunity to make resources for their child that is stage appropriate. These resources will enable parents and caregivers to be involved in activities that will enhance their child’s achievements in Maths.

PSP funding was used to purchase resources for the home packs.

PSP funds were also utilised this year to purchase hands-on maths resources so that maths programs delivered in the school can have more practical, hands-on elements so that students can see practical application of their maths skills.

Years K-6 students worked in maths classes this year using ‘Go Maths’ resources. It was decided that primary teachers would utilise the ‘Go Maths’ program as it was an effective way of ensuring that essential content was being covered in numeracy sessions. These resources were purchased using PSP funds. The secondary school also supplemented their maths resources through the purchase of Maths Plus text books for stages 4 and 5 as well as ‘Maths with Attitude’ hands on learning kits to add a kinaesthetic dimension to the secondary maths program.

Reading Recovery was also supported in our school this year through PSP funds. One of our primary teachers was trained in reading recovery and worked with all of our year one students improving the reading results of all students involved.
Country Area Program

The CAP program is utilised to improve student outcomes and minimise the disadvantages of isolation. MCS has used this funding to provide transport to and from sporting, educational and career opportunities in Broken Hill that would be otherwise unavailable to our students, such as TAFE courses, work placement and regional sporting days. An innovative Kinder-Year 12 tutoring program has also been running this year under CAP funds. This program increases Year 12 students understanding about literacy and numeracy in the early years and also allows Kinder students with an intensive 1-1 tutoring opportunity.

A CAP technology camp was held this year at Lake Cullulleraine which several students and teachers attended. This assisted in developing confidence using various new computer programs.

Schools First

The school entered the National Australia Bank promotion Schools First. At stake was up to a million dollars to further a partnership that had been established at the school. It was stepped at within state awards, a state award and an overall Australian Award.

The school received a within state award of $50,000.

The partnership was based on three principles

- **Aspirational** “We don’t just want mediocre or second-best goals. We need programs to inspire both students and the community.”

- **Unique** “We can’t copy existing solutions. We need to customise for our community school solutions that will meet the specific needs of our students.”

- **Achieving** “We want outcomes. The best school, the best teachers and the best opportunities so our children can sit at the table of life as equal participants – not just getting the scraps.”

With the money received the school is using it to develop a farm on school land collaboratively with the community. The farm will form another practical form of engagement with the school and community and provide additional curriculum choices for our students.

Jan Fennell recently described the partnership as “The partners described it as ‘building a train as it was racing down the line at 1,000 kph – there’s no engine, wheels or roof, but we will fashion it so that it will roar faster and achieve even better destinations than we can now envisage.”

Drug Education

Drug education was delivered to the students of Menindee Central School through health classes. Year 10 and 11 students also joined Broken Hill students and attended a one-day drug information forum in Broken Hill. This day was very successful and the students found it to be very informative and appreciated its ‘harm minimisation’ approach.

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

Because less than 10 students sat the tests in Year 3, ‘Percentage in Band’ and ‘School Average’ percentage graphs were not available. Shown below is available data relating to school averages 2007-2009 relative to ‘like school’ groups (LSG) and the state in reading and writing. Greater achievements are shown in writing.
Numeracy – NAPLAN Year 3
As for Literacy percentage graphs were not available. Shown below is available data relating to school averages 2007-2009 relative to ‘like school’ groups and the state in numeracy.

Literacy – NAPLAN Year 5
In Year 5, as for Year 3, results were over-represented in the lowest two bands relative to schools in the ‘like school’ group (LSG) and the state in reading, writing, spelling, punctuation and grammar. Best results were seen in reading.
Numeracy – NAPLAN Year 5

Similarly to Literacy, MCS results were over-represented in the bottom two bands relative to schools in the ‘like school’ group (LSG) and the state.

Literacy – NAPLAN Year 7

Because fewer than 10 students sat the tests in Year 7, ‘Percentage in Band’ and ‘School Average’ percentage graphs were not available. Shown below is available data relating to school averages 2007-2009 relative to ‘like school’ groups and the state in reading and writing.

