Our school at a glance

Significant programs and initiatives
- Participant in the 47 School Flexible Staffing Pilot
- Participant in the Staff Mentor Program
- Participant in Country Access Program
- Participant in Priority Schools Funding program
- Participant in Schools in Partnership program
- Participant in National Partnerships program – Low Socio Economic School

Student achievement in 2011

Messages

Principal’s message

Somewhere, Somehow, Sometime
- My report focuses around the classic lyrics of “Somewhere, Somehow, Sometime” from West Side Story.
- West Side story is based on the Shakespearean tragedy Romeo and Juliet. Two people Tony and Maria are trapped in an environment that was poor and their lives ruined through prejudice
- Tony’s solution: I will take you away when and where nothing can get to us. No such place exists. We hold our destiny in our own hands to find our place.
- We as community - students, teachers, parents and the wider community often focus on escaping. We believe that there’s a place for us somewhere. Anywhere other than here. The belief is that simply by escaping we can fix things.
- Such thinking is unrealistic. We need to be smarter.
- We need to focus on where we are now: here. We need to stop looking over the fence for somewhere else. Our school and community is as good as anywhere else.
- Here at our school in our town there has been some wonderful progress.

- Harley Williams achieved a Duke of Edinburgh Award at bronze medal level and was the first Indigenous representative to sit in the Youth Parliament of NSW. Special thanks to John Williams MP for Murray Darling who made this possible. Thanks to Jane Dunbar for her advocacy and hard work in getting him there.
- Menindee Art was exhibited at the Coo-ee gallery in November in Sydney. This was opened by Victor Dominello, MP Minister for Aboriginal Affairs. Only through the expert teaching provided by Rick Ball could this have happened.
- Our students for the first time participated in the Olympic Stadium as part of the primary West Darling team. Thanks to Kelly Jesser for acting as team manager for West Darling.
- Students at Menindee have a top class music program developed by Helen Bub Connor. This has ranged from tuition for the HSC through to Menindee has Talent awakening talent and opportunities for our students.
- The Australian premiere of Weeping Cloud developed by William Mafi from interviews with Isobel Bennett. This occurred at Black Pride Night during NAIDOC Week. William has brought heart to our school and led to the creation of the Black Choir
- Community involvement through Café Beyond is unique and growing. Sunday afternoons at Minintitja provides great opportunities for bringing our community together. Thanks to Kim Irvine Manager of the Enterprise Park for her work. We now have five traineeships paid directly from the park or administered through it.
- This year students have had the opportunity to go on local excursions and far beyond Broken Hill: Vibe to Bendigo, Year 11 to Uluru, Year 10 and 11 to Canberra, Y12 New Zealand and our Spectacular trip to Sydney. Our students do get opportunities to learn beyond Menindee.
- 100% of last year’s graduates are employed against an Australian figure of 23%
- Could we do better here? Absolutely. For example
• Our NAPLAN results show great growth but still some students are below the bar.
• Our attendance is strong but a handful of students reduce our percentage. Today we got a clean bill of health in regards to students at risk.
• Whilst there are a decreasing number of suspensions (which focuses on just a few students) it frustrates us and diminishes the good performance of 95% of our students.
• I am sure everybody could add to this list.
• Thinking smartly sometime has to become now. Putting off things, believing there is plenty of time shields us from the reality. We do not dictate time. Doing it now ensures we get it done.
• Speaking with Year 12 students at the beginning of the term I counseled that they need to work every day. The glamour of graduation is hollow if through neglect they have not done as well as they could. Just getting there is not good enough.
• Teachers with the exception of Adam Bailey rarely stay past three years. Both Danielle and Dave were here for five years and have contributed as leaders in our school and in the Wilvandee Access program. I thank them for their time and work. They have succeeded here, they have used their time to learn and grow and they have learnt there is not always a formula or a silver bullet and we need to make our own solutions.
• Thinking smartly we can find our own solutions.
• Tony tells Maria “Hold my hand and we’re halfway there. Hold my hand, and I’ll take you there.”
• To students, teachers and parents as principal I can support and assist you some way along the road. As principal I can point you in the right direction. However if we are going to get there you must take the first step, then another and another. Side by side is best.
• For students: they have a right to a great education that engages them and prepares them for life in and beyond Menindee. Students need to take a responsibility for their learning.
• Congratulations to all who have really made an effort. Even though you may not be rewarded tonight, the real prize is the learning you have achieved which will take you on and beyond this year. Be proud of your achievements and use them to continue the adventure of learning.
• A record number of teachers were awarded their Teaching Certificates, congratulations for the commitment you have shown to Public Education.
• For teachers: they have a right to work in an environment that is safe and supported by the community. Teachers have the responsibility to learn from their community and embrace professional development that will engage them in their learning.
• Teachers can have both a positive as well as negative impact on students. When asked to contribute a piece of writing for our soon to be published book School Days Djani Kelly wrote of his experiences in three schools. His writing in my opinion is the most powerful piece of writing I have seen written by a student.
• We as teachers can learn from his writing. I am proud that his perception is that teachers at our school are willing to, in his words, “listen and work things out.”
• To stimulate student writing an annual award for writing- open to all students from K-12 each year has been instituted and Georg from the Uniting Church have provided the school with an annual donation of $250 to be made at presentation night. The first recipient was Djani Kelly.
• I wish to acknowledge both Executive and our teachers for their work in 2011. They are really a great team to work with despite the ups and downs that are part of life.
• For Parents and community: your rights are that you can expect that your children achieve equally with all other students throughout NSW.
• Your responsibility is to encourage and motivate your children to take opportunities provided and to work with teachers to achieve what you want them to achieve.
• I thank and acknowledge the work of the members of Parents and Citizen’s committee, The Schools In Partnership and the Board of the Menindee Enterprise Park.

