### School background 2015 - 2017

<table>
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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td>Menindee Central School's vision as a Connected Community school is one where people develop in a caring, stimulating, culturally affirming environment to reach their potential. Establishing a solid foundation for learning in the early years, positive personal and academic growth through the middle years and sustained support of pathways into future education or employment in the senior years.</td>
<td>MCS is a remote school in far west NSW, situated 120kms East of Broken Hill on the Darling River, the Paaka. The school provides Kindergarten to Year 12 learning, partnering with a community pre-school in the early years and catering for Years 11 to 12 through the Wilvandee Access Program which links Menindee with central schools in Ivanhoe and Wilcannia. The students of MCS come from a predominately Indigenous background (approx. 70%) and for the majority, have lived in Menindee their entire life. Students from Menindee go on to find employment and further education in regional centres such as Broken Hill, Dubbo and Mildura and typically choose to further their study in Sydney or Adelaide. The school has a close operating partnership with a locally governed association, Menindee Enterprise Park Educational Services, whose aim is to support senior pathways through creation of business opportunities for the local community and financial support of trainees. An interagency group coordinate a wrap-around suite of services in support of students and their families.</td>
<td>As a Connected Community School an integral part of the management structure of the school is the School Reference Group (SRG). The SRG in partnership with the school executive team established a clear set strategic goals that gave guidance to the school as it progressed through the Connected Community Strategy. With representatives of the two peak parent bodies, the AECG and P&amp;C, represented on the SRG, regular feedback on the strategic direction of the school is used to guide the schools operational level. Those discussions were the genesis of this plan. The SRG has continued to guide the fleshing out of the plan throughout this process. Other formal methods included workshops as part of whole school staff meetings and professional learning events. Community who perhaps were unable or unwilling to attend P &amp; C or AECG meetings were given the opportunity to provide input through a week long consultation “Pop-Up Shop”. Advertised through the school news and in various businesses around Menindee, a kiosk was staffed of an evening in Menindee’s Civic hall. Conversations on the current operation and future direction of the school were captured and used in the distillation of the strategic direction of the school. Less formal, though just as importantly, student opinion was captured through yarns in the playground and during completion of the “Tell Them From Me” surveys.</td>
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Purpose:
To assist in the cultural, emotional and educational growth of students through a school culture that places their wellbeing at its core. Each student is recognised as an individual who is nurtured in a supportive environment that encourages them to see education will help them reach their potential and lead to greater life outcomes.

Purpose:
To work in partnership with colleagues, families and community to lift student performance in literacy and numeracy as measured against external benchmarks at the key transition points of beginning school, middle years and HSC.

Purpose:
To improve the level of communication and consistency in servicing the community of Menindee in order to raise the level of confidence in the school's ability to provide a quality learning environment that is culturally responsive.
### Purpose

**Why do we need this particular strategic direction and why is it important?**

To assist in the cultural, emotional and educational growth of students through a school culture that places their wellbeing at its core. A student full of excitement about the prospect of learning will take on a lifetime of it, in turn leading to greater life outcomes.

### People

**How do we develop the capabilities of our people to bring about transformation?**

- **Students**: Students are active participants in their learning. They have an appreciation of the role education plays in their lives and are willing to take on challenges in order to reach their goals.

- **Staff**: Staff will get to know their student and how they learn through genuine discussion with families and community.

- **Parents/Carers**: Families play an active role in supporting their child’s educational journey.

- **Community Partners**: Community are active participants in the design and delivery of a quality curriculum.

- **Leaders**: Model best practice in building student teacher relationships

### Processes

**How do we do it and how will we know?**

- Enhanced teaching from early years to middle years (project based) to senior (remote delivery)
- Collaborative support of students through Wilvandee Access Program, Distance Education, VET, RASP and Virtual Selective Schools.
- Community mentors called on to assist in creating a deeper connection with families if required.
- Staff participate in PD in Quality teaching and adolescent development.
- The school offers a place based, culturally significant curriculum in partnership with the wider community.
- Implementation of a student wellbeing and resilience program.
- Progression to tier 2 in Positive Behaviour for Learning.

### Products and Practices

**What is achieved and how do we measure?**

- Attendance rates of Indigenous students exceed state average.
- All students achieve exit credential as detailed in their pathways plan.
- Student surveys indicate increasing satisfaction with school.
- 10% reduction in rates of negative student behaviours compared to previous year.

**Product:**

- Student “Health Checks” monitor progress in social and educational domains.

**Product:**

- Transition programs provide support for students at critical points. Entry, Middle and Senior transitions are student focussed and reviewed regularly to ensure students needs are met.