Numeracy – NAPLAN Year 7

As for Literacy, available data shows in Numeracy, MCS results were over-represented in the bottom two bands relative to schools in the ‘like school’ group (LSG) and the state.

Literacy – NAPLAN Year 9

Because fewer than 10 students sat the tests in Year 9, ‘Percentage in Band’ and ‘School Average’ percentage graphs were not available.

Numeracy – NAPLAN Year 9

As for Literacy, no graphs were available for Year 9 Numeracy because fewer than 10 students sat the tests.

Progress in literacy

Year 5

Demonstrated progress in Literacy gives cause for optimism. Of those Year 5 students who also sat NAPLAN when they were in Year 3, average growth in writing was significantly higher than the average growth of Year 5 students across the state and well above for reading. MCS growth was also significantly higher than in previous years.

Average progress in reading for matched students

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>School</td>
<td>51.6</td>
<td>56.4</td>
<td>94.2</td>
</tr>
<tr>
<td>LSG</td>
<td>103.6</td>
<td>91.8</td>
<td>76.3</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
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Average progress in writing for matched students

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<tr>
<td>School</td>
<td>62.0</td>
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<td>84.2</td>
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<tr>
<td>LSG</td>
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<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
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</tbody>
</table>

Year 7
Although graphs were not available, the average growth of students in Year 7 who also sat NAPLAN in Year 5 was significantly higher than the state average growth in reading and overall literacy. Growth in writing was slightly below the state average.

Year 9
Of the students in Year 9 who also sat NAPLAN in 2007, the average growth in literacy was slightly lower than the state average growth. However, in the Writing component, average growth was over twice that of the state average growth, an extraordinary improvement.

Progress in numeracy

Year 5
Once again there is cause for optimism; while not as significant as growth in Literacy, the MCS average growth in Numeracy was still higher than the average growth of students across the state and much higher than for the 'like school' group. Growth was also higher than in previous years.

Average progress in numeracy for matched students

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</thead>
<tbody>
<tr>
<td>School</td>
<td>44.3</td>
<td>83.1</td>
<td>97.5</td>
</tr>
<tr>
<td>LSG</td>
<td>94.4</td>
<td>73.5</td>
<td>76.4</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Year 7
Although no graphs were available because less than 10 students sat the tests, the average growth in numeracy of students in Year 7 who also sat the NAPLAN in 2007 was nearly twice that of the state average growth, an extraordinary achievement.
Year 9
Although graphs were not available, in Numeracy, progress of students in Year 9 who also sat NAPLAN in 2007, was better than that for Literacy, with average growth in MCS being above the state average.

School Certificate
Because fewer than 10 students sat the tests in Year 10, 'Percentage in Band' and 'School Average' percentage graphs were not available. Shown below is available data relating to school averages 2007-2009 relative to 'like school' groups and the state in reading and writing. Greater achievements are shown in English, Mathematics, Science, History, Geography and Computers.
School Certificate relative performance comparison to Year 5 (value-adding)

Significant growth was shown in Computer Skills and Science. Significant deficit was shown in Mathematics and Geography. Although in deficit for English and History, the results were better than those of 'like schools' group.

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 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>60</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50</td>
</tr>
</tbody>
</table>

In the Year 3 results, Literacy outcomes were more positive than for Numeracy achievements. The Spelling results are an optimistic indicator, along with Writing and Reading. Reading for understanding problems in Numeracy will be a future target.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82</td>
</tr>
<tr>
<td>Writing</td>
<td>55</td>
</tr>
<tr>
<td>Spelling</td>
<td>55</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>45</td>
</tr>
<tr>
<td>Numeracy</td>
<td>82</td>
</tr>
</tbody>
</table>

Although the Year 5 Literacy outcomes were disappointing, as previously stated, the average growth for those who also sat the NAPLAN in Year 3 in 2007 was significantly higher than the average across the state. Reading results have improved. Of interest is the similarity between results in Reading and Numeracy.