• Our links with Lindfield Public School have been formalized by the Memorandum of Understanding between our partners to work to develop on a more inclusive community. This year we have been helped by Lindfield in many ways and during presentation we used our wonderful technology to get Andrew Stevenson, principal of Lindfield East to present to Louise Scope and Debbie a small token of appreciation on our behalf of our school for helping us after Kris’s accident.

• Concluding:

• We can do it here at MCS.

• We need to do it now

• Together we can figure out how.

• In 2012 we look forward to even better outcomes

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

P & C and/or School Council message

The Menindee Parents and Citizen’s Association held a number of fundraising activities throughout 2011, with our major events including the Trivia/Karaoke night, along with our Spring Fete. Parents and community once again supported these events well, making them a great success.

Our function is to support the education of students at Menindee Central School, and throughout the year we were able to do this in a number of ways. We organised stalls supplying affordable gifts for Mother’s Day and Father’s Day, provided help with school activities, and assisted with requests for financial support for school excursions. In late 2011 we were also able to provide financial assistance for students to represent Menindee Central School at the New South Wales State Athletics Finals, held in Sydney.

Russell Shephard P&C President

Student representative’s message

This year our SRC has had its highs and lows. The number of students attending our lunch time meetings has varied between 21 and just 3. The lunchtime time slot was a difficult for many, with so many competing activities on offer. It has been decided to have fewer meetings but held in class time.

However, the SRC has raised funds through a disco, and by Toby Irvine, Stewart Williams and Courtney Hempel cooking cakes and making lollies to sell at the school fete. Good on them.

Donations of money have been made to the local CWA, to the Vibe Alive students’ excursion, to assist our 3 champion athletes who ventured to Sydney for the state Championships, and to assist
with costs of an art workshop at Bondi Beach with 'the father of urban aboriginal art', Gordon Syron, alongside the exhibition of our students' work at Cooee Gallery.

Thanks to Jane Dunbar for support and encouragement.

We all look forward to a thriving year for the SRC in 2012.

Rick Ball

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**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**

As the graph above shows, attendance at MCS has risen slightly over the last year due in some part to the improvement in agricultural conditions throughout the district having a flow on effect on employment opportunities.

**Student attendance profile**

As the following graphs indicate, MCS continues to improve it’s attendance rates. Of particular interest is the improvement in Secondary attendance which was above State and Region averages.

**Management of non-attendance**

MCS employs a variety of strategies to encourage student attendance these include regular parental contact, rewards scheme and school funded bus.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

**Structure of classes**

All classes in Primary with the exception of Kindergarten are combined stage classes i.e. stage 1, stage 2 and stage 3.
In High School classes up to year 10 are studied in stages 4 and 5, except for English and Maths where students study in year groups i.e. 7, 8, 9 and 10.

