

2023 Annual Report

Menindee Central School



2523

Introduction

The Annual Report for 2023 is provided to the community of Menindee Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Menindee Central School's vision is "...to prepare young people to lead rewarding and productive lives in a complex and dynamic world", and as a Connected Community school, it is a place where people develop in a caring, stimulating, culturally affirming environment to reach their potential. A solid foundation for learning is established in the early years; positive personal and academic growth is fostered through the middle years and sustained support of pathways into future education or employment is in place for the senior years.

Our students, our teachers, our leaders and our school improve every year.

School context

MCS is a remote school in far west NSW, situated 110kms 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. 73%) with many having 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 close operating partnerships with a local businesses to support senior pathways with traineeships. An interagency group coordinate a wrap-around suite of services in support of students and their families in our school community. The school regularly consults with and reports to its reference group and the local AECG around planning and procedures.

Students at Menindee Central School are regularly exposed to new initiatives and experiences to ensure their educational journey is progressive, responsive and equitable.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve the educational attainment of all students at all stages through ensuring that all students are known, valued and cared for. The focus areas include monitoring student progress for the purpose of growth and attainment, curriculum development and the pursuit of excellence in relation to the learning culture of our school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed teaching and learning
- Student centred teaching and learning

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Socio-economic background

Aboriginal background

Low level adjustment for disability

Location

Summary of progress

Data Informed teaching and learning

Throughout the year the school utilised the APCI to track, monitor and interpret PLAN2 data to inform planning processes collaboratively with classroom teachers. Initially the APCI and Assistant Principals engaged in professional Learning around using both the literacy and numeracy progressions in Semester 2. An enabler of this initiative was the engagement of an APCI which allowed primary executive staff to focus more on delivery, build staff capacity, improve individual staff performance, and developing a whole school focus. The APC&I allowed for a more coordinated and focused approach taken to data use from Semester 2. A key barrier to the success of the initiative was ongoing staff absence, particularly executive staff, at crucial times of the year and, for extended periods of time. Additionally the APC&I position was only filled from T3 onwards and so it took time for the staff to understand the role and the position to begin to have impact across the school. The school was hoping that the focus on data by staff would improve their analysis and understand of student learning needs and additionally clear next steps for improvement. Executive staff in the primary have developed a stronger understanding of how to gather, analyse and use the data to program and plan more effectively for student learning. The impact has been the clarity of processes that support effective programming through use of data and this has been more evident in the primary section of school as this was the initial focus.

In 2024 the focus of this initiative will be to engage all staff K-12 in professional learning in the use of progressions to consistently track and monitor students achievement. This will include further professional learning on the use of the progressions and data analysis.

Student centred teaching and learning

The focus of this initiative was the implementation of Big Picture Academy (BPA) as part of the Stage 5 program. The school had 16 students (Years 9 and 10) involved in the program that engaged students in self-directed learning in the BPA. An enabler of this initiative was the timetable flexibility, increased access to flexible rooming so gave the students a specific space to be able to work in and have ownership over. The barriers to greater success within the initiative was staff selected for the program and perhaps taking more time to carefully select appropriate staff as it moves from teaching to facilitating and can be isolating for the staff member. Additionally staff and students had a lack of understanding of the requirement of the program, student diversity coupled with staff experience and executive supervision of the program. The school was hoping to see higher levels of student interest and engagement, greater visibility of self-directed learners and stronger connections to workplaces/community. There has been some change as a result of this program with some aspects working well however felt families feeling slightly anxious as it was quite different to the mainstream approach to learning. The impact of the program certainly made students aware of the different approaches to learning and how there can be strong connections and opportunities for work post-school in the community.