Higher School Certificate
Because fewer than 10 students sat the tests in Year 10, 'Percentage in Band' and 'School Average' percentage graphs were not available.

Higher School Certificate relative performance comparison to School Certificate (value-adding)
Student results appeared in the lowest three bands and demonstrated a deficit in performance.

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 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>60</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50</td>
</tr>
</tbody>
</table>

In the Year 3 results, Literacy outcomes were more positive than for Numeracy achievements. The Spelling results are an optimistic indicator, along with Writing and Reading. Reading for understanding problems in Numeracy will be a future target.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82</td>
</tr>
<tr>
<td>Writing</td>
<td>55</td>
</tr>
<tr>
<td>Spelling</td>
<td>55</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>45</td>
</tr>
<tr>
<td>Numeracy</td>
<td>82</td>
</tr>
</tbody>
</table>

Although the Year 5 Literacy outcomes were disappointing, as previously stated, the average growth for those who also sat the NAPLAN in Year 3 in 2007 was significantly higher than the average across the state. Reading results have improved. Of interest is the similarity between results in Reading and Numeracy.
Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

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<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>50</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
</tr>
</tbody>
</table>

Achievements in Reading were not matched by those in Writing. Growth in Reading achievements of those who also sat NAPLAN in Year 5 in 2007 was significantly higher than the state average. Writing improvements will be the main challenge in the future.

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

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<tbody>
<tr>
<td>Reading</td>
<td>62</td>
</tr>
<tr>
<td>Writing</td>
<td>75</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
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<tr>
<td>Punctuation &amp; Grammar</td>
<td>50</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
</tr>
</tbody>
</table>

Achievements in Literacy overall were disappointing except for the previously stated average growth in Writing of those who also sat the NAPLAN in Year 7 in 2007. This was over twice that of the state average. However, Numeracy improvements in general were better than those in the Overall Literacy.

Significant programs and initiatives

Aboriginal education

Because of the high proportion of Indigenous students, their education needs different approaches and strategies. The school has been in a formal partnership with the community since 2006 and received considerable funds. These funds have focused 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 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.

Outcomes have been particularly successful in attendance and retention.

Attendance rates have dropped a little because of some community issues and absences caused last year by influenza and some contagious diseases that were experienced nationwide.

Retention rates are especially high with more than 50% of students graduating with a HSC and a Trade Training Certificate.

Whilst literacy and numeracy outcomes have improved our students still under perform when compared to the state.

Growth statistics are healthy and indicate students improve with rates averaging between 30-40% above state levels.

Growth from Year 5 to School Certificate indicates that students outperform like school groups by 4-500% and show remarkable growth when compared to a four-year average of school results.

SiP funding has been significant in provide additional resources to engage and motivate students. Additional staff and in particular the Aboriginal Male Educator has provided significant factors in improvement.

Multicultural education

Friday morning assemblies have continued for Kindergarten to year 12. Special guests from around the world and around our community were invited to share culture and information about their country and allow our students to share their interest and enthusiasm for learning about new cultures.

The school has also nominated and trained an anti-racism officer, Mr Roy Baulch.

Respect and responsibility

Respect and responsibility are two of the six core values of our school. The other values include; honesty, courage, caring and cooperation. Respect and responsibility have become increasingly important terms in our school throughout 2009 as they form an important component of our school’s welfare system ‘Operation Get It Right’. Late in 2008 after extensive consultation with the community ‘Operation Get It Right’ was launched and it continues to be monitored closely and refined.

As a result of ‘Operation Get It Right’ and the focus that the system placed on respect and responsibility, behaviour throughout the student body has improved markedly and as a result the atmosphere of the school has also been
enhanced. One parent said “there’s a different feel to the school. It’s more relaxed”, while a teacher commented “it’s clear that the number of disruptions to learning is much less than it was a year ago. Both teachers and students are happier with the changes”.

The implementation of the new welfare system required teachers to raise their expectations in terms of behaviour and so initially there was a large fluctuation in the number of referrals and suspensions; however as students have adjusted to what is now expected of them the statistics have been improving each term.