<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>KINDER</td>
<td>K</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>3</td>
<td>6</td>
<td>6</td>
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<tr>
<td>YEAR 4</td>
<td>4</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>6</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

Retention to Year 12

As the graph above indicates the retention rate at MCS has increased dramatically and should continue to grow as the schools pathway and transition strategies are fully implemented.

Post-school destinations

Of the six students enrolled in Year 12 in 2011, 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>2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

100% of students who achieved the HSC in 2011 undertook at least one or more VET subjects as part of their course.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of year 12 students enrolled at MCS received their HSC in 2011.

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>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</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>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>30.3</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are currently three indigenous staff employed at MCS.

Staff retention

This year two head teachers received incentive transfers while another teacher resigned. Only one new teacher joined the staff.

In the devolution transition program the Deputy Principal has been retained as well the continuation of the employment of the diversional therapist, entertainer and musician for 2012.

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>99</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1</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.

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
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</thead>
<tbody>
<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>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts

A QUIET EXPLOSION IN MENINDEE

It has been an exciting time at Menindee Central School over the last few years. A large number of students have discovered their talent for visual and tactile intelligence.

With the help of interested people in Sydney, particularly Mr Mark Cepak, the students have found a market for their works, which are now housed in businesses and homes across Australia and overseas, resulting in a large exhibition late last year in Australia's oldest aboriginal art gallery, Cooee Gallery in Bondi. Over two thirds of the works were sold in this exhibition which raised fresh questions regarding the value of 'children's art' generally.

A common response from people seeing these works is ...'This doesn't look like the work of young people'.

The school has been visited by two renowned Aboriginal artists, Ricky Maynard and Gordon Syron, the curator Aboriginal Art, Keith Munro, from the Museum of Contemporary Art, in Sydney...... and Adrian Newstead, director of Cooee Gallery. They all came to meet and encourage the kids.

The students’ work has featured on ABC television twice in the last 15 months.... and on page 2 of the Sydney Morning Herald late last year.

Most recently the students were asked to paint a grand piano, made by Stuart and Sons, which will be touring Australia with Kevin Hunt, renowned jazz pianist and teacher at Sydney Conservatorium of Music.

This work has now been accomplished, with remarkable results and will accompany Kevin's performance at the Art Gallery of NSW in April, and later at the Conservatorium, in June.... before the national tour.

Most importantly, these young people continue their exploration of an ancestral gift with verve and courage.

Rick Ball

Sport

2011 Continued the wet trend of the previous year with disastrous consequences for sport at MCS. A snap shot of the year ahead is detailed below.

- Only the Wilcannia and Menindee Wilvandee sports carnivals were held, however both carnivals were heralded as successes.
- The threat of storm activity cancelled our first attempt to hold the school swimming carnival which was eventually held in it’s usual twilight format with Mitchell taking out the Champion house honours. A selection of swimmers represented MCS at the Primary and Secondary District Carnivals held in Broken Hill. All those representative competitors did much enhance the reputation of the School.
- Rugby League Gala days were held for Primary and High School teams.
- 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. The students enjoyed a healthy breakfast once they arrived at school. This event highlighted the importance of being active every day.
The athletics carnival was another great success in 2011. 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!

From the Athletics Carnival, Tavita Newman, Beau Jesser and Whitney Philp gained selection in the Barrier Sports Association representative team. Kelly Jesser accompanied this team to the State Athletics Championship held at Homebush Olympic Stadium, a fantastic experience.

In term two we held our annual fun run. The wet weather gave way to brilliant sunshine and high temperatures, which slowed some competitors. Luckily cold drinks and iced treats were on hand to ensure all competitors re-hydrated.

Jump rope for Heart kept students and staff on their toes.

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.

Lunch-time activities this year in order to keep students entertained and active during their break. Students, particularly Primary, enjoyed these structured sporting activities.

Other

Drug Education

In 2011 drug education was predominantly delivered to the students of Menindee Central School through their health classes. Year 10 and 11 students also had the opportunity once again this year to join Broken Hill students and attend 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. In the last week of school in 2011 a half-day Anti-Smoking Forum was run by staff at Menindee Central School. Students from year 4 and up were involved in this workshop with the aim to reduce the numbers of students taking up smoking and hopefully encourage those who are already smokers to consider their quitting options.