In 2024 the BPA will involve a smaller group of students and with students starting in Year 9. Additionally the school will slow down the process to ensure that adequate time is allocated to each phase of the program. The school executive will also ensure that there is a clear understanding of the program and how they can collaboratively support its implementation.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There is a shared understanding and responsibility for meeting the individual learning and wellbeing needs of all students by staff across the school.	PLSP and PLP document analysis indicates an increase of staff who have actively collaborated to support the individual learning needs of all students.
Evaluate progress against the SEF towards sustaining and growing in the Teaching domain element, Data Skills and Use.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.
Evaluate progress against the SEF towards sustaining and growing in the Learning domain elements of Reporting and Student Performance measures. Evaluate progress against the SEF towards excelling in the element of Learning Culture.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Reporting. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of student performance measures. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.
An increase in Check-in Assessment mean scaled score for reading in Years 3 -6 for 2023 compared with Year 3-6 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has <increased / decreased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year. This data to be inserted when it is available Term 1 2024.
An increase in Check-in Assessment mean scaled score for numeracy in Years 3-6 for 2023 compared with Years 3-6 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has <increased / decreased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year. This data to be inserted when it is available Term 1 2024.
An increased proportion of 2023 Year 10 students attaining a 'C' or above in Mathematics, compared with Year 9 in 2022.	An <increased/decreased> proportion of Year 10 students have attained a 'C' or above for Mathematics, compared with Year 9 in 2022.
An increased proportion of 2023 Year 10 students attaining a 'C' or above in English, compared with Year 9 in 2022.	An <increased/decreased> proportion of Year 10 students have attained a 'C' or above for English, compared with Year 9 in 2022.

Strategic Direction 2: A school wide approach

Purpose

To empower our school community through the pursuit of excellence in educational leadership and to ensure sustainable systems are implemented across our school for the future success of our students, staff and community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Systems and Processes
- Wellbeing

Resources allocated to this strategic direction

Professional learning

Socio-economic background

Literacy and numeracy

Aboriginal background

Low level adjustment for disability

Summary of progress

Whole School Systems and Processes

The focus of this initiative to support staff to most effectively support student learning, engagement and wellbeing through clear and consistent processes framed through messaging from executive staff. The staff engaged in a range of professional learning from external providers including trauma informed practice, and focus on attendance through virtual learning. An enabler of this initiative was the time allocated for reflections, meetings and staff meetings through targeted timetabling. A barrier of the initiative was ongoing staff absence, particularly executive staff, at crucial times of the year and, for extended periods of time. The school was hoping to see smooth, clear and consistent processes across the school that allowed the school to function effectively. In reality the interruptions to the year resulted in pockets of consistency across the school and some processes not fully and effectively implemented. The impact on school processes has been slower than hoped, however processes such as transition, attendance, trauma informed training all began to support staff to better support students and their families.

In 2024 the focus will be on more effectively implementing processes across the school that do not rely on specific executive staff rather the sustainability of the process itself. As such the school will monitor and review processes across the year through feedback from all stakeholders.

Wellbeing

The focus of this initiative was reviewing and refining the Personalised Learning Support Plan (PLSP) and Personalised Learning Pathways (PLPs) processes over the year, giving classroom teachers greater ownership of their part of the process and increase the direct contact with families to better understand each student. The focus included both formal and informal opportunities to engage with families. An enabler to the success of the initiative was resetting the PLSP process to empower staff in their creation through greater input and relevance of the information included for each student. A barrier to the success of this initiative was being able to clearly communicate with families the value of the conversations and being able to reach all families. The school was hoping there would be high engagement from families and effective participation from staff to engage in robust conversations and additionally to be able to clearly articulate the needs of their children. The school did review the PLSP and PLP process with an initial implementation to engage families and staff more collaboratively however greater action was needed for families to see the support of the school. The impact has been more staff having genuine conversations with families and greater levels of parental interaction.

In 2024 there will be a continued focus on growing the strong relationships between staff and families with more structures across the year to clearly identify when staff and families will meet through clarity of communication. Additionally the focus on wellbeing will be shifted into Strategic Direction 2.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending 90% of the time or more by 12.2% from the system negotiated baseline.	The number of students attending greater than 90% of the time or more has decreased.
Increase the percentage of students attending 90% of the time or more by 10% from the system negotiated baseline.	The number of students attending greater than 90% of the time or more has increased by 0.4%
Increase the percentage of students reporting positive Expectations for Success, Advocacy, and Sense of Belonging at School	66.7% of students reporting positive wellbeing outcomes across the positive wellbeing measures.
Increase the percentage of secondary students reporting positive wellbeing by 4.5% from the system negotiated baseline.	33.3% of students reporting positive wellbeing outcomes across the positive wellbeing measures.
Evidence towards excelling in educational leadership	Self-assessment against the School Excellence framework shows the element of Educational Leadership to be sustaining and growing.