As can be seen in the following table, significant improvements in referrals to the PT Room and suspensions have been made.

<table>
<thead>
<tr>
<th>Referral to PT Room and Suspensions</th>
<th>Number of Referrals to PT Room that did not result in suspension</th>
<th>Number of suspensions</th>
<th>Number of students suspended</th>
<th>Number of students who have had no referrals to PT room</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 4 '08</td>
<td>99</td>
<td>39</td>
<td>19</td>
<td>64</td>
</tr>
<tr>
<td>T 1 '09</td>
<td>41</td>
<td>32</td>
<td>17</td>
<td>72</td>
</tr>
<tr>
<td>T 2 '09</td>
<td>38</td>
<td>28</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>T 3 '09</td>
<td>34</td>
<td>12</td>
<td>10</td>
<td>87</td>
</tr>
<tr>
<td>T 4 '09</td>
<td>22</td>
<td>8</td>
<td>7</td>
<td>84</td>
</tr>
</tbody>
</table>

This important work will continue in 2010 to ensure that the school environment is respectful, safe and free from disruption to give students the best opportunity to learn.

Priority Schools Programs (PSP)

Progress on 2009 targets

Apart from maintaining strategies already in place, the school's 2009 Management Plan addressed the targets in a variety ways, including the following:

- Professional learning and collegial development in Literacy was begun, particularly for K-7 teachers.
- The Go Maths program was introduced for K-7 classes.
- The R2L (Reading to Learn) professional learning program was expanded for teachers of Year 2/3, 6/7, and 9/10.
- DEAR (Drop Everything and Read) and DEW (Drop Everything, Write) were trialled.
- Opportunities were provided for students to experience a wider variety of assessment styles and test taking strategies to ‘demystify’ tests.

- Weekly attendance and Home School Liaison involvement was monitored.
- For senior students, Traineeships and TAFE opportunities were provided to add to the relevance of continuing education.
- Tutorial support opportunities were provided for senior students who wished to take advantage of extra assistance.

Target 1
To improve literacy and numeracy outcomes as measured by the NAPLAN results

Our achievements include:

- Significant growth over the last two years for Years 5 and 9 students in Writing, well above the state average growth
- Significant growth over the last two years in Year 7 students in Reading, well above the state average growth
- Significant growth over the last two years for Year 7 students in Numeracy, well above the state average growth

Target 2: To improve primary attendance in Years K-6 from 89.8% in 2008 to 91%, secondary attendance in Years 7-10 from 86.1% to 88%, and Years 11-12 from 84.6% to 90%.

- Attendance for Years 11-12 exceeded the target with 91% attendance, better than both the region and the state.

Target 3: To improve retention rates from Year 10-12 from 29% to 75%

- Retention was 50% of students who were enrolled in Year 10 in 2007. While not reaching the target set, it was still an improvement.

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 2009, our school carried out evaluations of Teaching and Learning, and Reading (<-> Writing) Across the Curriculum.

Educational and management practice: Teaching and Learning

Background

Over the past few years, issues relating to three interrelated aspects of schooling, teaching,
learning and student behaviour, have been raised by teachers, parents and students. As a priority, much work has been done in collaboration with the community over the last two years on developing the school’s Code of Conduct and its related Whole-School Discipline policies and practices. While the work continues, more consistent whole-school disciplinary practices have resulted in improved student behaviour. This has enabled attention to shift to teaching and learning which will be the focus for the next few years.

Preliminary work has included commitment to the DET Quality Teaching (QT) Framework, with teachers collaborating in lesson observations and coding using the QT Framework. Professor James Ladwig from Newcastle University has lent support as the school’s QT mentor with visits several times a year to assist in strengthening practice. A generic lesson structure has also been introduced, which has been used for planning prior to lesson observations.

For the purpose of this evaluation data has been gathered from QT Codings, lesson observations, and the DET SchoolMap Teaching and Learning Surveys of all teachers, all students from Years 4 to 10, and all family carers. From analysis of this data, trends and perceived needs have been identified which will form the basis of school planning to meet the identified needs.