Student Leadership

There have been a number of highlights this year in terms of student leadership. Harley Williams, a year 10 student who is president of our SRC was lucky enough to be given a place in the New South Wales Youth Parliament. This is a program that gives young people a voice in the running of NSW. It is a place where the opinions and concerns of young people in NSW are heard by those who have the power to make laws. The program aims to promote youth-led advocacy, active community leadership and legal and parliamentary education. Harley had a great time and got a lot out of this amazing opportunity.

At the end of 2011 one of our year 10 students, Leonie Nolan was lucky enough to be able to attend the “Voyage of Discovery” Development Program, run by the Mildura Rotary Club. Leonie had a great time on her trip and did well making a 6 minute presentation on her mentor from Tandou.

Another highlight this year in terms of leadership was that a group of volunteers from years 7 and 8 travelled to Lake Mungo to present to other school students a short lesson on the Paakantji language. Those who attended the presentation said it was wonderful and even came back to watch for a second time.

Marley Darrigo spent time in Canberra on a Learn, Earn Legend excursion which was a fabulous opportunity for him. Harley Williams,
Vika Pagano and Toni Clark also had the opportunity this year to travel to Dubbo to participate in a Leadership and Cultural Development Program, organised through Mission Australia. Harley’s leadership efforts were such this year that he qualified and was awarded at a whole school assembly his Duke of Edinburgh Bronze award.

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)

and/or

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

As the following graphs indicate, there is a pleasing trend towards students achieving results in bands 4, 5 and 6. However, MCS students are still overrepresented in bottom three bands, in particular Reading, which continues to be a strategic focus for the school.
Numeracy results mirror in part the results achieved in Literacy. There are some indications that an overall improvement in student performance in numeracy is occurring, however MCS students remain significantly behind in terms of state average performance.
Literacy – NAPLAN Year 5

As the following graphs indicate, student achievement levels in upper primary continue to display an alarming gap in achievement compared to the state average. Reading in particular has been highlighted as a major concern. Reading and general comprehension is a strategic priority for the school. On a positive note, writing results rose above like school groups, continuing an upward trend.
Numeracy – NAPLAN Year 5

Numeracy results mirror the results achieved in Literacy. Numeracy in upper Primary continues to be a priority for the school.

Literacy – NAPLAN Year 7

Literacy in the middle school i.e. years 6 – 8 has continued to show improvement as a result of the directed literacy programs delivered over the last 2 years. While MCS students continue to be under-represented in the upper three bands trends would indicate that results are improving.

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>50.0</td>
<td>50.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>23.3</td>
<td>32.9</td>
<td>24.6</td>
<td>12.4</td>
<td>5.5</td>
<td>1.3</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>9.3</td>
<td>23.0</td>
<td>27.4</td>
<td>20.1</td>
<td>13.2</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>401.3</td>
<td>465.0</td>
<td>514.9</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 7

As the graph below indicates, there is much room for improvement in numeracy at MCS. However the school is aware of the under performance of our students in this area and has implemented programs to ensure the transition into high school is not accompanied by the learner ‘slow down’ that often accompanies this time.
**Progress in literacy**

The following graphs provide a real indication of the progress MCS students are making. Of particular note is the progress in Grammar and Punctuation which was more than 60 points in from of the state average.

**Progress in numeracy**

As is the case in Literacy the progress of our students in numeracy has been particularly pleasing. These results are some indication that the teaching programs put in place are bringing results.

**School Certificate**

2011 is the last year in which students will undertake external examinations in year 10 as part of a Board of Studies credential.

MCS students results continue to be over-represented in the lower bands in all subjects except Computer Skills.
School Certificate relative performance comparison to Year 5 (value-adding)

A juxtaposition to the results gained in the 2011 School Certificate examinations, MCS students continue to display excellent improvement over their years of schooling. The value-added graph below illustrates the excellent progress our students make over their years at MCS.

Higher School Certificate

Due to the small numbers of students studying subjects for the 2011 HSC, no individual course data is available. However the value-added graph below gives some indication as to relative performance of students in 2011.