**Evaluation Plan**

- Fortnightly review of attendance data.
- Student survey at beginning of term 1, term 3 and end of term 4.
- Fortnightly review of attendance data.
- End of term “Health Check” monitors student behaviour profile

**Practice:**

- Students undertake aspirational and personal development activities that recognise personal growth as well as academic.
Strategic Direction 2: Improve Student Performance in Literacy and Numeracy

**Purpose**

Why do we need this particular strategic direction and why is it important?

To work in partnership with colleagues, families and community to lift student performance in literacy and numeracy as measured against external benchmarks at the key transition points of beginning school, middle years and HSC.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Take a greater role in their learning through the adoption of metacognitive strategies to assist them to think deeply and critically and make relevant connections.

**Staff:** Develop an understanding of the role collaboration must play in developing a shared understanding of best practice in teaching at MCS.

**Parents/Carers:** Develop an understanding of the Literacy and Numeracy Continuums and the NSW delivery of the national curriculum.

**Leaders:** Increase their appreciation of the role of instructional leadership and how leadership density will assist in the development of a culture of high expectation.

**Processes**

How do we do it and how will we know?

- Teaching programs K-12 emphasise the role of metacognitive strategies in the explicit teaching of literacy and numeracy to students.
- Staff receive PD in literacy and numeracy, which they use to inform teaching programs and goal setting for students.
- Staff observe each other’s teaching and collaborate on teaching of numeracy and literacy.
- Parents and community participate in open classroom events designed to develop an understanding of current teaching practice.
- Information sessions on the Literacy and Numeracy continuums and National Curriculum are scheduled for parents and community to develop confidence in measuring student progress.

**Products and Practices**

What is achieved and how do we measure?

- All Year 3 students achieve National Minimum Standard in NAPLAN reading.
- All Year 5 and 7 students meet or exceed expected growth in NAPLAN reading.
- All students achieve expected growth in NAPLAN Numeracy.
- Average achievement gap in NAPLAN testing between Indigenous and Non Indigenous students reduced by 10% compared to previous year for all students.
- Teacher practice improves under Quality Teaching framework

**Improvement Measures**

- All Year 3 students achieve National Minimum Standard in NAPLAN reading.
- All Year 5 and 7 students meet or exceed expected growth in NAPLAN reading.
- All students achieve expected growth in NAPLAN Numeracy.
- Average achievement gap in NAPLAN testing between Indigenous and Non Indigenous students reduced by 10% compared to previous year for all students.
- Teacher practice improves under Quality Teaching framework

**Evaluation Plan**

- End of term “Health Check” gathers educational performance of student.
- NAPLAN data reviewed once available.
- Monthly Quality Teaching peer review

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Strategic Direction 3: Increase the Organisational Effectiveness of the School

**Purpose**

Why do we need this particular strategic direction and why is it important?

To improve the level of communication and consistency in servicing the community of Menindee in order to raise the level of confidence in the school's ability to provide a quality learning environment that is culturally responsive.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Actively engage in their own learning based on high expectations utilising well-defined support and administrative structures.

**Staff:** Take responsibility for accessing school communication tools to ensure they are informed about aspects of school organisation. Actively engage with other members of their profession and the wider community.

**Parents/Carers:** Actively engage with the school to increase understanding of the opportunities to increase knowledge and understanding of school processes and to become an active participant in their design.

**Community Partners:** Continue to support external providers in utilising school and DEC financial and administrative systems.

**Leaders:** Targeted interventions and role modelling to improve the efficacy of school and DEC systems.

**Processes**

How do we do it and how will we know?

- Students use a variety of strategies to explicitly reflect on their learning and achievements.
- Develop and document identified school process or structures that support the effective operation of the school including curriculum, professional learning, technology, WH & S, Assets, and Student Wellbeing.
- Families and community will have the opportunity to meet staff in an informal setting to build rapport and advocacy for school operations.
- BYOD and community wireless projects enhance communication networks.
- Develop support structures to assist all newly appointed teachers to MCS
- Social Media and Website overhaul

**Products and Practices**

What is achieved and how do we measure?

- Moodle use data indicates all stage 6 students have effectively accessed their courses online.
- SALM usage data indicates increased use of student learning support processes by staff.
- Reduction in community complaint data indicates increased satisfaction with school systems.
- Social Media usage data indicates increased interaction with community.
- Increase in positive response to “Tell Them From Me” surveys from parents and community.

**Product:**

- Effective Student Administration and Learning Management systems enhance learning.
- A range of communication tools that enable efficient information exchange between the school and community

**Evaluation Plan**

- End of term SALM usage data review.
- Community survey at beginning of term 1, term 3 and end of term 4.

**Improvement Measures**

- Moodle use data indicates all stage 6 students have effectively accessed their courses online.
- SALM usage data indicates increased use of student learning support processes by staff.
- Reduction in community complaint data indicates increased satisfaction with school systems.
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