Findings and Conclusions

QT Coding assesses 18 elements within the three dimensions of Intellectual Quality (IQ), Quality Learning Environment (QLE) and Significance (S). Of the 18 elements, advances have included those demonstrated in:

- Student Engagement,
- Student Self-Regulation, and
- Inclusivity

Elements identified as priority needs include:

- Development of Explicit Quality Criteria,
- Lifting Expectations & Higher Order Thinking,
- Demonstration of Deep Understanding

In the use of the lesson structure two key elements have been identified for advancement:

- Teachers informing students, during the introduction, about what they are to learn and why (it matters), [ ]
- ‘Reflection on Learning’ being incomplete at the conclusion of the lesson as ‘time tends to run out’ in lessons

From the SchoolMap Teaching survey data, teachers have identified almost always or usually that:

- improvements in classroom management strategies have maximised learning,
- there is provision of a relevant curriculum

Students believe that almost always or usually:

- what they are asked to learn is important (the same area as the teachers’ relevant curriculum)
- reports & interviews provide information about student achievement & development

The areas of greatest need both teachers and students now see is in the area of Assessment, including the following where currently only sometimes or rarely:

- assessment & tracking of student learning outcomes is used to evaluate, develop and refine teaching programs
- assessment processes include ways of assisting students and parents to understand expectations, student strengths and areas for further development
- teachers clarify what is to be learnt and why.

In the Learning domain, students believe that almost always or usually:

- the school expects them to do their best,
- they try their best and take pride in their learning.

Teachers believe that almost always or usually that:

- they share ideas and experience with colleagues to improve learning
- they use a wide range of resources to assist student learning.

On the other hand both students and teachers include the following as occurring only sometimes or rarely:

- students try to do things in class that are new or different
- students reflect on their learning, take responsibility for their learning or engage in self-assessment
- communication between home and school about student learning.

From the results above can be seen some areas of correlation. For example, data from both QT Coding and the SchoolMap Teaching Survey demonstrates that improvements in student behaviour is now enabling improved learning and teaching.

There can also be seen a strong correlation among data from QT Coding, observations of the use of the Lesson Structure, and the SchoolMap Surveys of Teaching and Learning relating to Assessment. Some conclusions from these include the following:

- developing explicit quality criteria for learning and assessment would both clarify, lift expectations, and inform students and parents about those expectations,
- higher expectations would enable higher-order thinking and demonstration of deeper understanding which would be included in the students’ reflection on learning.
reflections on learning would establish students’ strengths and areas for further development which would be clearly communicated between home and school.

explicit criteria and goals may also encourage students to take greater responsibility for their learning and to try new things to improve their learning.

The conclusions above would add to the very positive belief of the students that the school expects them to do their best and that they try to do just that.

Future Directions

- Continued coding, development and consolidation of the QT Framework & the Explicit Teaching Lesson Structure.
- Collaborative teacher planning using the Lesson Structure, especially to strengthen teachers clarifying for students intended learning outcomes and why it matters, and following up with reflection on learning to determine degree of deep understanding and to set goals for future learning.
- To work on teaching and learning strategies to make classrooms more interesting places to learn, including extending the use of Smartboards and other ICT as well as different ways of learning,
- Development of an Assessment policy, procedures and practices that include:
  - Developing explicit quality criteria for learning and assessment,
  - Sharing and clarifying that quality criteria for students and parents,
  - Scaffolding and incorporating student reflection on learning and self-assessment within the process,
  - Whole-school procedures for assessing and tracking student learning outcomes for evaluating, developing and refining teaching programs,
  - Ensuring assessment strategies are understood by students and parents and that reports and interviews provide information about student strengths and areas for further development.
- Structures are developed to build stronger relationships between home and school to support teaching and student learning.

Curriculum: Reading across the curriculum

Background

For a number of years, student results from nation-wide testing and school-based assessments have been less than desired with limited student achievement in the areas of:

- reading for understanding
- writing independent short and extended responses to reading and to demonstrate learning across curriculum.