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

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>66.7</td>
</tr>
<tr>
<td>Writing</td>
<td>83.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>66.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>66.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>40.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>71.4</td>
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Significant programs and initiatives

Menindee Central School’s staff is served by an enthusiastic teaching staff, many of whom are in their beginning years of teaching.

They are supported by experienced administrative and support staff.

Menindee Central was a participant in the 47 Schools Staffing Pilot Program. It attempted to provide mix of staff to best meet the needs of students. Because of additional funding it enabled the school to upgrade a Head Teacher position to a Deputy Principal level to add to the leadership capacity of the school executive as well as one additional teaching staff member. As well two Aboriginal Officers were employed plus a number of short term Aboriginal workers to meet specific needs.

In 2011 a two year position of AP Mentor was established in recognition of the fact that the school had so many beginning teachers.

The school took part in extensive internal and external evaluations. Financial support was a major plus by funding all staff members at the median level of salary. The Learning Management and Business Reform program, a long awaited initiative will be implemented later in 2012. Because of our involvement as one of the 47 schools we will be one of the first schools in the whole of NSW to achieve this working tool.

Menindee Central School takes pride in the role its Indigenous staff plays in the day to day
operations of the school. A total of seven were employed at the school. They are represented in executive, administration, classroom support and community liaison. With the completion of the 47 Schools trial this number has been reduced because of reduction in available money.

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

Aboriginal education

- Menindee Central Schools profile indicates that the vast majority have an Indigenous background. The school attracts support specifically though funds from the Schools in Partnership. 2011 was the second of a three year program of funding specifically directed towards development of an Aboriginal language teaching resource, the employment of an Aboriginal Male educator and the employment of an additional primary teacher.

- Through submission the school has achieved a Commonwealth Parent and Community engagement grant which in 2011 was the second year of a three year grant. This grant assists the building of capacity of the community to engage with the school and improve learning outcomes.

- Paakanji 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 Ngiampaa 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 has held four meetings with Wilcannia Central, Wilcannia Mission School and Alma PS under leadership Kevin Lowe BOS. Our language teacher teaches at Alma in Broken Hill one day a week.

- 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. In addition the Year 11 Aboriginal studies group and NAIDOC committee developed and published another book ‘School Days’. This book provided a glimpse of traditional education, education in the mid to late twentieth century with family members a generation on and thirdly a look at Menindee Central today.

- The Aboriginal Male Educator, Daniel Fusi continues to bring benefits to our school-students, teachers and the wider community. He is being mentored through the year by Dr Bob Morgan as he nears the completion of his university studies.

- The position allows an Aboriginal male to provide a role model. His ability to relate to secondary students, his knowledge and links to families and his conduit to the community have made this role an essential part of improving student outcomes.

- The additional teacher has meant that more time can be providing additional support to primary students. This has meant that three major outcomes continue to be 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. Yet a barrier still to be overcome is how to sustain this achievement beyond kindergarten.

- Personal Learning programs have been provided for all students.

- 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. Late in 2011 this mode of delivery has been reviewed to strive to make a more effective delivery.

- Parent support and participation has been one of the levers leading to student performance. Funds gained through the Parents and Community Engagement program Dr Morgan has 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**

In 2011 Lindfield East Public School and Menindee Central School formed the CCACDC – ‘The Coalition for Cultural Affirmation and Celebration of Diversity and Connectedness’. A memorandum of understanding (MOU) was drawn up and signed by all partners committed to supporting the two school communities. The CCACDC is comprised of: Ryde and Menindee AECG (Aboriginal Education Consultative Groups), Ku-ring-gai Ward Councillors, Murray-Darling and Davidson State MP’s, University of Western Sydney, Schools in Partnership, NSW DET Multi-Cultural Unit, Board of Jewish Education, Coo-ee Art Gallery, parents and altruist Mark Cepak. The CCACDC will continue to meet regularly and contribute ideas, innovative practice, resources and financial opportunities that target strengthening self-image, heritage and enhancing social inclusion through the partnership.

Major goals in 2012 are to consolidate and strengthen links already established and to seek funding to support the program outlined in our submission for funds last July through Schools First. Additionally we will work to establish joint learning programs to promote our goals. Measurement of outcomes, to chart our achievements, will be done through external evaluation by the University of Western Sydney.