Strategic Direction 3: Connected school community

Purpose

In order to maximise student engagement and wellbeing, the school will work develop and enhance partnerships with a range of stakeholders to allow them to connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Community Partnerships

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Location

Summary of progress

School Community Partnerships

The focus of this initiative was to build the capacity of school leaders, community leaders and aspiring leaders through the development of quality partnerships with a range external stakeholders focused on supporting all students, at their point of need to allow them to achieve their personal best including the Menindee Local Aboriginal Land Council (MLALC), RFDS and the beginning partnership with the Barkandji Rangers to support student and school programs. Key leaders from the school, Senior Leader Community Engagement (SLCE), developed strong partnerships and relationships through meaningful programs and initiatives within the school and wider school community. An enabler of this initiative was investing in the time for the key stakeholders both in school and community, to build and strengthen these partnerships. This resulted in better support for the students. A barrier to the initiative was limited to specific leaders within the school and community and working with them slowly so there is lasting impact. The impact of this initiative has been the ongoing partnership development with the Strathfield Principals Network through a visit to Menindee, involving engagement with the school community, professional development around partnerships with community and Strathfield staff to spend time with students in the classroom and increasing the pride of the students, staff and community of their homelands.

In 2024 the focus will be more on engaging more staff and community leaders to broaden the span of leadership in the school and community. As such the school will review the processes in place to support the involvement of emerging leaders to coordinate programs to support student and community needs and involving more members of staff and the students body to take leadership roles.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of HSC Course results in the top 3 bands by 5% to achieve the system negotiated lower band target.	• HSC Minimum Standard achievement has increased from 2022. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Aboriginal Student Numeracy Growth Primary A 10% increase in Check-in Assessment mean scaled score for Aboriginal Students in Numeracy in Years 3-6 in 2025 compared with Years 3-6 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in <reading/numeracy> has <increased / decreased>. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

<p>Aboriginal Student Reading Growth Primary</p> <p>A 10% increase in Check-in Assessment mean scaled score for Aboriginal Students in Reading in Years 3-6 in 2025 compared with Years 3-6 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in <reading/numeracy> has <increased / decreased>. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>Aboriginal Student Reading Growth Secondary</p> <p>A 10% increase in Check-in Assessment mean scaled score for Aboriginal Students in Reading in Years 7-9 in 2025 compared with Years 7-9 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in <reading/numeracy> has <increased / decreased>. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>Aboriginal Student Numeracy Growth Secondary</p> <p>A 10% increase in Check-in Assessment mean scaled score for Aboriginal Students in Numeracy in Years 7-9 in 2025 compared with Years 7-9 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in <reading/numeracy> has <increased / decreased>. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$180,617.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Menindee Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed teaching and learning • Student centred teaching and learning • Whole School Systems and Processes • Wellbeing • School Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support all students • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * improved engagement of students in classroom learning * improved relationships with families and involvement in discussions to support students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * identification of one staff member to oversee attendance to improve accuracy * to continue to employ additional SLSOs to support targeted students * to continue to fund the position of Head Teacher Wellbeing to provide oversight across the school and consistency for families
<p>Aboriginal background</p> <p>\$211,589.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Menindee Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed teaching and learning • Student centred teaching and learning • Wellbeing • School Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 65% Aboriginal felt good about their culture (TTfM) * 62% students felt teacher have a good understanding of their culture (TTfM) * 100% of PLP were completed for Aboriginal students * More authentic engagement from families in the PLP process

<p>Aboriginal background</p> <p>\$211,589.64</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to engage classroom teachers and Aboriginal staff member in the PLP conversation to ensure authenticity * to ensure that the PLP process is ongoing across the year through planned opportunities each term * to continue to employ additional staff to support Aboriginal students
<p>Low level adjustment for disability</p> <p>\$103,260.27</p>	<p>Low level adjustment for disability equity loading provides support for students at Menindee Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed teaching and learning • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging additional staff to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * internal assessments results improved for students through increased engagement in classroom activities * additional staff helped to improve the wellbeing of students through direct support <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to employ additional staff to support targeted students across the school
<p>Location</p> <p>\$47,452.59</p>	<p>The location funding allocation is provided to Menindee Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student centred teaching and learning • School Community Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * provided equity of access and participation for all students to attend excursions and incursions <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to provide equity of access and participation for all students to attend excursions and incursions
<p>Professional learning</p> <p>\$42,688.08</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Menindee Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems and Processes • Wellbeing