For the purposes of this evaluation, data was gathered from the state-wide beginning Kinder ‘Best Start’ assessments, Western Region Reading Benchmarks in Reading K-6, informal surveys and an in-depth analysis of NAPLAN results.

Findings and conclusions

1. The Kinder ‘Best Start’ assessment indicate the literacy levels of students beginning school. A significant majority scored within Level 0 which indicated that literacy experiences before Kinder were very limited and students started from a limited foundation on which to build their literacy learning.

2. This presents challenges to Kinder teachers in that low level basic skills such as concepts about print, ideas about books and ideas about writing have to be developed before work could begin on teaching for the expected outcomes for Kindergarten.

3. Benchmarking K-7 resulted in 28% of students achieving the Western Region Benchmark in text reading in March and 43% achieving the benchmark in December. While there has been a 15% improvement over the year, there is still a long way to go.

4. While many students engaged in the Drop Everything and Read program, especially in the K-5 classes, once again many students from Year 6 onwards had difficulty seeing relevance in reading for pleasure. This means opportunities to grow their skills are missed.

5. Few students engage in reading out of school time. The opportunity for students to read out of school time to build their skills is known worldwide to make a difference. Engaging the community to be involved in home reading has been problematic.

6. While some students engaged in the Drop Everything, Write program, especially in K-5, once again many students from Year 6 onwards expressed a dislike for writing, also demonstrated in class work. This is problematic because students in Australia
are required to demonstrate their learning through extended writing in all subject areas.

7. A deep analysis of NAPLAN identified limited vocabulary as a significant issue for reading and writing. Also, a preference for answering basic memory questions limits comprehension. Sentence structure and punctuation were also key issues in writing.

Future Directions
The school’s major challenge now is to build student literacy as the centre of the curriculum. The school’s plan (available to the parent body) details intended strategies which include:

- A more systematic and focused approach to The Jolly Phonics Program in Kinder and Year 1
- A renewed focus on giving students opportunities to read extended text through the DEAR program
- Investigation of ways of gaining parent/carer support for a home reading program
- A school focus on building student skills to extend both thought and responses to reading and the demonstration of learning
- A focused teacher professional learning program on teaching literacy across all key learning areas, and active learning to extend student responses.

Other evaluations
Parent, student, and teacher satisfaction

Background
In 2009 the school sought the opinions of parents, students and teachers about the school. School Map surveys were conducted to evaluate the satisfaction of parents, students and teachers in relation to teaching and learning at MCS.

The survey results consisted of 20 questions with four ratings: usually, almost always, sometimes, rarely, and ‘don’t know’ was included in the parent survey. Participants included 30 parents, 46 students from Yr4 and above and 20 teachers.

A Quality of School Life (QSL) survey consisting of 40 questions was also administered to students in Years 4 to 10.

Results
In the survey about learning, positive aspects of learning included 90% of teachers and 72% of parents positively rating that learning at MCS is provided within a stimulating and secure environment. However, this was identified by only 35% of students.

Needs identified include 95% of teachers seeing a need for students to reflect more on their learning. 72% of students have indicated they would like more balance between independent and collaborative working environments. 73% of parents indicated that only sometimes or rarely did they know whether their children compared learning outcomes through their work samples to see how they had improved. 11.3% didn’t know at all. These findings indicate a need for improvement in communication between school and home.

Within the survey about teaching, a positive response was indicated regarding students being provided with a relevant curriculum by 93% of parents, 90% of teachers, and 76% of students.

Areas for improvement identified in the survey about teaching include a greater need for teachers to plan class activities that are interesting and appropriate as seen by 59% of students and 49% of parents.

Future Directions:
- Focus on increasing the active learning of students through culturally relevant programs and increasing visual literacy in the classrooms.
- Improving consistency in behaviour management and procedures. Increasing reflection using student work samples and explicit criteria to assist students in identifying their areas of weakness and improvement.
- Improved communications between home, school and community.
QSL Survey Findings
Results of QSL Survey for years 4 to 7

- Most students displayed an overall positive view about school life including general satisfaction at school, strong sense of achievement, positive sense of adventure in learning, relevance of schooling and positive student-teacher relationships.