Our schools will combine for a presentation on the 1st of June at the Broken Hill Regional Art Gallery to take part in the visiting exhibition Courage To Care.

![Image of CCACDC meeting](image)

The inaugural CCACDC meeting on October 13 2011

**National partnership programs**

**NATIONAL PARTNERSHIP**

Menindee School together with fifteen other schools in the Broken Hill School Education Group are involved with the Partnership. Funds are received from the Commonwealth. It aims to institute a number of reforms and improvements. The school must tailor its programs to integrate the reforms.

**Low Socio-Economic Reforms**

Reform 1: Incentives to attract high performing principals and teachers.
Money has been used to employ a deputy principal thus adding to the experience normally available to our students.

Reform 2: Adoption of best-practice performance measurement and staffing arrangements that articulate a clear role for principals.

The principal under the direction of the School Education director has worked on school, district program under the banner “By design” This has led to more specific and detailed action plans and significant support to the school.

Reform 3: School operational arrangements that encourage innovation and flexibility.

Menindee Enterprise Park and its different divisions are designed to promote and engage and develop skills that make students better prepared for work.

Reform 4: Provision of innovative and tailored learning opportunities.

The development of the farm and the recruitment of an Agriculture teacher has meant that options have broadened and curriculum relates to some of the work opportunities available in the community.

Reform 5: Strengthen school accountability.

The process of annual reflection, planning, implementation and evaluation which has involved teachers, students and parents has led to greater transparency and ownership. As a result of the process new directions have been struck and a new operation way of implementation has been decided.

Reform 6: External partnership with parents, other schools, businesses and communities and the provision of access to extend services.

Last year the fledgling links with Lindfield East Public School had just been established. Through 2011 initiatives have included:

Cultural visits between each school

Staff exchanges has grown to include Killara High School.

Support staff exchanges.

Auctioning of Menindee Art each term with money being returned to students.

An art show at the Coo-ee Galleries with Menindee art and Lindfield East students providing a musical background.

Working on a joint submission for a Schools First. Whilst unsuccessful a strong partnership has develop with a strategic plan for ten years written.

Technology has been used to bring together our communities and there is now a link each presentation night.

Ten percent of all money allocated to the school has voluntarily been surrendered to the district and region to buy the expertise of a mentor to increase the accountability and support to schools who vary in experience of the executive. As well a Connected Classroom coach has been appointed. Sally Fitzalan who was at our school previously held this position for the past two years.

The school has chosen to employ two additional teachers in the primary to supplement primary staff to assist in the overall school plan.
Other programs

Wilvandee Access Program

The Wilvandee Access Program (WAP) is one of 5 Access Clusters in NSW. WAP is a dynamic, collaborative and challenging learning program for senior students from Wilcannia, Ivanhoe and Menindee Central Schools. The program provides a shared curriculum for senior students via video conferencing technologies to enable our students to complete their senior education at their local school without having to live away from home.

- WAP students and teachers have access to some of the best technology and resources available. Most classrooms are fitted with an Interactive White Board, 42 inch plasma or LCD television and a Tandberg Video Conference System.

- WAP students have the opportunity to access TVET courses which are delivered a number of ways including via VC, internally and direct (TAFE Broken Hill sends teachers to the school to deliver courses). These courses include: Metal and Engineering, Automotive, Hospitality, Business Services, Retail Services, Construction, Beauty Therapy and Sports Coaching.

- In 2011 most WAP students were encouraged to participate in School Based Traineeships which are directly linked to a TVET subject. Students involved gain employability skills and are paid to work 1 day per week throughout years 11 and 12. There is also the opportunity for the students to continue on as Apprentices after completion of the HSC.

- This year a few of the new and innovative programs included: employment of a full time tutor at Ivanhoe Central School, combined activities including an HSC residential, excursion to Canberra, a drug and alcohol awareness forum in Broken Hill and a State Access Management Group meeting in Menindee where head teachers and principals were able to see WAP in Action. The Head Teacher Access, David Fellows was also invited to present a 20-20 presentation at the NARIS conference in Alice Springs which was a great opportunity to share the Wilvandee Access Program with teachers from around the Nation.

- WAP provides its students with a wide range of learning opportunities in effort to produce effective citizens who achieve independent excellence in learning and become lifelong learners. As we continue to build upon our
strengths and learn from our weaknesses WAP will become one of the best programs in the state.