<p>Professional learning</p> <p>\$42,688.08</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • time for SLSOs to engage in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * greater confidence and understanding for staff to implement aspects of their professional learning in the classroom * improved confidence and understanding for staff to begin to implement curriculum reform <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * personalised and targeted professional learning to improve the teaching practice of staff to benefit student learning opportunities * continue to provide additional time for teachers and SLSOs to implement curriculum reform
<p>Literacy and numeracy</p> <p>\$55,313.17</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Menindee Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * supported an improved consistency of staff practices in the teaching of literacy and numeracy across all classrooms <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * review the structures of intervention across the school to ensure that all students are being supported at point of need
<p>QTSS release</p> <p>\$8,995.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Menindee Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * improved consistency, confidence and knowledge of staff to deliver effective classroom learning opportunities <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to provide collaborative opportunities for staff across similar stages to review student assessment data and plan appropriate differentiated activities
<p>COVID ILSP</p> <p>\$52,600.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$52,600.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none">• Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none">• employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none">* targeted students have shown improvement across both internal and external assessment platforms <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none">* to consider the flexibility of student involvement across a period of time to maximise their learning stamina
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	54	46	43	41
Girls	35	31	31	34

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Student attendance profile

School				
Year	2020	2021	2022	2023
K	83.9	51.6	87.4	70.7
1	87.2	78.4	76.9	83.1
2	87.5	83.8	82.0	78.1
3	86.8	68.4	81.4	78.7
4	88.6	72.5	74.4	82.5
5	81.5	74.7	66.1	67.0
6	86.5	75.5	78.0	73.0
7	83.1	79.6	82.0	76.5
8	85.7	76.8	73.0	72.4
9	86.7	76.9	69.3	68.6
10	78.0	81.3	82.7	76.3
11	86.5	69.2	91.9	85.4
12	85.0	81.4	72.8	79.6
All Years	85.0	74.9	76.5	75.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	91.1	89.8	85.1	87.9

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.11	0	50
Employment	0.11	0	0
TAFE entry	0	0	0
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

66.67% of Year 12 students at Menindee Central School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Menindee Central School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.4
Head Teacher(s)	2
Classroom Teacher(s)	11.07
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.47
School Counsellor	1
School Administration and Support Staff	4.99
Other Positions	1.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	735,296.61
Revenue	4,785,918.52
Appropriation	4,696,474.36
Sale of Goods and Services	12,599.92
Grants and contributions	73,230.50
Investment income	3,613.74
Expenses	-4,538,657.53
Employee related	-3,511,217.08
Operating expenses	-1,027,440.45
Surplus / deficit for the year	247,260.99
Closing Balance	982,557.60

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	495,467
Equity - Aboriginal	211,590
Equity - Socio-economic	180,617
Equity - Language	0
Equity - Disability	103,260
Base Total	1,833,763
Base - Per Capita	19,311
Base - Location	47,453
Base - Other	1,766,999
Other Total	1,848,744
Grand Total	4,177,974

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Parent responses from meetings, forums, and surveys indicate

- 92% of parents surveyed felt welcome at school.
- 95% of parents surveyed said they can speak easily with the principal.
- 82% of parents surveyed said they can speak easily with the teachers.
- 82% of parents surveyed said administration staff were helpful.

Students responses to the Tell Them From Me surveys indicate

- 73% of ATSI students felt good about their culture.
- 78% of ATSI students felt teachers have a good understanding of their culture.
- 67% of primary students expect to go to University when they finish high school.
- 67% of secondary students felt proud of their school.

Teacher satisfaction data measured through surveys indicate

- 100% staff members indicated they were personally supported by the school.
- 94% staff felt professionally supported by the school.
- 100% staff were proud to be working at the School.
- 100% staff report the school is a culturally safe and welcoming place for all students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.