- The majority of students also gave positive ratings in relation to their status, self-esteem and social integration.

- In general, students in Years 4 to 7 were more positive about school life than students in Years 8 to 10. The lower endorsement by students in the early years of secondary school underlines the importance of supporting students in the middle years of schooling.

- There were few differences in responses from male and female students in the secondary years of schooling. However, there were significant differences in the primary years. Male primary students were less positive than females. This finding has implications for boys’ education strategies, particularly in primary schools.

Their responses are presented below.

The results overall generally rated more positively for Yrs 4-7 than for Yrs 8-10. However, when the items are tease out some significant findings emerge that need to be addressed. For example:

In Yrs 4-7 students recorded the following:
- 47% feel unhappy at school, 56% feel restless (a gender issue?), and 36% feel lonely (Negative Affect).

In Yrs 8-10 students recorded the following:
- Only 28% really like to go to school each day, or find that learning is a lot of fun, and 67% do work that really interests them.

Relatively low recordings were also registered in the self esteem/status area: only 44% believe people look up to them, and 56% feel important or know people think a lot of them. Only 56% said mixing with others helps them understand themselves.

Conversely, 94% believe they learn to get on well with others, and get on well with those in their class.
A stark difference that can be seen re Negative Affect between Yrs 4-7 & Yrs 8-10, shows that 33% of Yrs 4-10 rated a Negative Affect, whereas 9% of Yrs 8-10 did so. That is, about one third of Yrs 4-7 students feel unhappy/lonely/restless, a relatively high & concerning number. This is a significant issue.

There were also some gender differences found with girls in Yrs 4-7 generally giving more positive ratings, while boys in Yrs 8-10 were more positive.

These findings also point to the need to include an exploration of research and programs re ‘Boys Education’, as well as pro-social behaviour programs, pastoral care and motivational/life-skills programs.

The overall more negative results, increasingly negative between Yrs 8 & 10, need to be followed up with focus groups to explore the issues.

Similarly, exploration of the Negative Affect areas also needs to be done.

The lower rating for ‘Adventure’ (56% in Yrs 4-7 – believing learning is fun, exciting, enjoyable) & ‘General Satisfaction’ (54% in Yrs 8-10 – believing learning is fun, enjoyable) are significant areas for teacher self-reflection re strategies.

A strong recommendation is that staff examines this data in detail for both self-reflection and school development purposes.

The school’s planned Systematic & Explicit Professional Learning Program needs to reflect this examination.

Professional learning
Professional learning is of critical importance at Menindee Central School given the large number of beginning and early career teachers.

Using the expertise of the Assistant Principal (AP) and Head Teacher Secondary Studies (HTSS) all staff have developed considerable skills in the use of Information and Communication Technology in the classroom. All teachers now use an interactive SmartBoard with internet links in the classroom to enhance student learning.

The Head Teacher Teaching and Learning has also provided one to one support in observation and feedback on lessons relating to the NSW Dept Education’s Quality Teaching Framework. Professor James Ladwig from Newcastle University provides support with Quality Teaching for one week each term.

The school’s primary focus on raising literacy levels saw the expansion of teacher attendance at the DET’s highly regarded Reading to Learn Program.

School Development
Following an extensive school evaluation in term 4 2009 including and in-depth situational analysis the school’s plan was modified to include the following targets.

Targets for 2010

Target 1
To measurably increase student achievements in Reading & Writing in school-based assessments

Strategies to achieve this target include:
- 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 success will be measured by:
- All Kindergarten students reading at or above Western region Benchmark of Level 5 by Dec 2010
- 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

Strategies to achieve this target include:
- 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 success will be measured by:
- 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
- The majority of students K – 10 achieving syllabus requirements re basic number facts by Dec 2011
- 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

Strategies to achieve this target include:
- 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 success will be measured by:
- Regularly monitored improvements in daily attendance.

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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Collegial support from all school staff

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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:
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