Progress on 2011 targets

Target 1

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

Our achievements include:

- All Kindergarten students reading at or above Western Regional Benchmark of Level 5.
- Increased students reading at or above PM Benchmarks in 2011 Yr 3 cohort from 40% to 50% and the 2011 Yr 5 cohort from 25% to 50%.
- Increase students achieving expected growth in: Yr 5 Reading from 28.6% to 40%, Yr 7 Reading from 50% to 60%.

Target 2

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

Our achievements include:

Year 5 NAPLAN results indicate average student growth of 20% as calculated in SMART

Target 3

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

Our achievements include:

- Average year 11/12 attendance 94%, 5% above state average.
- Average 7-10 attendance 88%, 1% below state average.

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 2011 our school carried out evaluations of Student Engagement and Quality Teaching.

Educational and management practice

Quality Teaching

Background

As part of the Low SES Communities National Partnerships program a Situation Analysis was undertaken by the school to evaluate the effectiveness of the program.

Findings and conclusions

With a majority of the teachers at MCS being in their first years of teaching, professional development and mentoring is imperative if quality teaching and successful learning outcomes are to be achieved. Access to mentors and expert teachers through networking with other schools, working with the Ex-Principal at the school and the Partnership Mentor has provided invaluable support to teachers isolated by distance. Staff have developed focussed Professional Learning Plans targeting areas where
improved performance will provide the greatest benefit for outcomes for the students.

**Future directions**

Continuation of the Quality Teaching Program supported by Professor James Ladwick. All staff will complete the quality teaching units of the Classroom teacher program run through the Professional Learning Directorate.

**Curriculum**

**Student Engagement**

**Background**

As part of the Low SES Communities National Partnerships program a Situation Analysis was undertaken by the school to evaluate the effectiveness of the program.

**Findings and conclusions**

Technology on its own is not useful if teaching staff are unsure of how to use it successfully to increase student engagement and support learning within their classrooms. The regular professional development received from the regional Connected Learning coach this year, particularly in regards to SmartBoard usage has been invaluable in strengthening the confidence of teachers in this area. Additionally the purchase of programs such as “Maths in a Box” and access to Mathletics, both highly engaging programs has generated an enthusiasm for numeracy amongst the students. The opportunity for teachers to network with colleagues in the region in schools of a similar context has further augmented teacher performance.

**Future directions**

Continuation of program. Staff participation in Quality Teaching program has the added benefit of focusing attention on Student Engagement.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their general responses are presented below.

- A majority of parents/carers returned the survey with 100% completing all items.
- The response of Aboriginal parents mirrored the composition of other respondents.
- 69% agreed or strongly agreed with statements that were positive aspect of how the school functions with its community while 21% disagreed or strongly disagreed with the statements.
- When asked what they saw as positive, school assemblies, cultural aspects and staff involvement particularly the support of Aboriginal Staff were frequently mentioned.
- Negative aspects were more varied in their nature. Aspects included need for experienced teachers, listening to students, improving students outcomes and the need for greater communication through PLP meetings.

**Professional learning**

- Menindee Central School used all money available including funds allocated to beginning teachers to provide strong support for the professional development of staff. In addition some money was used from Country Area Funds (CAP) the Priority School Funding (PSF) and the Low Socio economic partnership.
• Why are so many resources spent on the professional development of teachers? Simply the school has mainly beginning teachers and special training and assistance is necessary to provide the best delivery of education for our students.

• A major support in 2011 was the creation of a AP mentor to assist with beginning teachers.

• A major priority for professional development is Quality Teaching, or more precisely the QT framework. The school has been fortunate to have the service each term of Dr James Ladwig who was one of the designers of the framework. In 2011 Kerry McGinnes also joined the team. Working mainly with primary teachers she has provided additional support in the area of literacy

• All teachers completed the Team Leadership for School Improvement program. This was a major initiative and provided teachers with the framework for school improvement based on working together and utilizing data to drive improvement. This resonated with strategies of reform within the Low Socio economic partnership.

• Outcomes from the professional learning are:
  • Significant leadership development.
  • All teachers have a written professional development plan.
  • Plans and achievements are assessed during the annual Teacher Assessment Review and Executive Assessment Review completed in November.
  • New scheme teachers are assessed by criteria provided by the Teachers Institute.
  • Situational analysis which looks at student learning from various focuses: teachers, students and community viewpoints.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Improving Teaching of Reading and Numeracy

2012 Targets to achieve this outcome include:
• All Kindergarten students reading at Regional Benchmark level.

Strategies to achieve these targets include:
• 1.6 FTE above establishment teachers retained to maintain Kindergarten as a non-composite class and lower student /staff ratios across K-6.
• Professional Development (PD) to support whole-of-school approach to the teaching of Australian Standard English literacy.
• Literacy @ Home Caregiver Literacy Program

School priority 2
Outcome for 2012–2014
Building Leadership Capacity across the School Community

2012 Targets to achieve this outcome include:
• Increased community involvement in school management processes.
- School Development aligned with Western By Design improvement process.

**Strategies to achieve these targets include:**

- All school management teams have community representation.
- Implementation of Western by Design tool kits to assist in School planning and to manage change processes.

**School priority 3**

**Outcome for 2012–2014**

*Establishing a Culturally Connected Curriculum*

**2012 Targets to achieve this outcome include:**

- Personalised Education Plans that include learning, attendance and health strategies, developed in consultation with families for all students.
- Partnership agreement developed in consultation with AECG.
- Establishment of an Community Engagement team to promote adult education courses.
- 10% reduction in rates of negative student behaviours as measured by welfare reporting for 2012.
- Attendance rates by Indigenous students exceed state targets and in parity with Non-Indigenous students.
- Majority of school community surveys indicate the school is a ‘Culturally Safe’ environment.

**Strategies to achieve these targets include:**

- PLPs developed in combination with Health Services and communicated for all students in line with Aboriginal Education Action plan.
- Staff attend Connecting to Country event.
- Events for building competencies in Aboriginal cultures for all staff in partnership with Elders, local AECGs and community members occur.
- Provide opportunities for Aboriginal and non-Aboriginal staff to share effective practice, engage in professional discussion and mentor each other.
- CCACDC MOU signed.
- City-Country school exchange.
- Staff Exchange program operating.
- Longitudinal research program commenced in partnership with University of Western Sydney.
- Social inclusion program profiled online by DEC Multicultural Unit.
- School plan aligned with Lindfield East Public School.
- Professional development for staff involved in PLP process funded by additional teacher above establishment.

**School priority 4**

**Outcome for 2012–2014**

*Strengthening Transition and Pathways*

**Structures**

**2012 Targets to achieve this outcome include:**

- All stage five and six students established clear pathways to employment or further education.
- Retention to HSC or equivalent VET qualification by Indigenous students exceeds state targets and in parity with Non-Indigenous students.
- All stage 6 students achieve exit credential as detailed in pathways plan.
- All stage 5 and 6 students have an option to undertake traineeship.
- All pre-school and year 6 students have clearly documented transition plans as part of their PLP.
- Majority of year 7 and 9 student surveys indicate satisfaction with school life.
Strategies to achieve these targets include:

- Complete Establishment of early years transition team with Pre-School, MCS and community representation.
- Caregiver support group established
- Transition plans developed for all intending Kindergarten enrolments.
- Students participate in systematic excursion programme in support of personal growth programmes.
- Establishment of Middle Years Transition team to coordinate year 6 into 7.
- Transition plans developed for all year 6 students.
- Students participate in systematic excursion programme in support of aspirational programmes.
- Provide access to career services for students and their families to support informed career and study choices through a Targeted Case management approach.
- Trainees attached to Menindee Enterprise Park (MEP).
- Establishment of Pathways Coordinator position.
- Partnership agreements with current/prospective employers.
- Beyond Café continues to provide work readiness training.

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.

Brian Debus, Principal
Daryl Irvine, Deputy Principal
Fiona Kelly, Assistant Principal
Russell Shephard, P&C President
David Fellows, Head Teacher WAP
Danielle Fellows, Head Teacher Secondary
Dana Newman, School Trainee

School contact information

Menindee Central School
Menindee Street, Menindee
Ph: 08 80914409
Fax: 08 80914377
Email: menindee-c.school@det.nsw.edu.au
Web:
School Code: 2523

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: